

**STUDY ON THE COMPETENCIES OF THE TEACHERS
TRAINED THROUGH DISTANCE EDUCATION IN
PAKISTAN**

TO 7821

BY

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Submitted in fulfilment of the requirement of Post Doctoral Research
FACULTY OF EDUCATION, DEAKIN UNIVERSITY
AUSTRALIA
2007

Accession No TH7821

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Abstract

Many countries with large populations rely on distance education to provide access to higher education. Countries such as China, India, Turkey and Pakistan have well established open universities that provide education to many students. Though such distance courses are regularly evaluated and researched for their innovation and student satisfaction, the capacity of their graduates to perform competently in their chosen professions is a test of their effectiveness and their equivalence with traditional on-campus university courses. This paper describes a study that has attempted to evaluate the outcome of an Open University course in teacher education through surveying the competence of the teachers who have attained their Bachelor of Education at Allama Iqbal Open University (AIOU) in Pakistan.

An extensive review of the literature established teacher competencies generally agreed as necessary for effective classroom teaching while studies that researched the value and impact of distance education were also examined. To examine the extent to which teachers who obtained their degrees from AIOU possessed these competencies, survey questionnaires were devised to gather data from several perspectives. The questionnaires were piloted and revised in response to comments from participants representing the sample groups. The populations sampled for this study were composed of:

- 135 secondary School Teachers who have a B.Ed degree from AIOU and are working in Pakistani schools,

- 220 secondary school students from the classes taught by AIOU graduates,
- 44 heads of secondary schools where AIOU graduates teach,
- 20 academics from the Faculty of Education, AIOU, Pakistan.

Interpretation of the analysed data will be discussed with recommendations for ways the study will be used to improve teacher education in Pakistan and more specifically in the field of distance education.

STATEMENT OF ORIGINAL AUTHORSHIP

It is certified that this research report does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Dated: Oct 17, 2007

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ACKNOWLEDGEMENTS

Several people provided encouragement and assistance during the study. I acknowledge their contribution very sincerely.

I am deeply indebted to Associated Professor Dr. Elizabeth Stacey, Deakin University Australia – my supervisor for her able guidance, cooperation and patience during this project.

I am also grateful to Professor Dr. S. Grundy & T. Evans, Deakin University Australia for their support and encouraging behaviour.

Appreciation is due to Mr. Brian Doig, Lecturer, Deakin University Australia for his valuable suggestions in the process of data collection as well as analysis.

I must acknowledge the willing and participation of academics of AIOU, heads of secondary schools, secondary school teachers and secondary school students from Islamabad, Rawalpindi and Multan involved in this study. In this regard, the cooperation of Prof. K. A. Hashmi, Prof. Dr. M. Zafar Iqbal Dean, Faculty of Education AIOU, Mr. Munir Rajput P.S to State Minister Education Pakistan, Mr. Abdul Hameed P. S to V.C AIOU, Prof. M. A. Wahid, Director, FDE Islamabad, Mr. Suhail Anjum P.S to Dean Faculty of Education, Lt. Col. Tahir Butt, AEC GHQ, Rawalpindi and Malik Aslam, Principal, Federal Government High School

Rawalpindi is highly appreciated. Many thanks to Muhammad Amin Sindhu for formatting the report.

I must endorse the contribution of Prof. Dr. Rehana Masur, Prof. Dr. M.Asam Ch, Mr.Ghulam Rasool Channa, Dr. Muhammad Javed Iqbal and Javeed Iqbal Rana during pilot study for validating the questionnaires.

Special gratitude is given to Prof. Dr. Atta-ur-Rahman, (Nishan-i-Imtiaz, Hilal-i-Imtiaz, Sitara-e-Imtiaz, Tamgha-i-Imtiaz, UNESCO Science Laureate) Chairman, Higher Education Commission Pakistan for the scholarship to pursue post doctoral research.

I wish to record my thanks to Prof. Dr. Mahmood H. Butt, Vice Chancellor Allama Iqbal Open University for sanctioning one year study leave for this project.

Particular thanks and appreciation are offered to my family members for their tolerance and encouragement during the course of study.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Many countries with large populations rely on distance education to provide access to higher education. Countries such as China, India, Turkey and Pakistan have well established open universities that provide education to many students. Though such distance courses are regularly evaluated and researched for their innovation and student satisfaction, the capacity of their graduates to perform competently in their chosen professions is a test of their effectiveness and their equivalence with traditional on-campus university courses. This report describes a study that has attempted to evaluate the outcome of an open university course in teacher education through surveying the competence of the teachers who have attained their Bachelor of Education at Allama Iqbal Open University (AIOU) in Pakistan.

The purpose of this study is two-fold. The first is to determine the consensus on the potential of distance education in the delivery of teacher training in Pakistan. The second is to assess the strengths and weaknesses of distance education in developing desired teaching competencies so that guidelines can be recommended.

1.2 Background of the study

The quality and the level of excellence in education depend upon the quality and competence of teachers. The competent teacher is possible through a careful program

of teacher training. A teacher is trained in both theory and practice and it becomes essential that training should equip them to do a challenging job. Programmes of teacher training are being offered through the traditional face-to-face system of education as well as through distance education.

There are many teacher training institutions teaching through a traditional face-to-face education mode in each country throughout the world. Such systems of education are successful worldwide both in advanced countries as well as in developing ones. But a distance education mode has less recognition in the developing world as that of the traditional mode. To some extent this is due to a digital divide whereby not all students or teaching institutions are connected electronically so cannot rely on new forms of technology. Elsewhere, ease of access to information and communication technologies has meant that distance education has become an important form of learning and teaching around the world. The fundamental concept of distance education is simple enough: students and teachers are separated by distance and time. They use various media for interaction, often connecting asynchronously in flexible time frames. This is in contrast with traditional concepts of education in which teacher and individual learner met at the same time and place which has become an accepted mode of education.

For the teacher profession there is a need to upgrade their professional status through high standards of learning and training. For the teachers, learning and

training is considered as two sides of the same coin called education. The most important and crucial point in teacher training and education is to promote learning.

Effective teachers are those who are able to incorporate their personal and professional characteristics into the classroom. A competent teacher practices certain principles inherent in educational pursuits to conform to professional standards of conduct and performance. The term competency standard refers to “a combination of attributes underlying some aspects of successful performance” (Gonczi et al., 1990, p.9). There are many characteristics and elements of personality that contribute to effective teaching but all characteristics and competencies need training, improvement and development. During the professional preparation of teachers, there is an emphasis on enhancing their competencies through developing new teaching skills. Teaching is a complex profession with both intrinsic and extrinsic rewards; however it is essential that new teachers are trained in specific skills and competencies.

Messick (1984, p.227) clarifies this concept in following words:

Competence refers to what a person knows and can do under ideal circumstances whereas performance refers to what is actually done under existing circumstances. Competence embraces the structure of knowledge and abilities, whereas performance subsumes as well, the processes of accessing and utilizing those structures and a host of affective, motivational, attentional and stylistic factors that influence the ultimate responses.

The quality of competent teaching depends upon the nature of teacher training program. The competence of teachers entering the profession is a significant issue

for providers of teacher education and the many education bodies who employ graduate teachers.

According to the International Board of Standards for Training, Performance and Instruction (IBSTPI),(2007) "...an integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment". The IBSTPI competencies are statements of behavior - not personality traits or beliefs, but they do often reflect attitudes.

The phenomenon of competence is not a recently contested issue, nor one that is unique to the teaching profession. To make the art of teaching more scientific and measurable, a lot of work in respect to teaching competencies has been carried out particularly in Australia, USA and UK. Ingvarson and Chadbourne (1994) mention that "American schools debate the wisdom of regular, compulsory teacher appraisal; teachers in the UK are forced to deal with the effects of mandatory appraisal of competence". Similarly, Australian education bodies are involved in developing a nationally recognized set of professional standards (Board of Teacher Registration, Queensland, 2002). Teacher training institutions devise training programmes that suit their preferred objectives while education bodies that employ teachers have their own criteria and preferences about their competencies. A universal agreement on standards for competencies may not always be possible. Consequently the

competence of teachers entering the profession is a significant issue for providers of teacher education and the many employing bodies.

The teaching profession requires a teacher to continuously update their professionalism and learning. A teacher must not only be knowledgeable for their own students but must also continuously improve their own knowledge. In this context, Australian government took an initiative of devising a national competency framework for beginning teachers for the benefit of the education community. The areas of competence in Australia are described in table 1.1 below.

Table 1 : Areas of teaching competencies

AREA OF COMPETENCE- 1

Using and developing professional knowledge and values

- 1.1 Knows content and its relationship to educational goals.
- 1.2 Understands the relationship between processes of inquiry and content knowledge.
- 1.3 Understands how students develop and learn
- 1.4 Active in developing and applying professional knowledge
- 1.5 Operates from an appropriate ethical position
- 1.6 Operates within the framework of law and regulation

Value diversity, all students have right to learn

AREA OF COMPETENCE- 2

Communicating, Interacting and Working with Students and Others

- 2.1 Communicates effectively with students
- 2.2 Develops positive relationship with students
- 2.3 Recognizes and responds to individual differences
- 2.4 Encourages positive students behaviour
- 2.5 Responds to role in the team responsible for students' education
- 2.6 Works effectively with parents and others
- 2.7 Works effectively with parents and others responsible for the care of the students
- 2.8 Communicates with school support staff, the profession and the wider community

AREA OF COMPETENCE- 3

Planning and managing the teaching learning process

- 3.1 Plans purposeful programmes to achieve specific student learning outcomes.
- 3.2 Matches content, teaching approaches and students development and learning in planning
- 3.3 Design teaching programs to motivate and engage students
- 3.4 Structures learning tasks effectively
- 3.5 Demonstrates flexibility and responsiveness
- 3.6 Establishes clear, challenging and achievable expectations for students
- 3.7 Fosters independent and cooperative learning
- 3.8 Engages the students actively in developing knowledge

AREA OF COMPETENCE- 4

Monitoring and Assessing Student Progress and Learning Outcomes

- 4.1 Knows the educational basis and role of assessment in teaching
- 4.2 Uses assessment strategies that take account of relationships between teaching learning & assessment
- 4.3 Monitors students progress and provides feedback on progress
- 4.4 Maintains records of student progress
- 4.5 Reports on student progress to parents and others responsible for the care of the students

AREA OF COMPETENCE- 5

Reflecting, Evaluating and Planning for Continuous Improvement

- 5.1 Critically reflects on own practice to improve the quality of teaching and learning
- 5.2 Evaluates teaching and learning programs
- 5.3 Plans to meet longer-term personal and school goals
- 5.4 Develops professional skills and capacity

SOURCE: Australian Teaching Council, 1996.

This yardstick highlights a teacher's personal and professional life. Charles Darwin University, Australia, (2006) has provided a description of the national competency framework for beginning teaching inferring that the targets of national policy need to be reflected in the programmes of educational institutions.

Internationally, different organizations require different types of competencies. According to the New Mexico (USA) Public Education Department there are nine indicators/competencies of teachers as listed below:

- 1- The teacher accurately demonstrates knowledge of the content area and approved curriculum;
- 2- The teacher appropriately utilizes a variety of teaching methods and resources for each area taught
- 3- The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding
- 4- The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
- 5- The teacher effectively utilizes student assessment techniques and procedures
- 6- The teacher manages the educational setting in a manner that promotes positive student behaviour, and a safe and healthy environment
- 7- The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept
- 8- The teacher demonstrates a willingness to examine and implement change as appropriate
- 9- The teacher works productively with colleagues, parents, and community members.

Davidson College (USA) (2006) has divided the competencies of teachers into two categories i.e. professional and pedagogical competencies:

Pedagogical skills

- Teachers practice effective classroom management.
- Teachers use a variety of methods to teach students, including cooperative learning techniques.
- Teachers use a variety of methods to assess what students have learned.
- Teachers align their instruction with the required curriculum and teach thinking and problem solving skills.
- Teachers plan instruction that is appropriate for a diverse student population, including students with social needs.
- Teachers have strong and technological skills.

Professional skills

- Teachers believe that all students can learn.
- Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development in the area of technology.
- Teachers are reflective about their practice
- Teachers work collaboratively with colleagues, families, and the community to support the learning environment).

Teaching requires some characteristics which must be developed during the training period. An ideal teacher practices certain principles inherent in educational pursuits to conform to professional standards of conduct and performance. The teacher, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuits of truth and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The teacher accepts the responsibility to adhere to the highest ethical standards.

Communication skills, motivational techniques and use of technology are important skills for Teaching. The University of Northern Iowa (2007) mentions for the following competencies:

- 1- Knowledge of Content and Skills areas
- 2- Knowledge of Learners and the Learning Process
- 3- Instructional Planning
- 4- Use of Instructional Strategies
- 5- Learning Environment and Classroom Management
- 6- Use of Communication Strategies
- 7- Assessing/Diagnosing/Evaluating Strategies
- 8- Use of Motivation Strategies
- 9- Use of Problem Solving/Decision Making Strategies
- 10- Home-School-Community Relations
- 11- Use of Technology

12- Use of Multicultural Gender Fair Strategies

13- Human Relations Skills

14- Professional Characteristics/Personal Qualities

An effective teacher is one who is bringing about intended learning outcomes. They run the classroom in an organized, highly structured manner, emphasizing the intellectual content of the academic disciplines. Enlightened teachers are fair, responsible, steady, poised and confident.

1.3 Teaching training through distance education

Distance education is flexible. Traditionally educated individuals can also continue their education through this system whereby the student and learner are at a distance from one another. They share their activities through either correspondence, face-to-face contact or through the use of various instructional media.

Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special method of communication by electronic and other technology, as well as special organizational and administrative arrangements (Moore & Kearsley 1996, p.2).

Many developing countries are confronted with crucial problems in the field of teacher education. Teacher education is a multidimensional activity and encompasses various aspects of a teacher's life and work. Its aim is not only to teach

the teacher how to teach but to make an effort to develop their initiative, to reshape their professional attitudes and to develop skills to improve their professionalism.

Bennet (2000,p.59) argues that “In order to keep pace with technological changes in society, the teacher education programmes of all levels in a country must be planned in such a way the teachers produced by these programmes are broadly educated, scientific minded, uncompromising on quality, innovative, courageous but sympathetic towards students”. Because of the magnitude of problems and scarcity of resources, in many countries it did not seem feasible educate only through exclusive reliance on the formal or traditional face-to-face system. Various factors of this system like overcrowded classrooms, increasing population of students, and high drop out rates meant people were unable to enroll in the traditional or formal education system. On the other hand, distance education has become parallel to formal education. Moreover, distance education has facilitated people enrolling in education and diminished the barriers of time and place.

Distance education depends upon media for synchronous as well as asynchronous communication. Evans (1997) states:

At the pedagogical level educators are encouraged to see their practices are being mediated, usually through electronic communication, along global lines. It is said that the communication media, both directly and indirectly, are able take their teaching to learners around the globe or, conversely, they may use global resources via these media to foster or enhance their own teaching”. (p.12)

1.4 Teacher evaluation

The evaluation of teachers has the improvement of instruction as a major goal. The evaluation of teaching effectiveness is an ongoing process which contributes to the continued improvement of teaching competence.

Evaluation of teaching competencies is concerned with the degree to which a teacher demonstrates characteristics, abilities, skills and attitudes that are considered essential for effective instruction. Such evaluation addresses questions as:

- How familiar is the teacher with accepted pedagogical skills and techniques?
- Does the teacher display personality characteristics such as warmth, decisiveness and self assurance, typically associated with effective instruction?

During teaching, the teacher recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect of the organization provides the incentive to attain and maintain the highest possible degree of ethical conduct. These aspects show why teacher education is important for an education system. Good education demands good teachers and good teachers mean quality education for the teachers and the learners.

1.5 Significance of the study

The study data are essential to making informed decisions about how to structure distance teacher education. It is expected that the competencies evaluated by the study will be beneficial to teacher training planning. The study will provide

information to Open University policy makers and curriculum planners working to make modifications in the distance mode for future course delivery. Academicians and tutors involved in teacher preparation programs may use the results to change their focus to different competencies. Media personnel involved in developing broadcast and non-broadcast program for different media i.e. radio; T.V and computers will gain insight from the results of the study which will apply to the developmental process of the production of programmes.

1.6 Objectives of the study

1. To investigate the effectiveness of distance teacher education.
2. To identify the competencies required for effective teaching
3. To survey the competencies being developed by training programme through distance education.
4. To find out the problems involved in teacher training through distance education and to suggest solutions.
5. To develop guidelines for improving competencies of teachers qualifying through distance mode of education in Pakistan

1.7 Research questions

1. What are the competencies necessary for effective teachers?
2. To what extent do school teachers who got their degrees from Allama Iqbal Open University (AIOU) in Pakistan possess these competencies?
3. Does a teacher training program through distance mode inculcate the required

competencies?

4. What is the relationship between the skills inculcated through distance mode and those qualities required for teaching the corresponding school level?
5. Does distance education have the potential to train teachers in an effective and efficient way?

1.8 Limitations

In this study the focus will be the secondary school teachers working in Islamabad Capital Territory (ICT) who received Bachelor of Education (B.Ed) degrees from AIOU.

Only teachers, heads of schools, AIOU Academics and secondary school students studying in the schools where AIOU qualifying teachers posted are included in the study.

1.9 Procedure

A list of those teachers who have B.Ed degrees from AIOU and are working in ICT was obtained from the office of the Director General Federal Directorate of Education. Islamabad. Data gathering tools were sent to their schools through the Directorate to obtain data from teachers who agreed to participate in this study. Care was taken to include those teachers who qualified from AIOU after 2000 because before 2000 courses of AIOU were not broadcast media based. Consent of the Directorate was sought and approved. Two other target groups i.e. students of these

teachers and heads of schools were included from the same school when gathering data. Because the focus of the study is to evaluate the competencies of teachers trained through distance education it was important to seek views from heads and students about the teachers in the study. A further data gathering tool was administered to academic staff at the Faculty of Education, AIOU to obtain their perspectives.

1.10 Definition of terms

Competencies

Competencies are general descriptions of the behaviour or actions needed to successfully perform within a particular {work} context (e.g. job, group of jobs, function, etc) (www.hrsg.ca)

Teaching competencies

Teaching competencies are defined as an integrated set of personal characteristics, knowledge, skills and attitude that are needed for effective performance in various teaching contexts (Smith & Simpson, 1995).

Distance education

Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special method of communication by electronic and other technology, as well as special organizational and administrative arrangements (Moore & Kearsley, 1996).

E-Learning

E-Learning is defined as a type of learning that is aided by information and communication technology tools. In particular, e-learning can be referred to as the effective learning process created by combining digitally-delivered content with learning support and services. These services may include the Internet, intranets, computer-based technology, or interactive television (Churchill & Munro, 2002).

Face -to-Face (F2F)

Face-to-face is used to describe personal interaction in real life as opposed to via some digital or electronic communications medium. F2F course delivery is defined as traditional classroom teaching environment referring to meeting student in person.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The purpose of this chapter is to present an overview of the literature relating to the concepts of distance teacher education and the teaching competencies developed through distance education. This chapter begins with the concept of distance education and its potential in the training of teachers. The literature about teaching competencies is analyzed with the intention of reviewing the practices currently in vogue internationally, whether teacher training through a distance education mode is fulfilling the expectations of the schools, and to assess the important aspects of distance-delivered teacher education programmes. The literature was used to develop the tools for judging the quality of distance teacher education.

Binns and Wrightson (2006) conducted a study that used teacher education as a model of distance education (DE) that could be used to evaluate the impact of its systems rather than because it was teacher education. Key findings of their research are listed below:

- The research has confirmed (as well as affirming) what has generally been accepted in recent times; that is DE models of teacher training are producing credible, acceptable and competent individuals, and that the training does promote change and development in teachers, their schools and local communities.

- DE as a system of education is now acceptable. Many peoples (head teachers and others) who in the research, rated the DE trained teachers/methodology as good, were conventionally trained themselves, and somewhat sceptical of the new methodology. There appears to have been a significant mind change.

This chapter continues with an extensive critique that highlights the concept of teaching competencies and characteristics of the distance mode of education in the teaching of teachers. The concept of teaching competence through distance education forms the basis of the present study.

2.2 Teaching

Teachers represent the ideals and aspirations of the nation and owe to its moral and mental accountability for equipping youth for active participation in the enterprise of creating social order. Teachers have to demonstrate a high level of professionalism to meet the standard required by national policies. This aim can be realized by effective, brilliant teachers, teachers who are equipped with the training that has a direct bearing on the quality of life. The teacher is a pivot in the entire education system. As James (1977, pp.24-25) states:

In teaching, you must simply work with your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind: then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with devouring curiosity to know what the next steps in the subject are.

Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching, there are many other components to the teacher's role. According to UNESCO (1987) the teacher's role requires the teacher to:

- a. ensure students' physical well-being;
- b. promote skills and competency in literacy and numeracy, sensitivity to the environment between the school and community;
- c. help growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional growth;
- d. transmit the culture of knowledge, and help students become aware of the world community;
- e. help each individual achieve full self-actualization and become a fully functional member of society;
- f. provide the students and the community with an admirable role model of the professional teacher; and be accountable to the community and to parents.

The changing role of teachers necessitates that the teacher must grow in the profession. He has to grow both in the 'what' and 'how' of teaching because an explosion of knowledge is adding to 'what' and vast changes in education, its media, its tools and conditions around demand a change in teachers through quality teacher education programmes. The quality of training given to teachers depends upon the professional competency of teacher educators. Moreover, teacher education programmes are responsible for preparing future competent teachers

therefore teacher education must be good and effective. Another point that needs emphasis at this juncture is that once trained, teachers would do well to keep on improving their teaching with fresh learning. Again, as teachers, they must ensure that their students learn when they teach. Eckersley (1995) stresses:

Quality teachers are needed more than ever to assist students with their learning. Teachers have multi dimensional role in the process of education i.e. in assisting administration, guiding and counseling students both in their effective learning as well as their future role in society as a responsible citizen. Successful or good teaching is the teaching which does bring about the desired learning. The challenge of education thus stresses the need for orientation in skills and methodology for teachers in colleges and universities.

Bransford, Brown and Cocking (1999) also described the nature of an effective and high-quality teacher when they noted the following:

Outstanding teaching requires teachers to have a deep understanding of the subject matter and its structure, as well as an equally thorough understanding of the kinds of teaching activities that help students understand the subject matter. ...expert teachers have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. (p.126)

2.3 Teacher education

Feiman-Nissmer (1990) surveyed five conceptual orientations for teacher education:

- The academic orientation: This orientation focuses on transmitting knowledge and developing understanding. It emphasizes the subject-matter background of the teacher, and favors didactic instruction, teaching how to think, inquiry, and the structure of the discipline. In summary, it is oriented to

developing a strong subject-matter background than to learning pedagogical skills.

- The practical orientation: This orientation focuses on the skills of teaching. It tends to focus on the experience in the classroom as the source of learning to be a teacher. It is commonly associated with various forms of apprenticeship systems of teacher education. The risk here is that the novice teacher will imitate the experienced teacher without reflecting on what is experienced.
- Technological orientation: This orientation aims at producing teachers that can carry out the tasks of teaching with proficiency. It draws heavily on the results of research on effective teaching, and includes the competency-based teacher education approach, which gained recognition a generation ago and is getting renewed attention in the current education reform efforts.
- The personal orientation: This orientation focuses on the teacher as a learner, and a teacher's own personal development is a central part of teacher preparation.
- The critical/social orientation: In this orientation, the teacher is one who works to remove social inequities and promote democratic values in the classroom. He also fosters group problem solving among students. There are various types of this orientation that are quite different, but they share the same purpose, that is; preparing teachers to change society.

According to Sharon and Rossman (1995) a good teacher education programme must be dynamic so that it can produce teachers who are "moral stewards, constructors

and philosophers". They draw from a strong base of values, knowledge, skills and professional commitment. Their value system is deeply grounded in the rights of children, their knowledge base is self constructed yet connected to the culturally accepted knowledge of the field. They understand how people grow, develop and learn their skills, are tried in experience, their professional practice is guided by reflection, action and accountability.

In order to prepare teachers for effective teaching, a teacher education programme must have goals classified into three categories: Teacher knowledge of content area, teaching skills, both pedagogical and interpersonal, and teacher feelings and self awareness are important factors (Anderson and Ching, 1987). The concept presented in this approach puts equal emphasis on knowledge and skills of teachers as well as teachers' awareness of students' emotional reactions and their ability to respond to these reactions.

Edith. Rainer and Wright (1997) said that the major aim of teacher education is the promotion of teachers' fullest understanding of their individual pedagogic framework. This framework is formulated as a result of individual experiences so the theme of teacher education should be the transformation or rebuilding of teachers' perspective through a close and collaborative study of their own teaching experiences. It can be said that teacher education is the training which prepares teachers to perform their jobs effectively in the environments.

There should be linkages between teacher education, teacher effectiveness, and student learning. There is controversy found about the concept of effective teaching i.e. some give preference to content and others to pedagogy on three basic approaches can be identified: the behavioural, heuristic, and interactive approach. The behavioural approach is centred on the teacher and assumes that it is the teacher's behaviour, knowledge and skills that mostly affect student learning. The heuristic approach sees the teacher as a mere facilitator of a student's own inquiry-oriented learning. According to this concept it is less the teacher but rather the student who takes the active part in learning. A somewhat conciliatory approach is the interactive one which sees teaching and learning as a partnered process. Here the learner is seen both as an active partner in learning, but also the result of what and how a teacher communicates knowledge, skills, values, and attitudes (Avalos, 1991. p.10).

The study in hand focuses on the aspect of pedagogical content knowledge. In 1986 Shulman described Pedagogical Content Knowledge (PCK) as the way of representing and formulating the subject that makes it comprehensible for others (Shulman, 1986). In 1987 he listed it as one of seven knowledge bases for teaching. These are: content knowledge, general pedagogical knowledge, curricular knowledge, knowledge of learners, knowledge of educational context and knowledge of philosophical and historical aims of education (Gess-Newsome, 2001).

2.4 Teaching competencies

Issues of competence and performance have been interchanged during the appraisal of teachers. Competence is usually referred to as the stock of knowledge and skills for achieving competitive advantage. Due to changes in society, the role of the teacher has become challenging and demanding.

Teacher effectiveness is a difficult concept to define easily and further says that 'The stumbling block is the difficulty of reaching consensus on what effects 'effective' teachers should be helping to create (Dunlop, 1992). A teacher has to perform a job based on different variables from the range of teaching methodologies to problems of learning. Effective teaching is one of the central purposes of educational practice in improving learning.

Behind the mastery of learning stands the mastery of teaching and teachers are important and make a difference. Berliner (1988) considers that a teacher becomes competent after three or four years of teaching service. There are different approaches to competence and performance i.e. some consider it as a behaviorist approach while others consider it as a generic approach. Sandberg (1994, p.10) offers the following types of factors and competencies that may be acknowledged as worker-oriented approaches to defining individuals' competence:

- Psychomotor factors- perpetual skills, motor skills;
- Cognitive factors- Knowledge, intellectual skills;
- Affective factors- motivational and emotional conditions for action;

- Personal factors- conditions for action related to personality traits;
- Social factors- social skills

Sandberg (1994) clarifies the concept of competent performance with the following categories:

- Theoretical knowledge of an intellectual and descriptive nature;
- Practical knowledge involving skills and tacit knowledge;
- Capacity to carry out work where work is expected to be completed in a specific time by workers who feel competent to achieve the desired results;
- Networks of professional contacts including personal contacts at work and non-personal contacts such as books and manuals;
- Conception of the work that explains the workers way of making sense of their work.

This last category relates to the manner in which the work is carried out and includes elements such as frames of reference, attitudes and values. This infers integrated competence. As far as the task of measuring competency is concerned careful handling is required. Integrated competence moves beyond the mere listing of tasks (what is done on the job), by adding two holistic dimensions: the practitioners' attributes (what is brought to the doing of the job) and the characteristics of the context or 'situated ness (Hager & Beckett, 1995).

In order to develop required skills and qualities in the learners, the teachers also require certain competencies and teaching skills to make an effective classroom and school for an effective teacher. It is necessary to define term 'teacher competency'.

A competent teacher has the attributes necessary for job performance. A teacher needs to possess a set of relevant attributes such as knowledge, abilities, skills and attitudes. These aspects form competence. Frameworks defining criteria for teacher competence are developed at international and national levels organizations such the Organization for Economic Cooperation and Development (OECD) provide guidance for national frameworks in many countries. Teaching quality has been considered as a holistic concept with the following dimensions comprising various competencies:

- Knowledge of substantive curriculum areas and content:
- Pedagogical skill, including the acquisition of and ability to use a repertoire of teaching strategies;
- Reflection and the ability to be self- critical, the hallmark of teacher professionalism;
- Empathy and the commitment to the acknowledgement of the dignity of others;
- Managerial competence, as teachers assume a range of managerial responsibilities within and beyond the classroom (OECD, 1994).

This gives emphasis more to the overall role of a teacher in an organization whereas some policy papers focus on the teacher's role in teaching. A draft competency framework for teachers was developed in Australia during the 1992-93 by a National Project on the Quality of Teaching and Learning (NPQTL) .Five areas of competence were identified as below:

1. Using and developing professional knowledge and values

2. Communicating, interacting and working with students and others
3. Planning and managing teaching learning process
4. Monitoring and assessing student progress and learning outcomes
5. Reflecting, evaluating and planning for continuous improvement (Marsh, 2004).

Examination of the literature concerning teaching competence reveals a multitude of terms used to describe excellent teaching. The research in this area includes:

- Good teaching (Brown & McIntyre, 1993);
- Effective teaching (Cooper & McIntyre, 1996; Kyriacou, 1997);
- Creative teaching (Woods & Jeffrey, 1996);
- Quality teaching (Stones, 1992).
- Reflecting, evaluating and planning for continuous improvement (Marsh, 2004).

There is a plethora of research examining teacher knowledge and its role in expert teaching (for example Clermont, Borko & Krajcik, 1994; McEwan & Bull & Bull, 1991; Shulman, 2000). Shulman's work received attention in late 1987 when he argued that, to be effective, teachers must possess and exhibit competency in:

- Content knowledge (understanding of the concepts and underlying structure of the concepts being taught)
- Pedagogical knowledge (skills necessary for guiding, managing, assessing, and communicating with students)

- Pedagogical content knowledge (ability to convey content knowledge through multiple models of teaching to enhance student understanding, comprehension, and achievement.

Department of Education Northern Ireland (DENI) (1993) has summarized detailed breakdown of competence elements in the report. The elements are:

Professional knowledge

- Knowledge and understanding of children and their learning.
- Subject knowledge
- Knowledge of curriculum
- Knowledge of the educational system
- Knowledge of the teacher's role

Professional skills

- Subject application
- Classroom methodology
- Class management
- Assessment and recording
- The wider role. (p.13)

Recent research concerning students' views about good teaching has suggested that teachers continue to be the determining factor in how much students learn and achieve (e.g., Corbett & Wilson, 2002; McIntyre & Battle, 1998; Thomas 1998).

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The research reviewed here focuses on pedagogical competencies only. Pedagogy means that teachers assist students through interaction and activity in the ongoing event of the classroom. Pedagogy encompasses all the instructional ideas, strategies, skills and practices that teachers can apply in classrooms in order to improve students' outcomes.

Teachers must be highly knowledgeable about their content area specialty, whether they teach a specific subject matter or all content areas in an elementary school classroom. However, effective teaching that produces academic achievement for all students requires more than content, child development and motivational expertise (Darling-Hammond, 1997).

2.5 Competency-based teaching

The inherent contradiction that raising the quality of teacher education can be achieved by allowing virtually anyone that chooses to become a teacher to do so with minimal training (known in United States as alternative certification) whilst forcing formal teacher education programs to accept higher and more onerous forms of regulation and accreditation is a thinly veiled attack on what might be considered the public method of training educators (Townsend & Bates, 2007, p.730).

Teaching is closely related with the process of learning. It is necessary that a teacher must possess knowledge about the subjects as well as skills. The training re-training and continuing education of teachers are fundamentals for the success of education.

In the early 1960s massive curriculum reforms took place in America. Two of the most important influential movements in American teacher education have been micro-teaching and competency-based teaching (CBTE) (Cooper, 1980). Competency is closely related to 'competency or programme-based teacher education (CBTE or PBTE). Houston and Howsan (1974) associate competence in the successful completion of a teacher education programme.

A number of the conditions and movements, including the accountability movement, writing of behavioural objectives and shifts in societal expectations have been cited as precursors for CBTE (Houston & Howsam, 1972; Hall, & Jones, 1976). Even though these elementary models were never funded for implementation, their emphasis on competencies (knowledge, skills and attitudes) or performance criteria, system design personalization and individualization in their designs enabled teacher educators to conceptualize how a programme that may be called "competency-based" may look and operate (Cooper, 1980). According to Hall, and Jones (1976), CBTE is the process of development that focuses on constant feedback systems for improvement. It is further mentioned that the goal of CBTE is the development of learners who have learned, of programmes that promote learning, and of instructors who can and do teach. The theoretical developments discussed above underlie the basic characteristics of CBTE.

Elam (1971) described a list of characteristics as essential to performance-based teacher education (PBTE). He uses the term PBTE rather than CBTE.

Hymes (1971) clarifies the terms of 'competence' and 'performance'. Performance is for positive features whereas performance is a curious mixture of both positive and negative features. Page, Thomas and Marshall (1979) describe the term competency-based teaching as the movement in teacher education which aims to train students in specific classroom skills. It includes the use of teaching methods such as interaction process analysis, microteaching, simulation etc.

Spady (1978), a leader in CBTE movement, has pointed out that by definition, a CBTE programme requires clear specification of outcomes, the flexible use of time in teaching students' testing and certification of mastery, and programme adaptability as a reaction to student progress. According to Cooper (1980), the concepts and procedures such as modularized packaging, educational technology, and guidance manage support as a means of implementing competency-based instruction.

2.6 Teacher evaluation

Evaluation is the process by which teachers are assessed professionally. Usually conducted by the heads of schools, it may include classroom observation, questionnaires, check lists as well as verification of continuing education and professional-development activities. Evaluation serves as a mechanism for assessing job performance. Evaluation is "an activity that is done to teachers" (Danielson, 2001) and it is also called "a task that teachers endure, a task conducted by already over-extended school administrators".

Heads of school evaluate teachers annually in ways that are largely disconnected from student learning and that do not help improve teaching practice. Hence policy making and teacher training process can't get benefit from such evaluation. A purposeful evaluation system measures teaching outcomes as well as teaching behaviour. Evaluations that are well designed and integrated with curriculum and professional standards can accomplish more in assuring basic competence.

Evaluation of teaching competencies is concerned with the degree to which teachers demonstrate characteristics, abilities, skills and attitudes that are considered essential for effective instruction

Within education, a debate has been raging between those who favour "Criterion-referenced testing" and those who favour "Norm-referenced testing". Instead of judgment in comparison with peers, Houston and Howsam (1972) and Elam (1971) assert that CBTE relies more on criterion-referenced evaluation in which the trainee's achievement is compared with the stated objective and the specified criteria. Through the use of specific criteria, objectivity in the assessment process is sought. In the second approach, a grading curve is used. CBTE clearly embodies criterion-referenced testing and as such, is consistent with the demand for rigor in the curriculum.

Evaluation of teachers has the major goal of the improvement of instruction. Evaluation is frequently made about teaching ability of prospective teachers and

about qualified teachers by inspectors, head teachers, colleagues, parents and students. It is too easy to make superficial judgments of whether teaching was impressive, whether the students are working happily and well. But a professional aspect of teaching should be judged against more soundly based criteria than these.

Assessment is perhaps the most maligned aspect of teaching and learning processes in schools. This is often a consequence of its association with the ranking and sorting of students, with external examinations, with league tables, with standardized tests, with various reporting systems, with judging the teachers' performance, and with the restriction and containment of teacher practices (Hayes, et al., 2006).

Effective teacher evaluation programmes link teaching to ongoing professional development opportunities. Evaluation may provide feedback of strengths and positive aspects of performance with the identification of areas needing improvement.

2.7 Teacher training

The teachers with good professional preparation are a catalyst for quality education (UNESCO, 1995; Chandra, 1994; Hallack, 1990). The issue of quality education is problematic with quality determined by the context in which the education system resides. For instance, perceptions of quality differ considerably from one country to another. This notion based on the needs and perceptions of different communities is

in accord with the argument mounted by Habermas (1971) in which the unquestioned assumptions about education and its purposes were widely held in the community.

Prospective teachers enter pre-service teacher education institutions with different experiences, opinions, beliefs and conceptions about teacher and teachers (Kelly, 1993; Sarason, 1982; Lortie, 1975). It has been reported that some Pre-service teachers hold disparaging views of professional preparation, such as believing that the work is easy and that it is of minimal academic value (Carter & Doyle, 1995). Prospective teachers entering pre-service teacher education with such views could attempt to avoid doing serious intellectual work during their professional preparation. For teacher educators, understanding and having some knowledge of prospective teachers' experiences could help them bring about desired changes in their trainees' conceptions of pre-service education and teaching in general.

Student teachers tend to practice strategies and routines that they acquired as students during schooldays rather than those they have learnt during the pre-service programme (Kelly, 1993; Sarason, 1982; Lortie, 1975). In the eyes of pre-service students, the value of a teacher education programme is reduced as a result of these perceptions. Entering teacher education institutions with such prior perceptions of teaching could adversely affect student teachers in pre-service work, and later when they become practicing teachers. It is, therefore, the role of teacher education to transform pre-service students into professionally prepared teachers by changing

conceptions of education, as well as to develop particular skills and competencies. In other words, “the life-world of the students is modified by the shared assumptions about education and specifically teaching derived from their experiences at the teachers colleges prior to assuming their role as teachers”(Habermas, 1971,p.135).

Apart from the courses taught, the opportunities provided for ‘hands-on’ teaching in schools (practice teaching) offers scope for student teachers to develop more appropriate conceptions of teaching and the broader work expected for teachers. About beginning teachers’ of teaching Kelly (1993, p.3) mentions, “Many of the conceptions of teaching developed during these experiences are based on organization’s practices and procedures rather than on the kind on teaching expertise promoted in teacher education courses”. The ideas and methods emphasized in the teacher education programmes do not accord directly with the challenges subsequently met in the classroom (Kelly, 1993; Ryan, 1980). The theoretical and practical endeavors often represent competing commitments to ‘ways of knowing’ and ‘coming to know’ teaching (Feiman-Nemser & Buchmann, 1986, p.154). It may be that the knowledge gained during their pre-service training might not be compatible with their life-world (Habermas, 1971, p.135). In the view of this dichotomy it will be useful for teacher education programmes to be grounded in the realities of the work environment from a professional perspective.

2.8 Distance education

The conventional formal system of education has long been used for the training of teachers. With the passage of time many factors led to the adoption of the distance mode of education for teacher education due to an increase in the need for a greater number of teachers. Perraton (1997) says that distance education has established its legitimacy in delivering teacher education at a distance, and Moore and Thompson (1997) provide numerous examples of the effectiveness of distance-delivered teacher education.

Distance education as we know it today is a relatively new paradigm. Its major goal is to provide education to many kinds of populations, especially to some geographically distributed groups. Distance education is emerging as a viable and vital force in educational delivery systems in recent years, especially in higher education. Much of the growth comes from a rapidly growing demand for educational opportunities directed toward and designed for some specific target groups (Garrison, 1986; 1987; Gaspar & Thompson, 1995). Just as Amundsen and Bernard (1989) pointed out, "... the definitive characteristic of distance education is the separation between 'teacher' and learner and among learners. As a result, interpersonal communication is not a natural characteristic of distance education" (p.7). According to Gaspar and Thompson (1995), distance education integrates correspondence, instruction, use of periodicals and learning aids, mass media, audiovisual lessons, social interactions, computer-assisted instruction, and various technologically-advanced formats. In the perspectives of Keegan (1986), distance

education has six major features: (a) the separation of teacher and learner, (b) the role of educational organization, (c) the place of technological medium, (d) two-way communication, (e) the separation of the learner and the learning groups, and (f) industrialization. In sum, traditional distance education establishes a system that provides learning opportunities to various groups of learners who have no access to the traditional, high education institutions.

In addition, according to Bates (1986), there are two basically different approaches to distance education. One is based on structured, pre-programmed learning materials and the other is based on the computers' communications functions. These two approaches have completely distinct philosophies of education. Bates (1986) calls the former the "black box" approach. This approach views the computer as a black box to substitute for the traditional face-to-face (f2f) teacher. Therefore, it is the computer or black box that teaches the students and the most frequent example is computer-assisted learning (CAL) software. The latter view is called networks approach. This approach views the computer as a channel of communication between learners and teachers. The frequent example is computer-mediated communication (CMC) systems. Therefore it is the teacher who teaches the students, online but at a distance and asynchronously. These two approaches are not mutually exclusive and can be combined to become a powerful medium for distance education. Lauzon and Moore (1989) called the integration of these two approaches the fourth generation distance system that has no barriers of time and place.

Distance education in contrast to traditional classroom or campus based education, is characterized by a clear separation in space and time of the majority of teaching and learning activities. Keegan (2002, p.20) defines distance education as “Teaching and learning in which learning normally occurs in a different place from teaching”. He discusses how teaching is to a large degree mediated through various technologies (print, audio, video, broadcasting, computers, etc.), and learning generally takes a place on an individual basis through supported independent study in the student’s home, or work place. The quality of the teaching materials and the level and variety support for independent study depends on the nature and resources of the institution or organization responsible for a given programme, and the available communication infrastructure.

Distance education is sometimes taken to mean the use of radio or television and at others the use of internet. Whereas open learning suggest that anyone can enroll and start and finish when they like. “It is an organized educational activity based on the use of teaching materials, in which constraints on study are minimized in terms of either of access, or time and place, pace, method of study, or any combination of these”(Perraton, at al., 2001). Hence the term ‘open and distance learning’ is used as an umbrella term to cover educational approaches of this kind that reaches teachers in their schools, provides learning sources for them, or enables them to qualify without attending college in person or by opening up new opportunities for keeping up to date no matter where or when they want to study (Perraton, at al., 2002).

The latter part of the twentieth century has been marked by technology changes that are increasingly affecting every aspect of human life. The industrial age has been left behind and we have now entered the information/communication age. The source of power in the information/communication age is knowledge (Drucker, 1994; Toffler, 1990). Drucker (1994), who coined the term, “knowledge society”, states that in such a society more knowledge, and especially advanced knowledge will be acquired well past the age of formal schooling, through processes that do not center on traditional school.

Distance education can be a part of an open learning system which offers open access to courses, or it can be part of strict and formal degree programme. It is concerned with the educational process in which a significant proportion of learning and teaching happens while learner's tutors are removed from each other in space and time. The learner can study at home, at the place of work, or at a ‘host university’ campus, in learning centers or through a combination of such arrangements. The language is confusing. Distance education in some countries and sectors is sometimes taken to mean the use of radio or television and at others the use of internet whereas open learning suggests that anyone can enroll and start and finish when they like. “It is an organized educational activity based on the use of teaching materials, in which constraints on study are minimized in terms of either of access, or time and place, pace, method of study, or any combination of these” (Perraton, et al. 2001, p.3). Hence the term ‘open and distance learning’ is used as an umbrella term to cover educational approaches of this kind that reaches teachers in their

schools, provides learning sources for them, or enables them to qualify without attending college in person or by opening up new opportunities for keeping up to date no matter where or when they want to study (Perraton, et al., 2002).

Distance education is often also flexible. Formally, educated individuals can also continue their education through this system in which the student and learner are at a distance from one another. They share their activities through correspondence, face-to face contact and through the use of various instructional media.

For the training of teachers, distance education has been considered as an important mode. Perraton (2000) gives us a clear picture of the achievements of distance education's role in training teachers,

Distance education has gone some way to establishing a significant and legitimate way of training teachers. The evidence, on its success, is probably no worse than the comparable evidence on conventional teacher education, and, in some cases, it can have economic advantages. And yet it remains on the sidelines. (p.36)

In the Pakistan distance education system of learning, as the learner and teacher are at a distance from one another, learning materials are usually sent to students by postal services or via the internet. This material should be written in simple and understandable language. For the guidance of students, necessary diagrams, self-assessment questions and activities are added in the course. It is considered best that students understand the material without any external assistance. Each course may be half credit or full credit. A full credit course has eighteen units and half credit

course has nine units. Normally a unit discusses a topic in detail. One unit covers the time duration of one week with two hours daily working. Radio and TV programmes are broadcast for additional support to distance learners.

Distance education has been defined as “an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner” (Perraton, et al., 2001). Distance education can be a part of an open learning system which offers open access to courses, or it can be part of a structured formal degree programme. This study is concerned with the educational process in which a significant proportion of learning and teaching happens while learners’ tutors are removed from each other in space and time. The learner can study at home, at the place of work, or at a host ‘host university’ campus, in learning centers or through a combination of such arrangements.

2.9 Strengths of distance education

Moore and Thompson (1990) did a review of more than 300 studies on the effectiveness of distance education. They summarized the study with:

The literature points overwhelmingly to the conclusion that teaching and studying at distance, especially that which uses interactive telecommunication media, is effective, when effectiveness is measured by the achievements of learning, by the attitudes of students and teachers, and by cost- effectiveness”.(p.34)

The strengths of offering distance courses in which there are a wide variety of learners and where communication is supported by both asynchronous and asynchronous technologies include the potential for:

- more time for learners (and teachers) to reflect,
- increased individual participation,
- more individualized feedback from the instructor,
- a wider range of opinions and views,
- self/paced-directed learning,
- team learning and collaboration, and
- resource-based rather than lecture-based learning. (Egbert and Thomas, 2001).

Problems may arise when the technologies for communicating old styles of teaching do not mix with new styles of communicating, and expression is limited to the written words. "Distance course designers must address how teacher educators can observe students applying concepts and what to do so students do not feel isolated and ensure that feedback is appropriate"(Quintana, 1996). Holmberg's theory of distance teaching (1985) states that distance teaching will support student motivation and promote learning pleasure and effectiveness if learners are engaged in discussions and decisions, and the programme provides for real and simulated communication to and from the learners. As in any classroom, interaction is the core of teaching. Distance education is believed to work very well, and produce results as effective as traditional classroom instruction (Kearsley, 1996). However, the distance education currently in practice has the potential to provide more effective learning with updated pedagogy, more experience, and greater understanding and knowledge of methods. Numerous studies have evaluated student achievement in specific distance learning programmes in higher education. According to Abrami

and Buras (1996), learning at a distance is seldom superior to traditional instruction, particularly for promoting higher level achievement and complex skills. These weaknesses may stem from social and intellectual isolation. Improved distance education practices have the potential to enhance educational outcomes, especially when the amount and kind of learner interaction is increased using technology-supported collaborative learning.

Good distance teaching practices have been found to be fundamentally identical to good traditional teaching practices, with quality factors being universal across environments and populations (Wilkes & Burnham, 1991). This means not only that various studies of distance learning may be synthesized reliably, but also that the results of such a synthesis ought to generalize to most comparable education situations.

The potential for distance education students to develop a feeling of isolation or separateness is high and must be eliminated. Bialac and Morse (1995) found students at remote sites would sometimes sit back and watch as students at the originating site answered questions. Effective and successful teaching strategies in regular classroom situations are particularly true in distance education classrooms. A substantial variety of teaching strategies must be used in every single class period (Beers & Orzech, 1996).

Distance learning becomes a substitute for classroom learning. Strehle (2000, p.214) said:

If, instead, you assume there is a global demand for learning that cannot be met by our campus-based universities, then you come to a different conclusion. Distance learning will increase the number of students and, as a result, enhance real economic growth and create a more educated population.

2.10 Teacher training through distance education in Pakistan

“Teachers have a pivotal role in improving the quality and efficiency of education system, for which pre-service and in service training programmes of high quality are essential” (Govt of Pakistan, 1998). In Pakistan an alternative system to formal education was developed, as a reaction to pressure for the quantitative expansion in education and efforts were made to find practical expression. The National Education Policy in 1959 mentioned that “No education system is better than its teachers who serve it” (Government of Pakistan, 1959). The Commission Report 1959 set down the following criteria for a good teacher:

- Be academically well-trained in the subjects he teaches.
- Have a sound professional training in how to teach his subjects.
- Have had sound professional training in how to understand the children in his charge.
- Have a deep sense of professional honour (Government of Pakistan, 1959).

There are different levels of teacher training in Pakistan. The detail is given below:

Table 2 : Teacher education programmes in Pakistan

Programmes of training	Entry qualification	Duration of training	Classes to teach
PTC	SSC	One year	I-V
CT	HSC	One year	I-VIII

Dip in Edu(10+3)	SSC	Three years	I-V
Dip in Edu(12+1)	HSC	One year	I-VIII
B.S. Ed. (12+3)	B.A/B. Sc	Three years	VI-X
B.Ed. (14+1)	B.A/B. Sc	One year	VI-X
M.Ed.	B.Ed	One year	VI-X+ Supervision
M.A./M. Sc (Edu)	B.A/B. Sc	Two years	VI-X+ Supervision

In 1974, People's Open University was established to cope with these needs. In 1977 its name was changed to Allama Iqbal Open University. AIOU is the pioneer distance teaching institution in the Asian Region. (AIOU 2003, p.13). The Education Policy (1998-2010) of Pakistan was designed, "to start a three months intensive orientation programme for providing basic skills of teaching through non-formal education under the umbrella of Allama Iqbal Open University which structure to provide necessary training to a number of non-formal education teachers every year" (Government of Pakistan, 1998, p.67).

In 1976, the university started with a few courses of Arabic, a Primary Teachers Orientation Course and Foundation Courses, with nine regional offices in the country. At the request of the government, it started Teacher Education Programmes like PTC/CT/ ATTC for training and orientation of the untrained teachers working in different government schools (AIOU 1999, p.16). Later on, the range of its teacher education programmes was extended up to B.Ed (General), B.Ed (Arabic), M.A.

Education, M.Ed (in four disciplines), M.A EPM, Diploma TEFL, M.A TEFL and M.Phil (in four disciplines). To cater to the needs of the business community, the university started Bachelor and Master's Degree Programmes in Business Administration (MBA and BBA) through the distance learning system, subsidized by the government. Recently, Business Administration and Computer Programmes have been started and face-to-face instruction/ teaching is provided at the study centers.

2.11 Methods of instruction

2.11.1 Tutorials (Optional)

Tutor, tutorial and study centre is a triangle of face to face contact and two-way communication. The tutor of distance education can do much to diagnose and help the learner to change the behaviour of the learner. AIOU has a strong system of tutorials. A tutor is supposed to be available at notified study centre for students to seek help on their course.

2.11.2 Workshops (Compulsory)

Workshops provide a forum to distance education students as discussion groups designed to stimulate the problems and circumstances of the subject being discussed under the supervision of a resource person. The coordinators explain the purpose of workshops. At the end of each semester there is a compulsory workshop for each course.

2.11.3 Self Instructional material

It includes self learning printed text and allied/supplementary material, including the following items:

- Course books/Reading material
- Study guide
- Assignments
- Tutorial schedule
- Radio/TV schedule
- General students guide
- Assignment forms

2.11.4 Evaluation

Students are evaluated through both formative (assignments) and summative (final examination) evaluation. The weightage for course assignments and final examinations is 30:70 respectively and the minimum required marks to pass the assignments and final examination are 40 % (AIOU, 2004, pp.1-10). AIOU being a

distance education institution relies heavily on all varieties of available media to reach to its students in an effective manner. The main components of AIOU's multimedia package for teacher training programmes are the following:

- Corresponding material including self-learning study package and supplementary study materials (Readers, textbooks, allied material and study guides),
- Radio and television broadcasts generally related to the study materials of the package. AIOU is putting on air its educational media material on PTV-2; which is beaming out its transmission through satellite to more than 45 countries.
- Non-broadcast media: Including slides, audiocassettes, flip charts, and leaflets (generally for basic courses) also audio-video cassettes as integral part of learning material.
- Tutorial instructions: Through contact session and academic guidance facilities at study centers (mostly in the afternoons).
- Group training workshops: for post graduate programme
- Course assignments: as an instrument of instruction, continuous assessment and general academic guidance of students. The tutors evaluate them.
- Final examination: held for each course at the end of the semester (AIOU, 2007).

AIOU has effectively used the print, sound and pictures for its delivery system. The radio and television programmes produced at the Institute of Educational

Technology (IET) promote and support the distance teaching based courses of the university. The material produced is transmitted through the national broadcasting network and non-broadcasting media to be used for small group instruction and individual study. The media support which supplements the university course material also has a significant public educational value. The educational television is using satellite to beam its programmes. According to AIOU News (2001, p.22), "240 courses have media support. The support at present is in the form of 441 TV programmes, 2345 radio programmes, and 279 audio non broadcast-video programmes". However, the use of emerging technologies at AIOU is in its earlier stages and university intends to benefit the potential of these technologies.

According to the Vice-Chancellor's Report "The University wanted to go online. The government has also encouraged them to launch their programmes on the internet". The report further explained the situation as, "In our education system we have to reach to the remote areas of the country and that is only possible through satellite, now there are plans that the government will have access to some commercial satellites for the education purpose and we will certainly benefit from this. We ourselves are trying to obtain the license for the radio and television channels" (AIOU, 2003, p.5). It becomes increasingly obvious that a successful distance education system needs a solid background of effective support system to ensure success for their students. The students from distance education systems need some help from trained persons because students from distance education system have only study material and there is no regular class work like formal system.

Distance Education students have to write assignments, attend workshops and qualify for examination

The Education Policy 1998-2010 policy declared some objectives of teacher education. Some of these are:

1. To create a matching relationship between demand and supply of teachers.
2. To upgrade the quality of pre-service teacher training programmes by institutionalizing parallel programmes of longer duration at post-secondary and post –degree levels (Shah, 1997).

2.12 Bachelor of education (B.Ed) through distance education

In Pakistan the aims and objectives of the B.Ed programme of teacher training are to provide the trainee with:

- the students ability and attitudes and the competencies essential to become a good trend at secondary school level,
- the principles and procedures fundamental to teaching learning process,
- the ability to plan and conduct his teaching in accordance with the sound pedagogical principles of evaluation,
- the capacity to work and adjust in the school environment and develop suitable moral and ethical code of conduct to live and work with his students, with his fellow teachers and with his seniors in both equal and subordinate role,

- effective teaching communication skills so that he can communicate and pass on the knowledge and subject matter to his students (University Grants Commission, 2001, p.12).

2.13 Scheme of studies of B.Ed

2.13.1 Compulsory Courses

i. Perspectives of Education	Half Credit
ii. School Organization and Management	Half Credit
iii. Research, Evaluation and Guidance	Half Credit
iv. Educational Psychology	Half Credit
v. English (Compulsory)	Half Credit
vi. Islam, Pakistan and Modern World	Half Credit
vii. Workshop	Full Credit

2.13.2 Elective Courses

A-General group

i. Teaching of English	Full Credit
ii. Teaching of Pakistan Studies	Full Credit
iii. Teaching of Urdu	Full Credit
iv. Teaching of Islamiat	Full Credit
v. Teaching of Home-Economics	Full Credit
vi. Teaching of General Science	Full Credit

B-Science group

i. Teaching of Mathematics	Full Credit
ii. Teaching of Biology	Full Credit
iii. Teaching of Chemistry	Full Credit
iv. Teaching of Physics	Full Credit

2.13.3 Total Duration

Three semesters (One and half years)

2.13.4 Duration of Workshop and Practice Teaching

Two weeks duration for workshop and four weeks for teaching practice along with two elective courses.

2.13.5 Elective Courses

Two elective courses containing 40 lessons each in practice teaching.

2.13.6 Admission Criteria

50% marks in Bachelor degree for male candidates and 45% for female candidates.

2.13.7 Tutors' Qualification

M.A., M.Ed with minimum 5 years teaching experience.

CHAPTER THREE PROCEDURE

3.1 Introduction

This chapter outlines the research design. It examines the questions (and objectives) posed in this study. In particular, it discusses the approach to data gathering to answer the key research questions given in chapter one and listed again below:

1. 1. What are the competencies necessary for a teacher?
2. To what extent do school teachers who received their degrees from AIOU possess these competencies?
3. Does a teacher training program through distance mode inculcate the required competencies?
4. What is the relationship between the skills learned through distance mode and those qualities required for teaching the corresponding school level?
5. Does distance education has the potential to train teachers in an effective and efficient way?

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. Surveys can be divided into two broad categories: the questionnaire and interview. Traditionally, questionnaires could be administered in group settings for convenience. The researcher could give the questionnaire to those who were present and be fairly sure that there would be a high response rate. If the respondents were unclear about the meaning of a question

they could ask for clarification. Grix (2004) describes the aim of survey method as “not to explain the influence or impact of certain factors in the event on which it is focusing, but to give a detailed account of a particular issue, person or process”. (p.50)

In this study, a survey using quantitative methods was adopted for data collection. Burns (1990, p.291) maintained that “survey data is usually obtained by means of questionnaire, a series of predetermined questions that can be either self-administered, administered by mail ...” which is appropriate for this project in which the questionnaires were designed to collect data from working teachers in secondary schools and their students, heads of the same schools where these teachers were working and academics of the Faculty of Education at AIOU.

Firstly this study needed an identification of competencies of teachers who possessed a B.Ed degree through a distance mode of education. Hence, the competencies pertaining to professional knowledge/pedagogical skills were listed after a review of the literature using the appropriate research databases, text books, peer-reviewed journals, professional journals devoted to distance education and published opinions from professional journals in the fields of teacher education and distance education. Secondly, factors covering all aspects of competencies were identified and reflected into the research tools. A list of competencies drawn up during the review of the literature is reflected in the questionnaires (Appendices I, II, III & IV).

The following framework was evolved regarding the competencies of teachers and use to frame the data gathering survey instrument.

Professional knowledge

- Knowledge and understanding of children and their learning.
- Subject knowledge
- Knowledge of curriculum

Professional skills

- Presentation of subject matter
- Classroom methodology
- Class management
- Monitoring of students' progress and learning outcomes
- Interaction and communication with students and others
- Planning and managing the teaching learning process
- Evaluating and Planning for Continuous Improvement

Teacher as a member of staff

The data about distance education was also used in developing the survey.

3.2 Population

The population sampled for this study was composed of:

1. Secondary students from the schools where AIOU graduate teach.
2. Secondary School Teachers who have a B.Ed degree from Allama Iqbal Open University Open University (AIOU) and are working in Pakistani

schools. The teachers were working in different administrative controls i.e. Schools of Islamabad are in Federal Capital territory. This had its own directorate in the Ministry of Education under the federal government and was not part of the provincial departments. Teachers from Rawalpindi were taken from the Federal Directorate of Educational Institutions (Cantt/Garrison) in the Ministry of Defence under the Federal government and the third group of teachers was drawn from one district of Punjab province of Pakistan.

3. Heads of high schools where AIOU graduates teach.
4. Academics from the Faculty of Education, Allama Iqbal Open University Pakistan.

3.3 Sample and sampling

Once the representative population was carefully defined, a representative sample was drawn. The detail of each category is below:

3.3.1 Secondary School Students

The students being taught by the AIOU qualified teachers concerned were the population of secondary school students in the study. Therefore a sample from each directorate/district (Islamabad 100 but 46 responded, Rawalpindi 80 only 60 responded and Multan 40 and 35 responded) was selected with a simple random sampling procedure. A random sampling is a procedure is a probability sample in that every population member has a nonzero probability of election. In a simple

random sample, this probability is the same for all population members (Wiersma & Jurs, 2005).

3.3.2 Secondary School Teachers

A list of the teachers was obtained from the three different offices i.e. the Federal Directorate of Education Islamabad, Federal Government Educational Institutions (Cantt/Garrison) Rawalpindi and Executive District Officer Multan. From these a separate list of AIOU teachers who qualified between 2000 and 2005 was prepared and these teachers were sent a survey. A systematic sampling procedure was applied for teachers using Burns' (1990, p.60) method described as "if the population can be listed then a sample can be drawn at fixed intervals from the list.... In systematic sampling, a starting number between 1 and 3 is chosen randomly and selection continues by taking every third person from that starting number". In this study a 1-in-3 ratio was used to derive a sample of teachers from Islamabad, Rawalpindi and Multan.

3.3.3 Head of Schools

The population of the heads of schools was from:

Islamabad: 16 (out of them 35 responded)

Rawalpindi: 15(out of them 10 responded)

Multan: 13(out of then 10 responded).

3.3.4 Academicians of AIOU and Heads of Secondary Schools

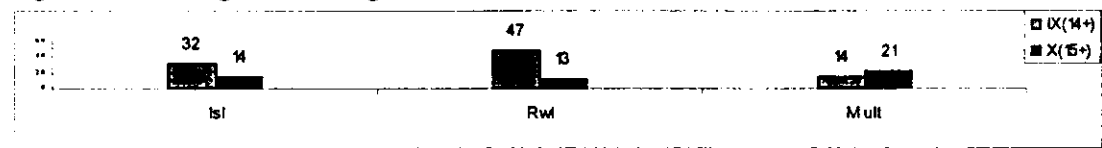
The survey questionnaire was administered to the total population of the heads of schools of B.Ed students from AIOU and academicians of AIOU because their number of members was a manageable size.

3.4 Demography

3.4.1 Students

In Pakistan, secondary education is for the classes/grades IX & X and the examinations at secondary stage classes are held annually by respective boards of education. Students either in class IX or X have similar experiences with their teachers therefore the opinions of both groups were given the same and equal value.

Figure 1: Class/grade and age of students

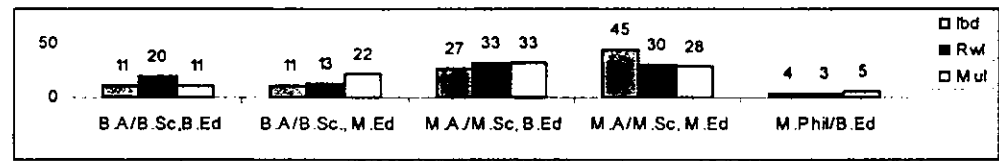


(N= 141(Islamabad 46; Rawalpindi 60 and Multan 35)

3.4.2 Teachers

The data regarding teachers is given in the table below

Figure 2: Qualification of teachers

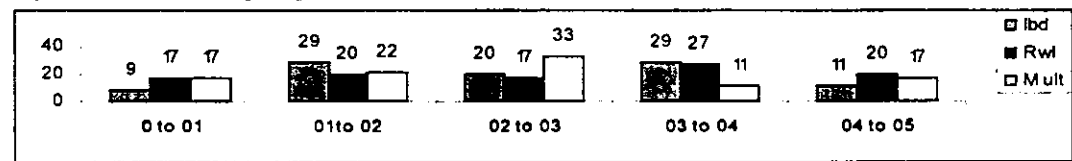


(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The table indicates that the majority of teachers in Islamabad hold Masters degrees in Education in addition to their master’s degree in another subject. On the other hand a good number of teachers from all the three regions have masters degrees in another

subject as well as a B.Ed degree. It denotes the trend that most of the teachers in Pakistan prefer to earn a masters degree in some other subject in addition to degrees pertaining to their profession. It is because of the incentives of advanced increments and promotion benefits in the government structure on the basis of their additional qualifications.

Figure 3: Teaching experience of teachers after B.Ed

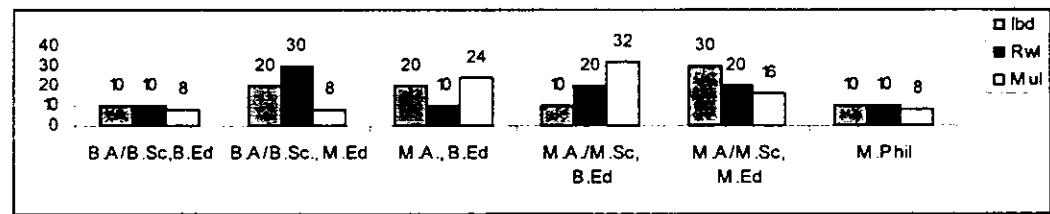


(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The figure above reflects that a small number of teachers are newly inducted and this trend is the same throughout each district.

Heads of schools

Figure 4: Qualifications of heads of schools

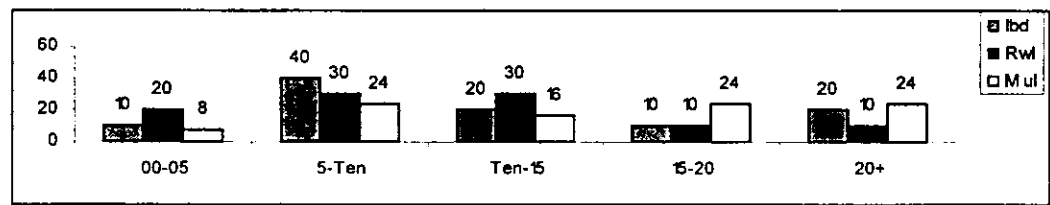


(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

To become a head of a high school in Pakistan there are two paths. One is based on the seniority-cum-qualification of the individual concerned and the other is qualification-cum-experience. For the latter, the candidates are selected by public service commissions (Federal and/or Provincial) and their minimum experience should be five years of teaching with a B.Ed qualification. In this context, if we look

at the figure above it can be seen that the majority of heads in all the areas have a B.Ed and the number with an additional degree is 17 out of 33 and including those with a M.Phil who are also required to have a B.Ed, the total number becomes 20.

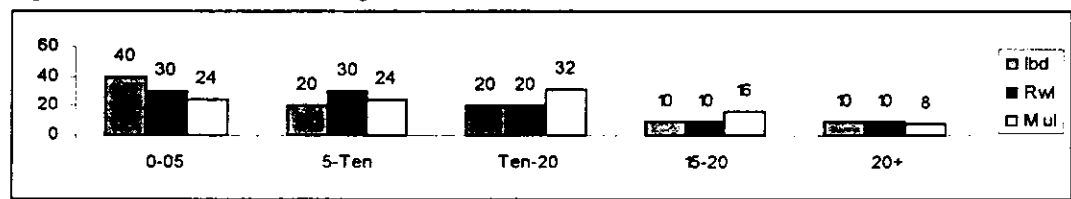
Figure 5: Teaching experience of heads



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

The more administrative experience a head of school has the better understanding they have of emerging situations for handling affairs of staff and students. The group of heads of school in this study was found to have varied terms of experience. There was little difference between the regions.

Figure 6: Administrative experience of heads

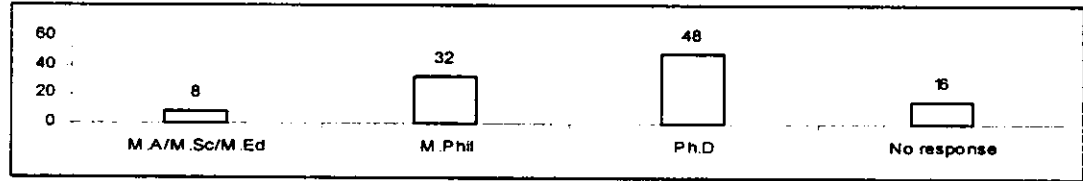


(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

3.4.3 AIOU academics

Teaching staff of AIOU had adequate qualification as 48% of them possess Ph.D, 32% academics have M.Phil degree and only 8% have Masters Degree. 15% did not respond.

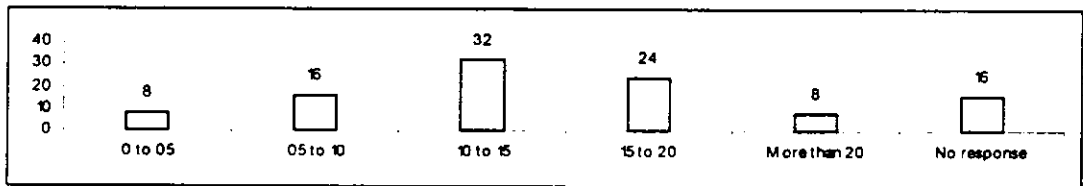
Figure 7: Qualification of academics



(N=13)

The teaching experience of the AIOU academics to deal with the distance teacher education programmes was found to be adequate. The majority of them (32%) have more than 10 years experience, 24% have experience up to 20 years, 8% have more than 20 years experience and 23% fall below 10 years experience. 15% of the academics did not respond about their experience as well as their qualifications.

Figure 8: Teaching experience at AIOU



(N=13)

3.5 Instrumentation

A questionnaire is an effective means of gathering data from a geographically scattered population (Gay, 1992) and as this study required data from people working at different institutions. A five point rating scale questionnaire was developed for all categories of population. The following is the detail about tools.

3.5.1 Questionnaire for Students

The opinion of students in secondary classes (Grade IX and X) about their teachers' (who qualified from AIOU) style, method, behaviour etc was needed for the study. A

questionnaire with 30 items for students was developed. It has 26 items with a Likert scale and 4 open ended items. The items of this tool were not categorized due to the age and education level of students (Appendix I). These questionnaires were translated into Urdu for using 13 in Multan, 6 in Rawalpindi and 4 in Islamabad Urdu medium schools where the Urdu version questionnaire was administered.

3.5.2 Questionnaire for Teachers

Teachers' opinion about how were they trained in AIOU and what sort of perceptions they have, was very important for the study. The questionnaire with 49 items for teachers was developed. It has 4 open-ended items and 45 items with a Likert scale. The structured items were categorized i.e. 6 items on general statements, 8 on teaching methods, 7 on evaluation, 14 on guidance and 10 on distance education. (Appendix II)

3.5.3 Questionnaire for Heads of School

In Pakistan, evaluation of teachers' work is mostly carried out by their administrative heads annually. This type of evaluation is more focused on administrative approaches. Nevertheless heads of respective schools are entrusted with the responsibilities of monitoring teachers posted into his/her school. For this research the opinion of the heads of school on the performance of those teacher qualified from AIOU was important. The questionnaire for the heads of schools has 39 items. There were 5 open-ended items. And it has 34 items with a Likert scale among them 11 items focused on a general category of statements, 10 on teaching methodology, 7 on administration and management and 6 items on evaluation of the skills of teachers. (Appendix III)

3.5.4 Questionnaire for Academicians of AIOU

The questionnaire for academicians of Allama Iqbal Open University Pakistan was devised to seek their opinion. In an open university academicians conceive courses, prepare instructional materials (broad-cast and non-broad-cast), develop questions for formative and summative evaluation, conduct tutorials and provide counselling and guidance services to the learners. The research tool was designed to encompass the views of Open University teachers about what are their targets during their teaching the learners during the B.Ed programme. This tool was comprised of 35 items; among those, 21 focused on the various teaching competencies chose from while the review of literature, 9 items were specifically on distance education and the remaining 5 items were open ended. (Appendix-IV)

3.6 Pilot study

For the sake of validating the tool, a pilot study was conducted. The tool for the academicians was sent to different academics i.e. Prof. Dr. Rehana Masrur, Prof. Dr. M. Aslam Ch, Prof. K.A. Hashmi, Ghulam Rasool Channa and Dr. Javed Iqbal. Whereas tools for rest of the groups were sent to Mr. Javed Iqbal Headmaster, F.G. High School Islamabad for further administration to 3 heads, 15 teachers and 20 students. The response from the respondents was a hundred percent.

There were comments received back on certain items of each tool. The main observation was on the concepts and language of the students' tool, particularly for Urdu medium students and the teachers' tool. Some observations were about clarification of the general statements and methodology in the tool for the teachers which were responded to by revising these items.

3.7 Validity and reliability of the instruments

In order to achieve the validity criterion of these instruments a pilot study was conducted. Moreover, the education literature was reviewed to determine teacher's competencies.

3.8 Collection of data

After revising the tools in the light of the pilot study, the differing questionnaires were sent to Pakistan electronically for data collection. Assistance of researchers in each setting was sought for data collection (names listed in Appendix-V).

In response, completed questionnaires have been received from those listed in the table 3.1 below.

Table 3 : Region-wise and group-wise position of data collection

Region	Students	Teachers	Heads of schools	AIOU Academics
Islamabad	46/100	44/70	10/16	13/20
Rawalpindi	60/80	30/40	10/15	--
Multan*	35/40	18/25	13/13	--
Total	141/220	92/135	33/44	--

*A few respondents were also from Mirpur, Azad Jammu and Kashmir.

During the process of data collection a team collected surveys from different regions.

The detail of the team members with their names is given in Appendix-V.

3.9 Analysis of data

After the total data were received the process of analysis was started. The analysis of the data was conducted by using percentages of respondents in each category.

The results are presented in both numbers and bar charts. Results are reported for categories of respondents and by regions. Selected results are presented in the next chapter, and the remaining results in the appendices.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The study was conducted to evaluate the competencies of teachers trained through distance education in Pakistan. In this regard the teacher training graduates of Allama Iqbal Open University (AIOU) were the focus of the study. The opinions of their students of secondary classes (IX-X) and heads of schools were also obtained. Moreover, the academicians of AIOU were also included into the population of the study as the AIOU academicians are entrusted with the responsibilities of developing curriculum and instructional material of B.Ed programme.

In this section, the data obtained from the questionnaire surveys are analysed. The data showing interesting or unexpected responses and which informed the purpose of the research were discussed in this chapter. During data analysis it was found that there were similarities in responses on many statements therefore the responses having identical weightage region-wise as well as group-wise were left out in the discussion. Furthermore, while processing data it was found that there were a number of statements having no response recorded which did not provide any information for discussion while some categories were not used by the respondents at all. Therefore it was decided to collapse the categories of strongly agree and agree; strongly disagree and disagree. However, all of them are discussed in the summary of each competency. Complete data from all four groups can be found in appendices VI, VII, VIII and IX.

The results are grouped under different headings. The headings are devised from the reviewed related literature, particularly the literature about teacher competencies and survey. The identified categories are

- professional knowledge,
- professional skills,
- distance education and
- sources being used by AIOU for teacher training.

Each category has again sub-categories wherever required and have been discussed comparing respondents' data between their respective groups. Within each group there is discussion comparing geographic region as well.

An overview of the categories and subcategories are listed below and each section is then discussed.

- Professional Knowledge
 - Knowledge and understanding of children and their learning
 - Subject knowledge
 - Knowledge of curriculum
- Professional skills
 - Presentation of subject matter
 - Classroom methodology
 - Class management
 - Monitoring of students' progress and learning outcomes

- Interaction and communication with students and others
- Planning and managing the teaching learning process
- Evaluating and planning for continuous improvement
- Teacher as a member of staff
- Distance Education
- Sources being used by AIOU for teacher training
- In the last section there is an analysis of the responses of open ended questions and entitled as “Qualitative analysis”.

4.2 PROFESSIONAL KNOWLEDGE

4.2.1 Knowledge and Understanding of Children and Their Learning

Statements and responses on this competency are analysed and described under each group category i.e. students, teachers, heads and academics.

Students

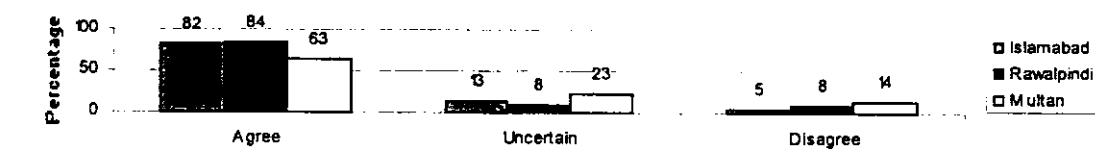
The questions 8, 9, 11, and 27 related to this competency may be seen in Appendix I.

4.2.1.1: Students’ understanding and knowledge

The students were asked, “The teacher makes sure that the students understand his/her explanation during class”. The data collected from the students shown in the Figure 1 below describes very different responses from each region. From Islamabad the majority (82%) agreed with the statement whereas a small number (13 %) was uncertain and 5% disagreed. There was similar response from Rawalpindi (84 % agreed 8 percent uncertain) and the same number disagreed. But the results from

Multan were different with 63 percent agreeing, 14 % disagreeing and 23 % uncertain.

Figure 9: Students' understanding and knowledge



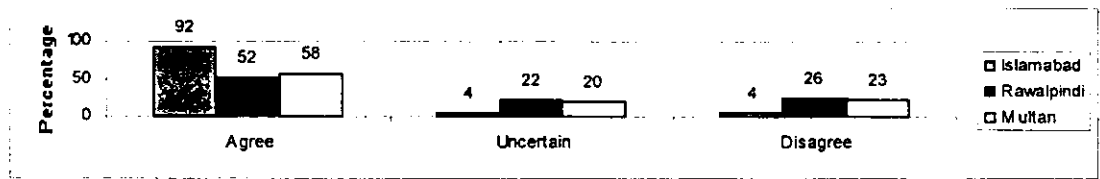
(N= 141 (Islamabad 100; Rawalpindi 80 and Multan 40)

There was difference in the opinions of groups region-wise. Teachers from Islamabad and Rawalpindi have easy access to AIOU's main campus and the facilities provided are better as compared to other regions in the countryside. That may be the main reason for Multan and that is why students were not sure as well as disagreed with the statement. The students from Islamabad and Rawalpindi disagreeing and being uncertain reflect that their teacher may not be taking care with explanations possibly due to time pressure to cover the course within a given schedule rather than reflecting the skills of the teachers. The other reason may be less experience of the teachers. That may be the main reason why those in Multan were uncertain or disagreed with the statement. However, it seems unclear and needs further investigation.

4.2.1.2: Awareness about the culture of the students

Moreover, they were asked, “The teacher demonstrates an awareness of the background and culture of each student”. The figure below indicates that a majority (81%) from Islamabad agreed. From Rawalpindi about half (52%) agreed and from Multan 58%. Though few disagreed from Islamabad (4%), 23 percent from Multan and 26 percent from Rawalpindi disagreed with the statement with 22% from Rawalpindi, 20% from Multan and very small number (4%) from Islamabad as uncertain.

Figure 10: Awareness of the culture of the students



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

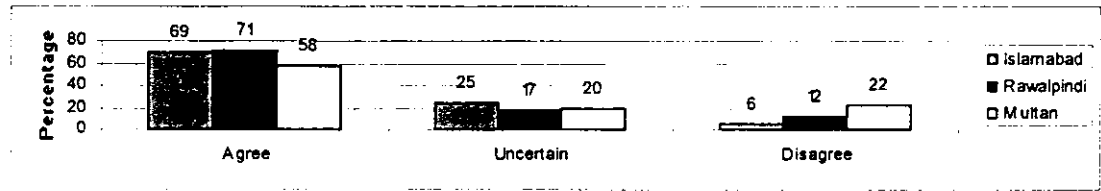
For a teacher it is compulsory to know about his/her students because it will help in understanding the individual’s problems and learning difficulties. Teachers in Islamabad were seen to be more aware of the background and culture of the students. Since schools were under the federal capital territory where students from different provinces study mostly due to the jobs of their parents in Islamabad, a diversity of backgrounds and culture exists. But Rawalpindi students in Cantt/garrison schools are mostly children of the employees working in cantonments and they also come from different parts of the country. Nevertheless, they share enough of the same culture being cantonment employees’ children. Therefore the teachers may not give an impression that they acknowledge a diversity of cultures.

Students in Multan disagreed that their teacher demonstrates an awareness of the background and culture of each student. This may be because there are social and economic class systems and the majority of parents are mostly illiterate in rural areas and teachers attempt not to appear to acknowledge these differences as discriminatory.

4.2.1.3: Behaviour with students

The students were asked questions about their teacher’s approach towards their learning and though in four questions there was little difference, when asked to respond to one question; “The teacher encourages students to talk about examples to help understand new ideas.” a majority from Rawalpindi (71%), Islamabad (69%) and Multan (58%) agreed with it. Only a small number disagreed with the statement (22% from Multan, 12% from Rawalpindi and 6% from Islamabad). More students in Islamabad (25%) were uncertain than the rest of the regions (17% from Rawalpindi and 20% from Multan)

Figure 11: Behaviour of teacher with students



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

Even though there is a large agreement with this statement large enough population have disagreed or been uncertain. This may reflect a teacher centred approach.

In Pakistan, education in the government sector tends to be more teacher-focused rather than learner-centred. Hence the teacher acts as the authority and students are supposed to receive whatever the teacher imparts. Therefore, the element of allowing students to talk more on new ideas and examples is not encouraged. This behaviour seems to occur more in schools throughout the country.

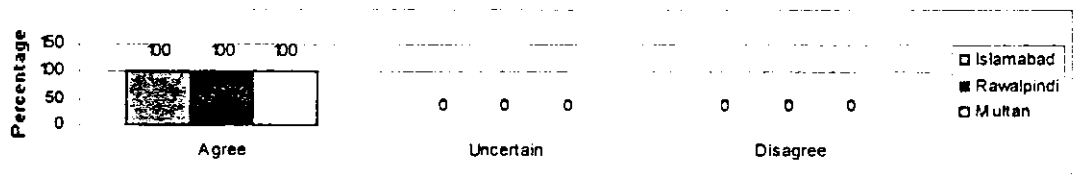
Teachers

The questions 2, 10, 11, 15, 20,23,25,32 and 33 related to this competency may be seen in Appendix-II.

4.2.1.4: Course work on learning theory and psychology

Opinions were sought from teachers about their B.Ed training. “Your B.Ed included course work in learning theory or psychology appropriate to the age of students you teach”. All teachers from all three regions agreed with this statement.

Figure 12: Course work on learning theory and psychology



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The data from regions show that all the teachers studied courses on psychology and they have skills in handling related problems. The B.Ed programme includes the subject, Educational Psychology which is compulsory for all course participants and led to full agreement to this item

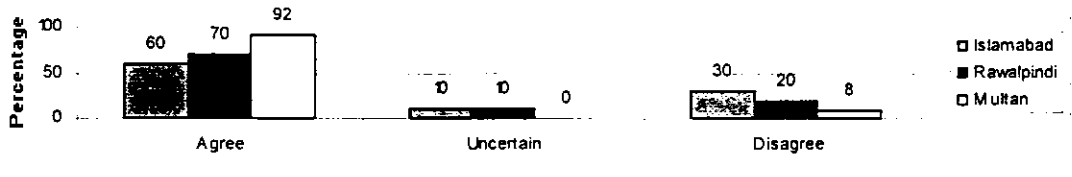
Heads of schools

The questions 2, 4, 18, 22 and 23 related to this competency may be seen in Appendix III.

4.2.1.5: Students' growth, development and learning

In the above context the view of heads of schools shows mixed response. When they were asked, "The teacher(s) applies the principles of students' growth, development and learning appropriately", a majority of 92% from Multan, 70 % from Rawalpindi and 60% from Islamabad agreed. 10% each from Islamabad and Rawalpindi were uncertain and 30% from Islamabad, 20% from Rawalpindi and only 8% from Multan disagreed with the statement.

Figure 13: Students' growth, development and learning



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13))

In the school culture of Pakistan, understanding of child psychology is given due weight and teachers seem to realize that the more understanding of psychology the better role a teacher can play. Therefore the majority agreed with it and those who were uncertain or disagree may be due to their lesser experience or new appointment in the teaching profession.

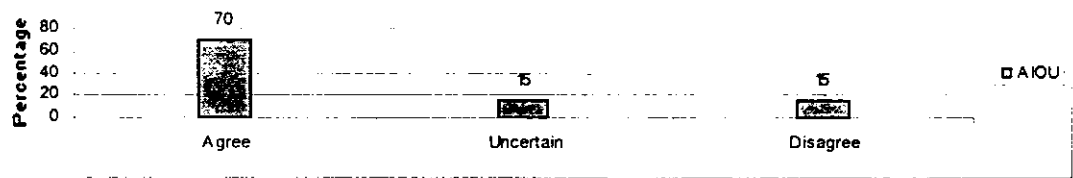
Academics

Questions 9 and 10 related to this competency may be seen in Appendix IV.

4.2.1.6 Influence of different factors on students’ learning and behaviour

As mentioned above, the teachers are supposed to be aware fully with the students in many respects. AIOU academics were asked, “The B.Ed trainee should be able to discuss the influence of ethnicity, gender, religion and other aspects of culture on their students learning and behaviour”. Majority of 70% agreed, 15% were uncertain and 15% disagreed.

Figure 14: Influence of different factors on students’ learning and behaviour



(N=13)

In this case some of the academicians are uncertain and disagree, but basically all academics of faculty of education, AIOU, agree with the statement that the B.Ed training programme of teachers focuses on taking care of ethnicity, gender, religion and other aspects of culture and their impact on the leaning of the students.

4.2.1.7 Summary of category “Knowledge and understanding of children and their learning”

On this competency the majority of students from all regions agreed that the teacher ensures his/her students’ learning. A number of students from Rawalpindi and Multan were uncertain or disagreed that their teacher demonstrates an awareness of their background and culture. Students claimed that they are not encouraged to talk

about examples to help understand new ideas by their teacher. In Islamabad and Rawalpindi, students said that teachers listen carefully to them in their classes but the level of such behaviour of teachers was less in the Multan region.

All teachers said that their courses help them to understand and motivate their students by using different behaviour modification techniques, diagnose students' individual and collective needs and difficulties, relate the topic of discussion with their previous knowledge and deal with individual differences.

But the opinion of heads of schools, particularly from Islamabad and Rawalpindi, on teachers' competency for applying the principles of students' growth, development and learning does not match with their teachers. However, according to the heads of schools, the teachers can create an atmosphere for the promotion of students' involvement and self concept, and to recognize and respond to student diversity as well as use knowledge of content and pedagogy to establish clear and achievable learning goals for their students.

According to the academics of AIOU the B.Ed trainee should be able to discuss the influence of ethnicity, gender, religion and other aspects of culture on their students learning and behaviour and to explain the most appropriate type of technology to use to maximize student learning.

4.2.2 Subject knowledge

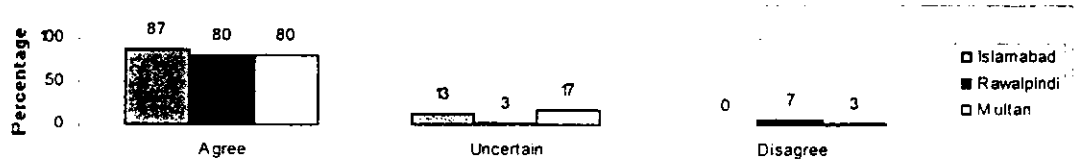
Students

The questions 2 and 12 related to this competency may be seen in Appendix I.

4.2.2.1 Explanation of difficult topics

The students were asked about his/her capability in the teaching of difficult topics. “The teacher explains difficult topics very clearly”. The response shown in the below given figure indicates that the majority of the students (Islamabad 87%, Rawalpindi 80% and Multan 80%) agreed and a minority (17% from Multan, 13% from Islamabad and 3% from Rawalpindi) was uncertain. And 7 % from Rawalpindi as well as 3% from Multan disagreed.

Figure 15: Explanation of difficult topics



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

Teachers always try to make his/her teaching as easy as possible but all of them can't be successful in doing so. There may be many factors involved in it. Maybe teachers are not coming down to the level of each student, even if they are a very efficient teacher.

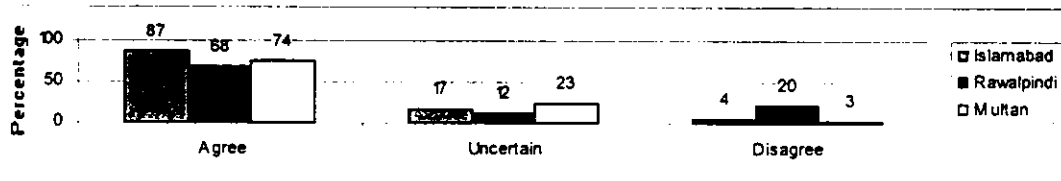
4.2.2.2 Discussion on old and new concepts

The command over the subject knowledge enables teachers to discuss both old and new concepts, theories and information etc. This aspect was asked of the students.

“The teacher always points out old and new concepts during his/her lecture”.

Like the data above, here a majority agreed. Small numbers from all regions were uncertain, as 13 % from Islamabad, 3% from Rawalpindi and a comparatively larger number i.e. 17% from Multan. However, their responses were also larger in the disagree category (20% from Rawalpindi, and 3% from Multan).

Figure 16: Discussion on old and new concepts



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

Teachers were always trying to complete their courses well in time. Respective examination boards give the scheme of study and the teachers have to cover it within the stipulated time period. This bureaucratic approach may be forcing teachers to cover what is written in the text books.

Moreover, it again depends upon the teacher’s competency and their level of the interest for teaching the subject.

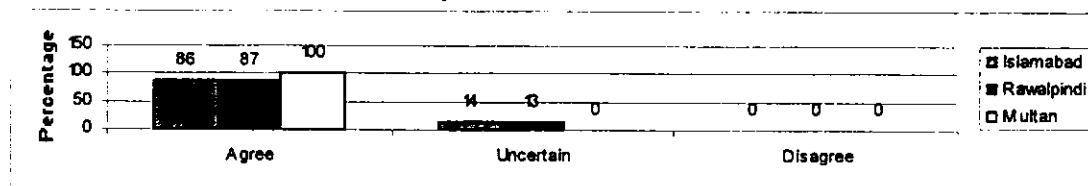
Teachers

The question number 3 related to this competency may be seen in Appendix II.

4.2.2.3 Ability to teach the subject

The teachers were asked “During your teaching training you have been prepared to be able to teach your subject matter.” Most of them agreed (100% from Multan, 87% from Rawalpindi and 86% from Islamabad) but a small percentage of teachers from Islamabad (14%) and Rawalpindi (13%) were uncertain.

Figure 17: Ability to teach the subject



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

In Pakistan the examinations of secondary school certificate (class IX-X) are conducted by the boards of education and in case the results of any teacher comes below average, then he/she is made accountable for it and this is reflected in the annual performance report. As a result of this system, teachers may well be nervous about teaching some subjects, and producing poor results. This would explain the relatively high level of uncertain responses from teachers teaching in subjects where they feel less competent, or in a subject where they have less experience than other teachers in the profession.

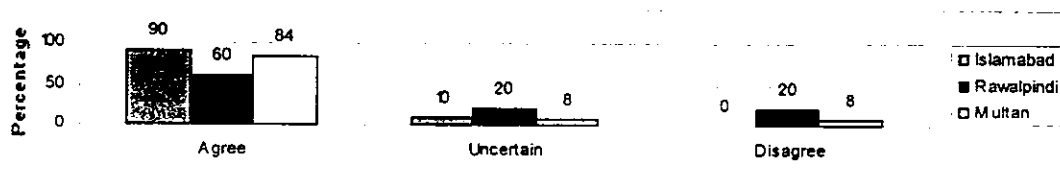
Heads of schools

4.2.2.4 Learning opportunities and subject

The questions 3, 15 and 20 related to this competency may be seen in Appendix III.

The heads were asked, “The teacher(s) can provide children with the learning opportunities for their development in accordance with the subject and national curriculum”. Figure 4.10 below shows that a majority of 90% from Islamabad, 84% from Multan and 60% from Rawalpindi agreed with it. 8% from Multan, 10% from Islamabad but 20% from Rawalpindi were uncertain. There was no-one from Islamabad disagreeing with it but 20% from Rawalpindi and 8% from Multan disagreed.

Figure 18: Learning opportunities and subject



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13))

As the majority of heads from all regions agree with this statement, it shows that teachers have such ability as well as practising it. However, there is a small number who disagree or are uncertain.

Rawalpindi heads are the most uncertain about the competency and practice of their teachers. The likely reason is that junior teachers were included in this region.

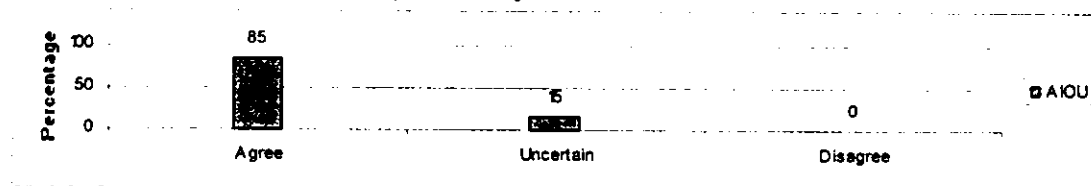
Academics

The questions 3 and 14 related to this competency may be seen in Appendix IV.

4.2.2.5 Explanation of major concepts

Concepts of curriculum are reflected in courses. Teachers are supposed to be cognizant of the curriculum of the subject in addition to having a good grasp of the content given in the text book. Hence, AIOU academicians were asked: “The B.Ed trainee should be able to give explanations of major concepts that are central to the discipline they teach”. The majority (85%) of them agreed with the statement but 15% were uncertain.

Figure 19: Explanations of major concepts



(N=13)

The major concepts central to the discipline are written in the curriculum reports and in turn those are written and explained in the study guides and textbooks of the university. The response of the academics confirms that their students are trained accordingly.

The ‘uncertain’ response is due to the fact that some academics, although concerned with teacher training, do not deal with the B.Ed programme directly. It would appear that these few (15%) of the academics were those who did not even complete the demographic part of the survey, as was pointed out in the demography section.

4.2.2.6 Summary of category “Subject knowledge”

The students agreed that their teachers explain difficult topics very clearly. But some, being junior teachers, were not good in explaining the difficult topics. The responses regarding their teacher’s way of applying the principles of students’ growth, development and learning contained some uncertainty and disagreement, from Islamabad and Rawalpindi, but the large majority from Multan agreed.

Teacher’s explanation about both new as well as old concepts during lectures was agreed to by most but some from all regions disagreed as well as being uncertain. When the teachers were asked about their preparation, during their training, to teach

the subject, the majority of teachers agreed, except the few from Islamabad and Rawalpindi who were uncertain.

Heads from Islamabad and Multan agreed that teachers can provide learning opportunities in accordance with the subject or text. However, comparatively few from Rawalpindi agreed.

Teachers from all regions demonstrated understanding of subject matter and pedagogical knowledge as well as achieving instructional objectives.

All but a small number of academics agreed when they were asked the desirability of students (trainees) being able to give explanations of major concepts that are central to the discipline they teach.

4.2.3 Knowledge of curriculum

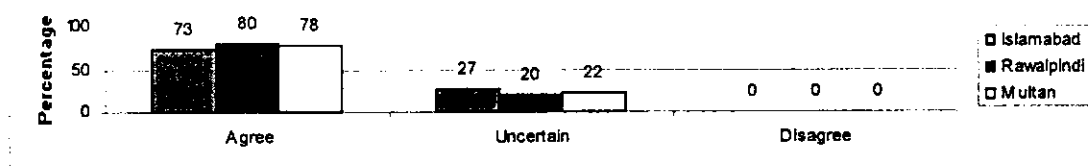
Teachers

The questions 1, 4 and 5 related to this competency may be seen in Appendix II.

4.2.3.1 Understanding of the curriculum of the concerned subject

It was asked, "When you began teaching you understood the curriculum of your subject area" .Majority of the teachers agreed that they understood curriculum of their subject while beginning teaching. A small number (27% Islamabad; 20% Rawalpindi and 22% Multan) from each region was uncertain but a majority from all regions (80% Rawalpindi; 79% Multan and 73% Islamabad) agreed in this regard.

Figure 20: Understanding of the curriculum of the concerned subject



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18))

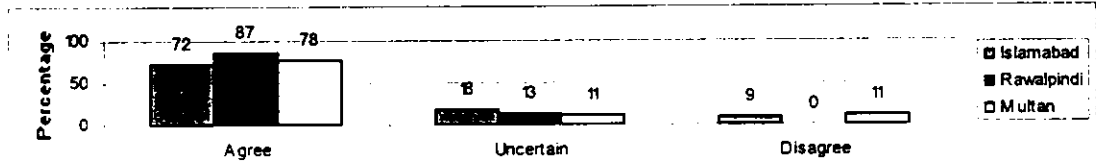
Understanding of curriculum is essential for teaching the relevant subject. But it is mostly found that focus remains on textbook content rather than curriculum. Curriculum of the subjects expects teachers to do more at their own instigation in addition to the textbooks. In case the teacher is not well versed with the curriculum the results might not be as good.

In this context it may be said that a teacher should have mastery over the curriculum of the subject before beginning teaching. During the initial period of entry into the teaching profession it is not easy to understand fully what is required by the subject.

4.2.3.2 Remedial steps for meeting the standards of national curriculum

Teachers were asked, “You have learned how to take remedial steps to meet the predetermined standards of the national curriculum”. Most of the teachers (73% Islamabad; 87% Rawalpindi and 78% Multan) agreed that they learned how to take remedial steps to meet the desired standards of the national curriculum. Some from each region (18% Islamabad; 13% Rawalpindi and 11% Multan) were uncertain. Whereas, few from Islamabad and Multan (9% and 11% respectively), disagreed.

Figure 21: Remedial steps for meeting the standards of national curriculum



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Policy papers and curriculum reports suggest ways and means to achieve the desired objectives. It needs to be taught in teacher training courses as well. But the response in the category of uncertain and disagree indicates that this aspect needs to be focused on more in the B.Ed course during the training period of the teachers.

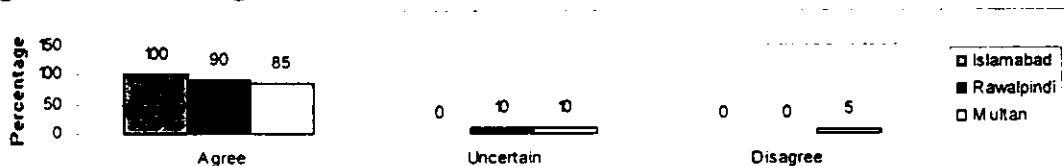
Heads of schools

The questions 1 and 5 related to this competency may be seen in Appendix III.

4.2.3.3 Knowledge of content and curriculum

Heads were asked about the knowledge of teachers about curriculum and its relatedness with the subject. “The teacher accurately demonstrates the knowledge of the content area and approved curriculum”. A majority from all regions (Islamabad 100%; Rawalpindi 90% and Multan 85%) agreed but a small number from Rawalpindi (10%) and Multan (10%) was uncertain in this regard.

Figure 22: Knowledge of content and curriculum



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

In Pakistan the curriculum from class I to XII is the responsibility of the Curriculum Wing, Federal Ministry of Education. The curriculum is uniform throughout the country (Its provinces/state- Punjab, NWFP, Sindh, Balochistan and Azad Jammu and Kashmir).

However, AIOU has various regional campuses/centres through out the country and the teachers from all three different organizations also fall under three different regional campuses/centres of AIOU. But, teachers of Islamabad have the benefit of being nearest to the main office of AIOU as well as its regional campus of Islamabad, and so too for Rawalpindi.

On the other hand, Multan is in a province and the educational environment of provinces is slightly different from the federal.

It is generally observed that the tutorial support and other components of distance education are better in Islamabad than the rest of the regions. Due to good tutorial support here more teachers from Islamabad were found agreeing with the statement. Heads of schools are responsible for implementing curriculum through teachers. They also evaluate teachers with reference to course completion and the relevance of their teaching with the approved curriculum. Heads of schools focus on the relevance of the teaching of the teacher with the curriculum. This is reported in the weekly diaries etc of the teachers.

It is somewhat difficult for new entrant teachers to cope with the requirements of the curriculum as well as a text book, and heads of schools responded that teachers from some regions were seen to be uncertain in this regard.

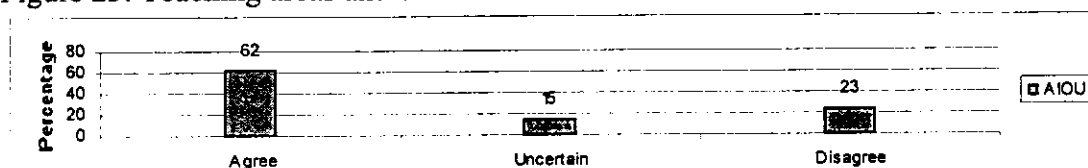
Academics

The questions 4 and 7 related to this competency may be seen in Appendix IV.

4.2.3.4 Teaching areas and broad curriculum

The university teachers were asked, “The B.Ed trainee should be able to explain the ways in which their teaching areas relate to the broad curriculum”. The graph below points out those 62% academics agrees, 15% were uncertain and 23% disagreed with the point of view.

Figure 23: Teaching areas and broad curriculum



(N=13)

While most academics agreed with the statement, it may be said that the focus of classroom teaching, according to some of them, should be the textbook rather than the broader curriculum.

The B.Ed training programme should develop the skills of the teachers in considering the curriculum as equally important as the textbook, and should also be a focus during the teaching learning process.

4.2.3.5 Summary of category “Knowledge of curriculum”

This category does not have statement(s) for students.

When teachers were asked whether they understood the curriculum of their area at the beginning of teaching; the majority of them agreed

Other statements from them were about whether they learned to take remedial steps to meet the predetermined standards of the national curriculum. The majority of them from all regions agreed

Heads of schools were asked about the ability of their teachers to demonstrate knowledge of the content area and approved curriculum: they agreed with the statement. However, heads of school stated that teachers' ability to structure curricular and co-curricular activities was not satisfactory.

All academics did not agree when asked about the ability of the B.Ed trainee to explain the ways in which their teaching areas related to the broad curriculum.

However, the majority of them did agree that teachers should meet the requirements of those concepts in the curriculum with regard to student learning.

4.3 PROFESSIONAL SKILLS

4.3.1 Presentation of subject matter

Students

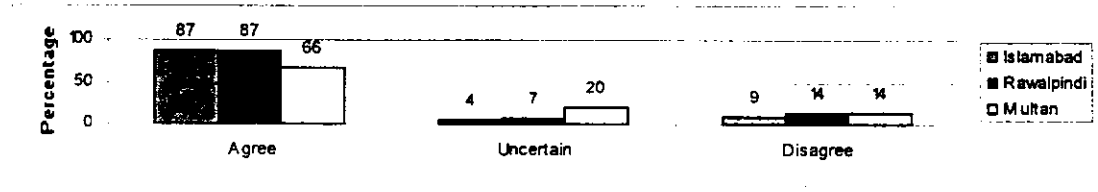
The questions 1, 3 and 6 related to this competency may be seen in Appendix I.

4.3.1.1 Presentation of subject matter

The students were asked about the way their teacher presents subject matter whether coherent? The statement was, "The teacher presents the subject matter in a coherent way". Most of the students (Islamabad 87%, Rawalpindi 87% and Multan 66%) agreed. In Multan more than other regions were uncertain (20%) and disagreed

(14%) too. On the other hand some from Rawalpindi (14%) and Islamabad (9%) disagreed. Only 7% from Rawalpindi and 4% from Islamabad were uncertain.

Figure 24: Presentation of subject matter



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

As mentioned in the above discussions, the city of Multan is in a province where there is mixed urban and rural population. The Open University has a regional campus in Multan also. But also, when comparing facilities, Multan is different to Islamabad because Islamabad, being the federal capital city, has more qualified tutors etc.

Moreover, another important consideration is the potential of the students (in government schools in average) in Islamabad and Rawalpindi. These students may be more demanding of their teachers in terms of explanation, whereas parents in rural areas are mostly illiterate and this affects the quality of the students. This would account for the higher uncertain and disagree response rate.

Therefore, the perceptions of the students from both Islamabad and Rawalpindi are different from the students in Multan.

The similarity in the views of Islamabad and Rawalpindi students is because Rawalpindi and Islamabad are twin cities, and the students of Rawalpindi are taken from Cantt/Garrison schools, and the examining body is the same as those of the schools in Islamabad, i.e. Federal Board of Intermediate and Secondary Education

Islamabad (the examining board for Multan is the Multan board). Therefore, the frame of mind of the students of Islamabad and Rawalpindi could be very much same.

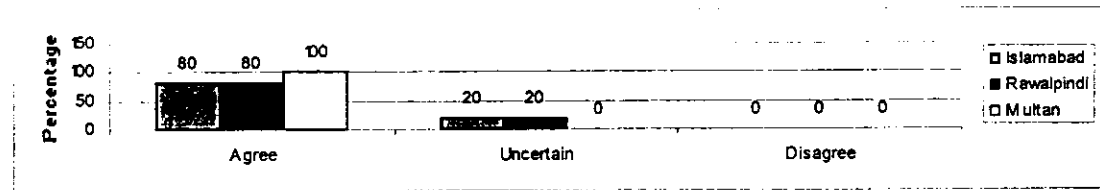
Teachers

The questions 1, 8 and 14 related to this competency may be seen in Appendix II.

4.3.1.2 Presentation (selection and adoption) of teachers

For the purpose of presentation of material the teacher has to select and then adapt it. Teachers were asked, “You learned in the B.Ed course how to present lectures, select and adapt instructional material”. The figure below shows that majority from all regions (Multan 100%; Islamabad 80% and Rawalpindi 80%) agreed but 20 percent from both Islamabad and Rawalpindi were uncertain about it.

Figure 25: Presentation of the teachers



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Unlike the previous figure, here the responses from Multan are higher than from the other regions. It maybe that the tutors have demonstrated this skill, at their level best, or more than that of previous tutors.

Since Rawalpindi and Islamabad are twin cities, it may be that these tutors reside in one city but work in other, and the tutors in both regions have more or less same competence.

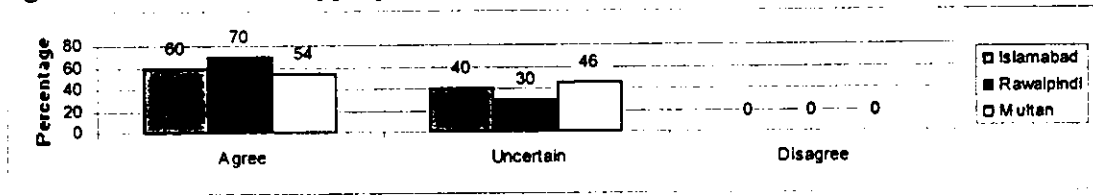
Heads of schools

The questions 13 and 16 related to this competency may be seen in Appendix III.

4.3.1.3 Selection of appropriate instructional activities/strategies

The heads of schools were asked, “The teacher(s) selects appropriate instructional strategies/ activities for his/her teaching”. In this regard 70% from Rawalpindi, 60% from Islamabad and 54% from Multan agreed. A notable number of the heads was uncertain (46 % from Multan, 40 % from Islamabad and 30 % from Rawalpindi) in this regards.

Figure 26: Selection of appropriate instructional activities/strategies



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

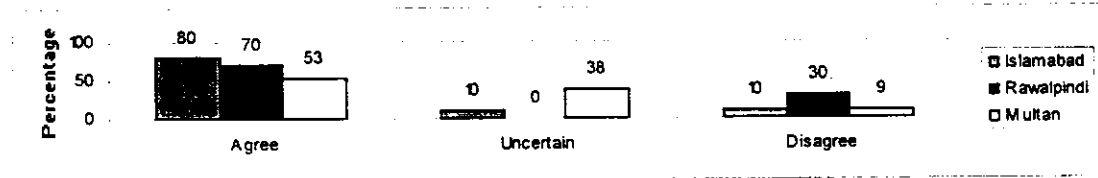
An appropriateness of activities/strategy of the teachers in their classes is an important thing. The heads of schools monitor the work of teaching staff and suggest for further modification or changing accordingly. Since this aspect of teaching is based on class to class and daily affairs basis therefore becomes difficult for heads to monitor teachers for every class. Hence, the response came more in the uncertain rate.

4.3.1.4 Use of additional material and sources

The heads of schools were asked other question, “The teacher(s) uses additional materials and resources for effective learning”. A Majority of the heads from all regions (80% of Islamabad, 70% Rawalpindi and 53% of Multan) agreed but 38%

from Multan and 10% from Islamabad were uncertain. From Rawalpindi there were 30%, Multan 9% and Islamabad 10% were disagreeing with it.

Figure 27: Use of additional material and sources



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13))

Some schools have more sources in their libraries and laboratories and other have lesser resources. It becomes very expensive for teachers to arrange additional material and resources for teaching at his/her own. Therefore, on the basis of available resources the teachers used, resultantly the responses vary from region to region.

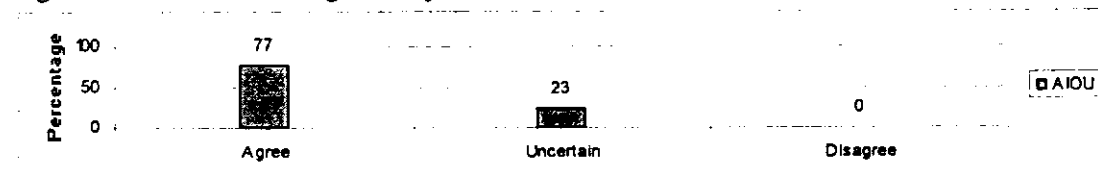
Academics

The questions 12 and 13 related to this competency may be seen in Appendix IV.

4.3.1.5 Understanding of subject matter

The academics were asked, “The B.Ed trainee should understand and discuss their subject matter considerably beyond the content they are expected to teach”. Some (23%) of the academicians were uncertain in this regard. Where as, the remaining 77% agreed with the statement.

Figure 28: Understanding of subject matter



(N=13)

The teacher has to use additional aid for effective teaching learning process. There is a range of audio visual aids the teachers are given training on how to utilize audio visual aids in an efficient way. A good number of the academics were uncertain the reason being there might have been no feedback from the schools or no follow up study in this regard.

4.3.1.6 Summary of the category “Presentation of subject matter”

According to the students their teachers present the subject matter in a coherent way and teach them with interest. But the students disagreed that their teachers use different technologies (computer, overhead projector and models) in teaching.

The teachers from all regions agreed that they had learned in their B.Ed course how to select and adapt instructional material and the understanding of the curriculum of their subject area, how to adopt various suitable activities to introduce topics. But they disagreed that they learned how to use computer and other technologies (as available) to communicate information on student learning effectively and appropriately.

The heads of schools were not certain about the teachers’ selection of appropriate instructional strategies/activities and the use of additional material and resources for their teaching.

Academics were uncertain that the B.Ed trainee should understand and discuss their subject matter considerably beyond the content they are expected to teach as well as applying information from their discipline to real-life situations.

4.3.2 Classroom methodology

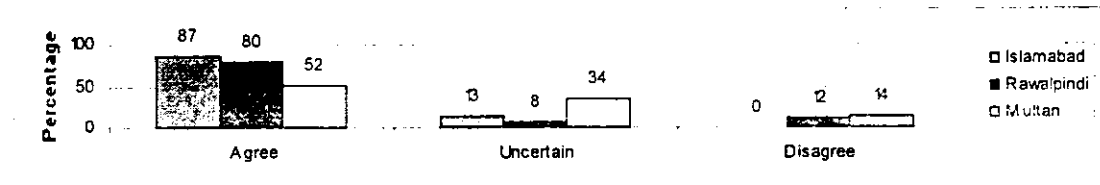
Students

The questions 4, 5, 6, 17 and 26 related to this competency may be seen in Appendix I.

4.3.2.1 Use of different methods

They were asked; “The teacher uses different methods to increase your learning”. They replied with different responses. The large number (87% Islamabad; 80% Rawalpindi and 52% Multan) from each region agreed with the statement. 34% from Multan, 13% from Islamabad and 8% from Rawalpindi was uncertain. There was no one from Islamabad disagreeing with it but 12% from Rawalpindi and 14% from Multan disagreed.

Figure 29: Use of different methods



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

In order to make teaching learning process effective the teacher has to use various methods suiting to the classroom situation as well as the requirement of the content topic.

Teachers mostly use lecture and discussion methods due to the reason they take it granted that it suits to students as well as their students are learning.

More teachers from Islamabad and Rawalpindi use various methods as compared to those of Multan teachers. This trend is different in the far flung rural area where teacher don't practice what they have learned during their trainings.

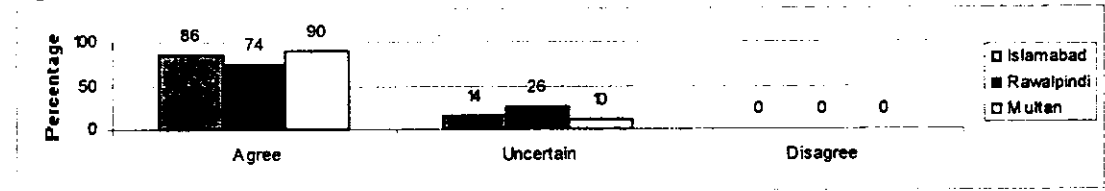
Teachers

The questions 6, 7, 12 and 22 related to this competency may be seen in Appendix II.

4.3.2.2 Ability to use various teaching methods and strategies

During B.Ed programme trainees are given extensive knowledge and practice of different methods and strategies of teaching. Therefore, they were asked that, “You are able to use a variety of teaching methods and strategies”. Majority of the teachers from all regions (i.e. 90% Multan; 86% Islamabad and 74% Rawalpindi) agreed with it. Small number (Rawalpindi 26%, Islamabad 14% and Multan 10%) was uncertain in this regard.

Figure 30: Ability to use various teaching methods and strategies



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Here the response is different from that of the students. The teachers from Rawalpindi are more uncertain which shows a deficiency during their training. Possibly due to the gap of implementation of various components i.e. tutorial, workshops, assignments etc in different study centres.

But the teachers of Multan and Islamabad know various methods but according to their students they don't practice them.

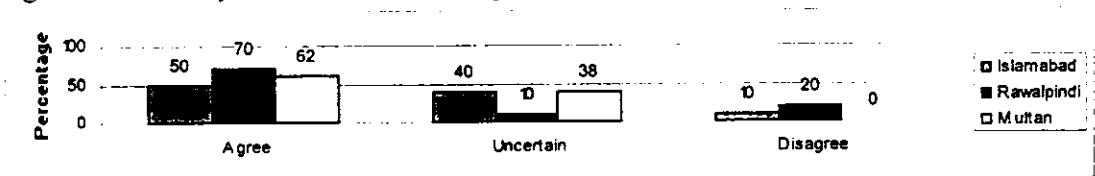
Heads of schools

The questions 8, 15 and 17 related to this competency may be seen in Appendix III.

4.3.2.3 Variety of effective teaching strategies

In order to make teaching interesting, creative and understandable the teacher has to use a variety of strategies. The heads of schools were asked in this regard. “The teacher(s) uses a variety of effective teaching strategies”. 50% from Islamabad, 70% from Rawalpindi and 62% from Multan agreed that they use various teaching strategies. The noticeable response with uncertainty (Islamabad 40%, Multan 38% and Rawalpindi 10%) and disagreement (Rawalpindi 20% and Islamabad 10%) with the statement shows that the teachers do not imply variety of strategies.

Figure 31: Variety of effective teaching strategies



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

The statement of heads of schools is supporting the view point of the students. And as discussed earlier, the teachers were trained using various methods but they do not apply these in their classroom instructions.

Academics

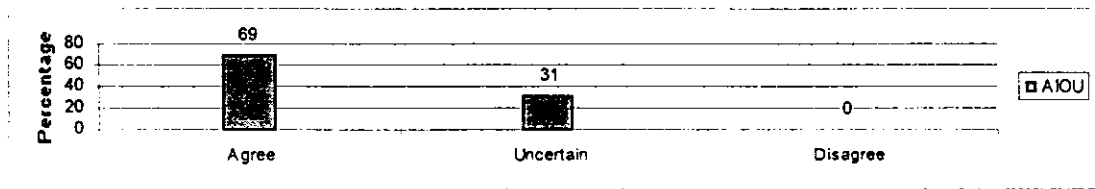
The questions 5, 15 and 21 related to this competency may be seen in Appendix IV.

4.3.2.4 Ability to use a range of strategies

Similarly it was interesting to ask from the academicians about their vision and approach enshrined in their programme. They were asked, “The B.Ed trainee should

be able to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom”. In this regard 69% agreed but more than one forth (31%) were uncertain.

Figure 32: Ability to use a range of strategies



(N=13)

Majority of the academics agreed and that was also evident from the response of the teachers that they were being taught various methods and strategies for making his/her teaching purposeful. However a noticeable number of academicians disagree with this which is difficult to explain.

4.3.2.5 Summary of category “Classroom methodology”

According to the students their teachers use different methods and strategies to increase learning but they do not use various technologies (computer, overhead projector and model) in teaching as well opportunities for practice. However, the teachers respond to students’ behaviour effectively and appropriately.

The teachers said that they were able to use a variety of teaching methods and strategies and provide a stimulating learning environment. Their preparation for teaching during training included observation of classroom teaching of other teachers.

The heads of schools agreed with the above view of teachers.

The academics agreed that teachers should use a range of strategies of teaching. All of them were not in full agreement about the teachers' ability to use a range of strategies to promote positive relationship, cooperation, and purposeful learning in the classroom.

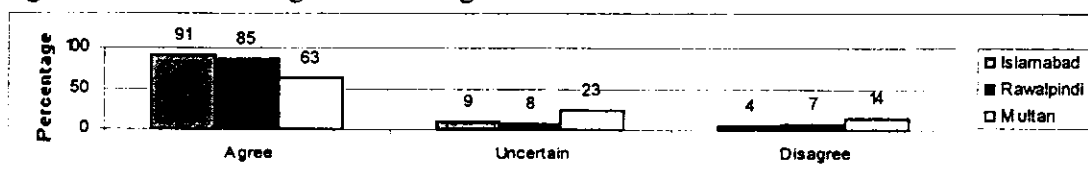
4.3.3 Classroom management Students

The questions 10, 16, 24 and 25 related to this competency may be seen in Appendix I.

4.3.3.1 Attention of the students

Interesting teaching may capture the attention of the students and in this way some managerial problems can be tackled by the teacher. Hence the students were asked, "The teacher gains and keeps students' attention throughout lesson or demonstration and manages class effectively". Figure below says that 91% from Islamabad, 85% from Rawalpindi and 63% from Multan agreed that their teacher gains the attention of the students and manages the class. Some of the students (23% from Multan, 9% from Islamabad and 8% from Rawalpindi) were uncertain as well. Few students (14% from Multan, 7% from Rawalpindi and 4% from Islamabad) were disagreeing.

Figure 33: Class management during demonstration



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

While comparing between the regions it is inferred that teachers from Rawalpindi and Islamabad had more grasp over classroom affairs than the teachers of Multan. Whereas the view of the students, from Islamabad and Rawalpindi, of their teachers, is the same in both regions. In this way it can be said that there may be a difference because one is a provincial department and the other (Rawalpindi and Islamabad) federal organizations and all the three are associated with separate/different campuses of AIOU.

Teachers

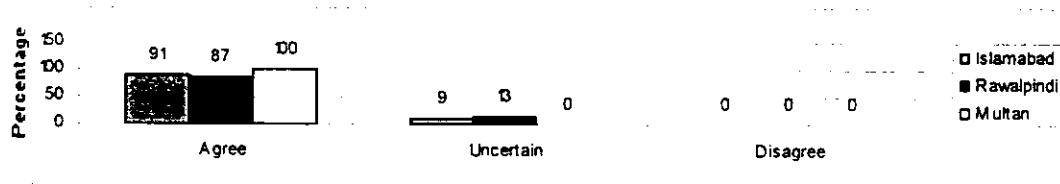
The question number 28 related to this competency may be seen in Appendix II.

4.3.3.2 Ability to handle classroom management

The teachers were asked:

“During your B.Ed, you have been prepared to be able to handle a range of classroom management or discipline situation(s)”. In this regard 100% from Multan, 91% from Islamabad and 87% from Rawalpindi agreed that they were trained in handling classroom management problems. However, a few respondents from Rawalpindi (13%) and Islamabad (9%) were uncertain but none from Multan was uncertain. There was no disagreement.

Figure 34: Ability to handle classroom management



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18))

B.Ed course work has one subject on “School Organization and Management”. It covers different aspects of classroom management. B.Ed students have to undergo two weeks duration for a workshop and four weeks for teaching practice on two elective courses. They are not given practicals but they have a subject on management.

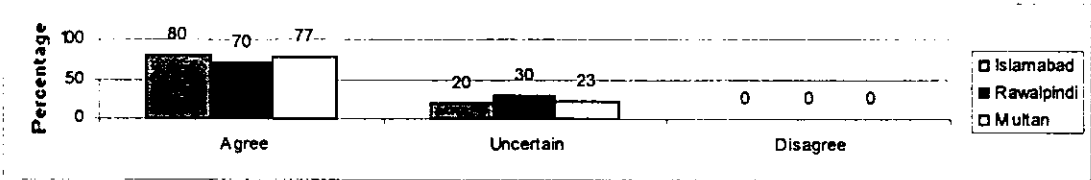
Heads of schools

The question number 12 and 24 related to this competency may be seen in Appendix III.

4.3.3.3 Knowledge about classroom management

When asked from the heads of the schools that, “The teacher(s) knows how to manage their classroom”. The response was similar in all regions as given by the teachers on the same issue. Majority from all regions (80% from Islamabad, 77%from Multan and 70% from Rawalpindi) agreed but some from all regions (30% Rawalpindi, 23%from Multan and 20%from Islamabad) were uncertain too but there were none who disagreed.

Figure 35: Knowledge about classroom management



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

At secondary school level students reach at the age of 14+ and 15+ years and they create problem more severe than the younger students and the teacher has to deal

with it very tactfully. Even then the head of the school receives complaints every day. Therefore, some of the heads were uncertain about this competency of the teachers.

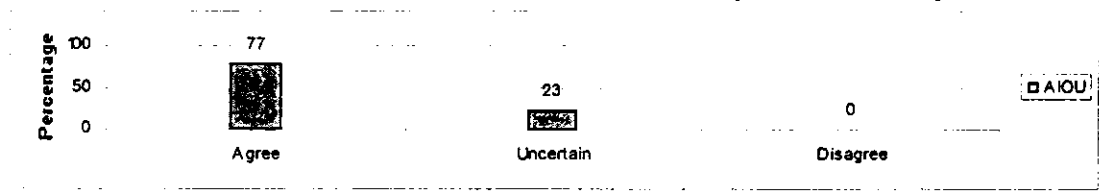
Academics

The question number 2 related to this competency and it may be seen in Appendix IV.

4.3.3.4 Policies and procedures about classroom discipline and management

The academics were asked, “The B.Ed trainee should be able to explain and practice the policies and procedures pertaining to classroom discipline and management”. In this statement 77% agreed but there were 23% uncertain for this aspect of the skill of the trainees.

Figure 36: Policies and procedures about classroom discipline and management



(N=13)

It shows that the B.Ed programme encompasses the managerial skills of the trainees. Some academics were uncertain owing to the reasons discussed with the aforementioned graphs concerned with the academics i.e. maybe those respondents were not dealing with B.Ed programme.

4.3.3.5 Summary of the category “classroom management”

Teachers gain the attention of students and manage classes effectively, provide students with opportunities to be active involved in different types of classroom activities and presents themselves as a model for positive behaviour.

Teachers learned during their B.Ed course how to handle classroom management matters.

Teachers were able to handle the classroom management matters and manage the educational setting in a manner that promotes positive student behaviour, and a safe and healthy classroom environment.

According to academicians the B.Ed trainee should be able to explain and practice the policies and procedures pertaining to classroom discipline and management.

4.3.4 Monitoring of students progress and learning outcomes

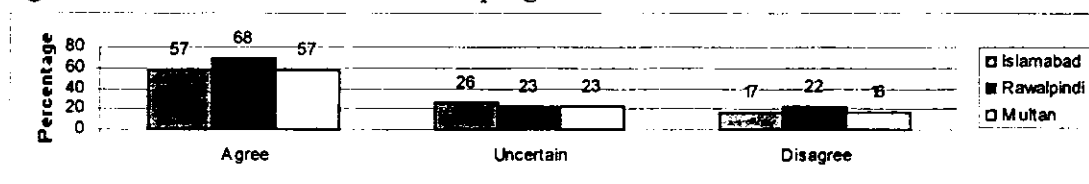
Students

The question number 15, 18 and 21 related to this competency may be seen in Appendix I.

4.3.4.1 Discussion over students’ progress

The students were asked,” The teacher regularly discusses their progress with the students and their parents”. The figure below shows that from Rawalpindi 68% agreed but from Islamabad 57% as well as 57% from Multan agreed, as regard the weight of the uncertain response; it is 26% Islamabad, 23% each from Rawalpindi and Multan. Where as 22% from Rawalpindi 17% from Islamabad and 20% from Multan disagreed.

Figure 37: Discussion over students' progress



(N= 141 (Islamabad 100; Rawalpindi 80 and Multan 40))

If a teacher shares the progress of his/her students with them, they will get feedback and improve themselves accordingly. Monitoring students by sharing their potential and weaknesses will bring change positively. There are parent-teacher-associations and school-management-committees in each school through out the country. But the case of responses with 'uncertainties' and 'disagreeing' indicate that there is a lack of communication between the teachers and committees and associations. Moreover, the parents in Islamabad and Rawalpindi jurisdiction are mostly government employees and in Multan being more of a rural population and associated with farming they remain in their fields. In Pakistan fathers take more responsibility for looking after the affairs outside home. And when the father is involved in their job/work it becomes difficult to attend meetings in the schools of their children.

Teachers

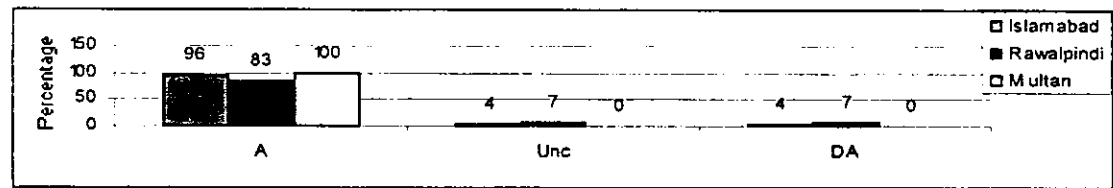
The questions 16, 24 and 26 related to this competency may be seen in Appendix II.

4.3.4.2 Ability to assess student progress

The B.Ed trainees are taught about evaluation and measurement. Hence, they were asked, "During your teacher training, you were taught how to assess students' progress." Majority of the teachers from all regions i.e. Islamabad 96%, from Rawalpindi 83% and from Multan 100% agreed with the statement. A small number

from all regions i.e. 7% Rawalpindi, and 4% from Islamabad was uncertain as well as disagreeing.

Figure 38: Ability to assess student progress



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Teachers showed their confidence that they are able to evaluate the students which reflects their training in that skill. But some did not agree or were uncertain perhaps because they were junior teachers.

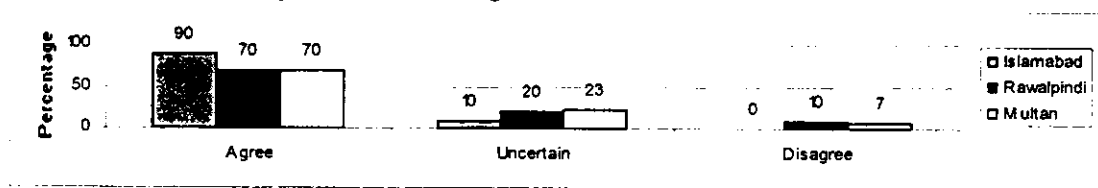
Heads of schools

The questions 29 and 30 related to this competency may be seen in Appendix III.

4.3.4.3 Monitoring student learning

The heads were asked, “The teacher(s) monitors student learning”. A majority of 90% from Islamabad, 70% each from Multan and Rawalpindi agreed. Some heads (23% from Multan, 20% from Rawalpindi and 10% from Islamabad) were uncertain. Whereas few of the respondents, from Multan (7%) and Rawalpindi (10%), disagreed with one another.

Figure 39: Monitoring student learning



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

The aspect of monitoring helps teachers to ascertain the performance of their students. The heads have their duties to look after the instructional duties of their staff. Some heads from Multan and Rawalpindi remained uncertain and disagreed. Since weekly tests, monthly test etc are the part of the evaluation system, therefore the monitoring on individual basis was not taking place on the part of teachers.

Academics

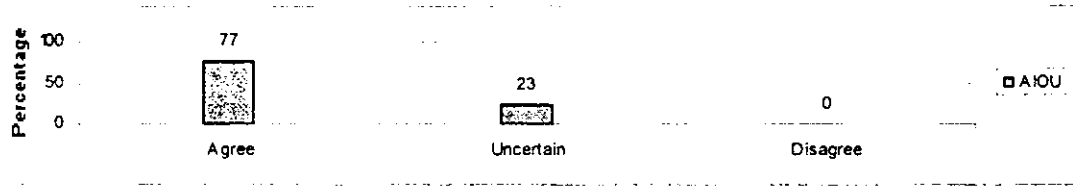
The question number 16 related to this competency may be seen in Appendix IV.

4.3.4.4 Engaging students in active learning

The academics were asked about the aim of teacher training programme of B.Ed that:

“The B.Ed trainee should be able to employ multiple teaching and strategies to monitor and engage students in active learning”. The figure below shows that a majority of 77% of academics agreed with the statement but 23 % were uncertain about it.

Figure 40: Engaging students in active learning



(N=13)

The B.Ed programme aims to enable the teacher trainees to employ multiple teaching strategies to engage students in active learning and it is evident from the above figure that a majority agreed with the statement.

4.3.4.4 Summary of the category “Monitoring of students progress and learning outcomes”

Teachers do not hold regular discussion about the progress of their students with them and their parents. Fewer teachers provide opportunities for students to apply knowledge, practice knowledge and demonstrate knowledge.

The teachers were taught during their B.Ed how to assess students, preparing and implement remedial programmes for students requiring extra help and to pay attention to students’ progress/performance.

The teachers monitor students learning and most of the teachers use both formal and informal assessment strategies.

Academics said that the teachers should have the ability regarding monitoring and engaging students in active learning

4.3.5 Interaction and communication with others

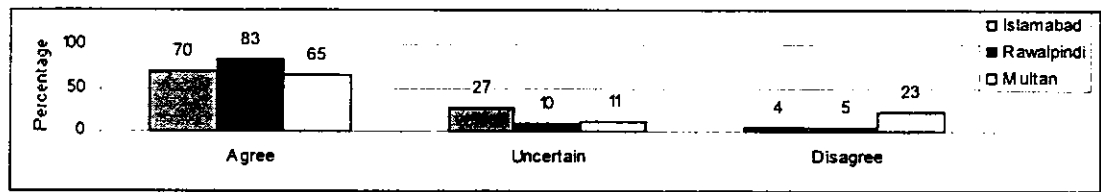
Students

The question 25 related to this competency may be seen in Appendix-I.

4.3.5.1 The behaviour of teacher

The behaviour of a teacher is very important regarding his/her interaction and communication with others. The students were asked, “The teachers explain the behaviour they expect of you”. A majority of students (83% Rawalpindi; 70% Islamabad and 65% Multan) agreed, some from all regions i.e. 27% Islamabad, 11% from Multan and 105 from Rawalpindi were uncertain and 23% from Multan, 5% from Rawalpindi and 4% from Islamabad were disagreeing.

Figure 41: Behaviour of the teacher



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The relationship of teacher and students is normally clearly understood that is why the majority agreed but due to some individual and personality differences there are unexplained aspects which were uncertain or disagreeing responses.

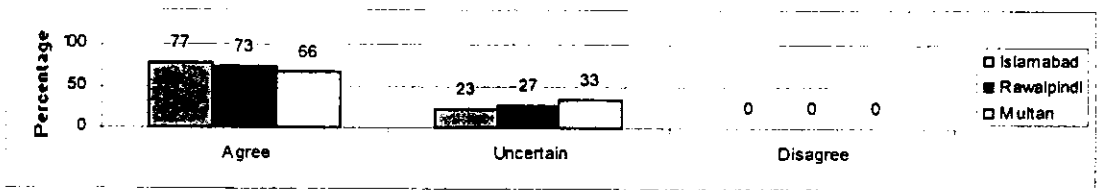
Teachers

The questions 13, 19 and 35 related to this competency may be seen in Appendix II.

4.3.5.2 Developing good relations with administration

The teachers were asked, “You have learned how interact and communicate for developing good relations with administration and others”. From all regions the majority agreed i.e. 77% from Islamabad, 73% from Rawalpindi and 66% from Multan. There was none disagreeing with it but 33% from Multan, 27% from Rawalpindi and 23 % from Islamabad were uncertain in this regard.

Figure 42: Developing good relations



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Human relations have an impact on the overall functioning of any system. Similarly, if there is good working relationship between teacher and head, an excellent

academic atmosphere would prevail. The effectiveness of relations with others may depend upon one's way of interaction and communication. Teachers interact with their students, colleagues, parents of the students and the administration. Their rapport with administration matters more in the smooth running of the institution.

The response showing uncertainty indicates that teachers were indecisive in this regard. Actually the job structure in public sector schools is different from private sector and government employees get transferred from one school to another school and the heads of schools are mostly made responsible for the transfers of their staff. Moreover, the teaching staffs discourage and criticize one another to be closer to the administration.

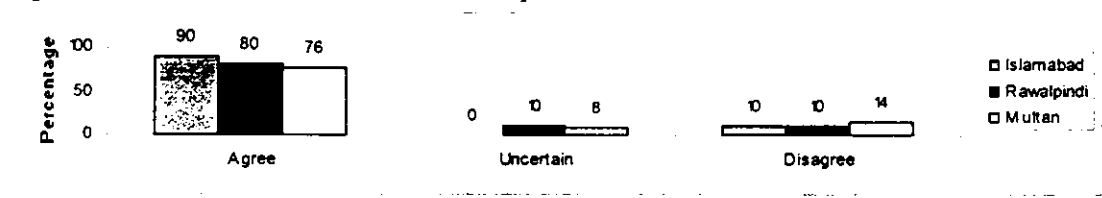
Heads of schools

The questions 7, 8, 10, 11 and 34 related to this competency may be seen in Appendix III.

4.3.5.3 Teacher's communication with professional manner

About the professional behaviour and attitude of teachers the heads were asked, "The teacher(s) communicates in a professional manner with the colleagues, parents and community members regarding educational matters". A majority of 90% from Islamabad, 80% from Rawalpindi and 76% from Multan agreed. There were some from Multan (8%) and Rawalpindi (10%) with uncertain and a small number from all regions (Multan 14%, Islamabad 10% and Rawalpindi 10%) were disagreeing.

Figure 43: Teacher’s communication in professional manner



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

As compared with heads; basically teachers have less opportunity to interact with the parents of students and other members of the community regarding educational matters. The heads of the schools take the responsibility dealing with such type of matters. That may be why the heads of schools remained disagreeing or uncertain about this statement.

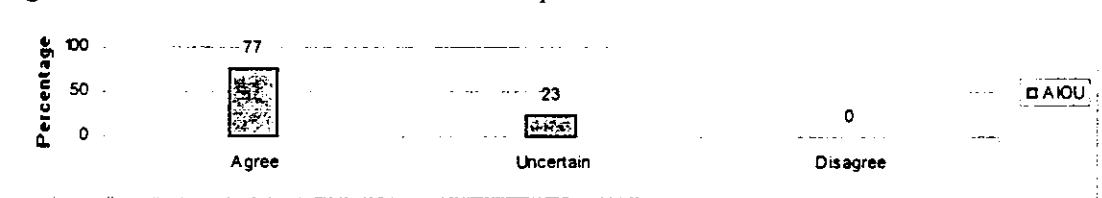
Academics

The questions 17 and 20 related to this competency may be seen in Appendix IV.

4.3.5.4 Communication with different persons

“The B.Ed trainee should be able to communicate with students, parents, and other colleagues based on appropriate indicators; maintain records of student work and performance”. The response of academics shows that 77% agreed with the statement. 23% had the opinion of uncertainty.

Figure 44: Communication with different persons



(N=13)

Effective communication is one of the attributes of successful teaching. The teacher training programmes focus much on this aspect therefore the majority of the

academicians agreed. The few who were disagreeing with it might be due to the reasons of the word 'other colleagues' is given in the statement and they might be thinking of keeping the matter confidential.

4.3.5.4 Summary on the category "Interaction and communication with others"

Students expect teachers to explain their behavioural expectations of students.

Teachers learned how to develop good relations, facilitate group discussions in the class and use students' ideas and contributions by acknowledging, modifying and summarizing them and providing opportunities for the students to communicate their ideas to others.

According to heads of schools the teachers possess skills of oral and written communication and communicate in a professional manner with the colleagues, parents and community members regarding educational matters. Teachers foster harmonious working relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being. Moreover, teachers communicate with and obtain feedback from students in a manner that enhances student learning and understanding.

Teacher should be able to communicate ideas and information with students, parents, and other colleagues based on appropriate indicators; maintain records of student work and performance maintained by academics.

4.3.6 Planning and managing the teaching learning process

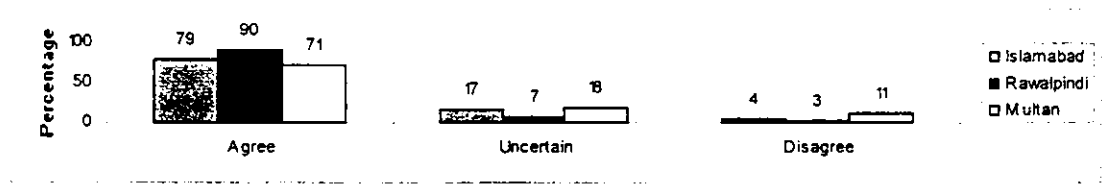
Students

The questions 7, 13 and 14 related to this competency may be seen in Appendix I.

4.3.6.1 Lesson planning

The students were asked, “Lessons are always well planned”. A majority of 90% from Rawalpindi, 71% from Multan and 79% from Islamabad agreed. 18% of the students from Multan region, 17% from Islamabad and 7% from Rawalpindi were uncertain. A small number from each region (Multan 11%, Rawalpindi 10% and Islamabad 4%) was disagreeing.

Figure 45: Lesson planning



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

Lesson planning is considered as an important aspect for making learning effective. The students are considered as best judges in this regard. The schools of Rawalpindi (included in this study) are well known with reference to administration and the formalities are very carefully fulfilled. Therefore, 100% of teachers, from Rawalpindi, agreed with the item about lesson planning. A majority of the teachers of Islamabad also prepare lessons but some teachers from Multan were uncertain and disagreeing. It means the practice of lesson planning is not followed by every teacher.

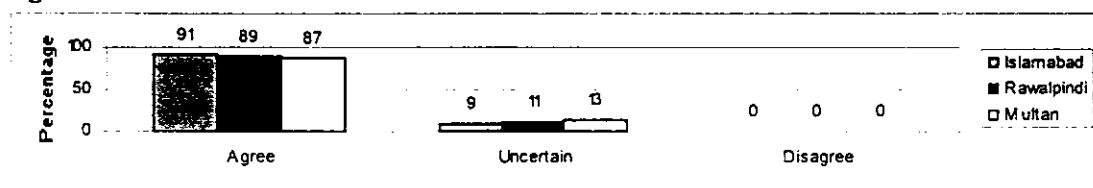
Teachers

The questions 9, 27, 29 and 31 related to this competency may be seen in Appendix II.

4.3.6.2 Plan for instruction

In order to get the opinion of teachers on this aspect they were asked, “During your B.Ed you have learned to plan for instruction”. Majority of them (91% from Islamabad, 89% from Multan and 87% from Rawalpindi) agreed. Some (13% Rawalpindi, 11% Multan and 9% Islamabad) of them were uncertain. However, none was disagreeing.

Figure 46: Plan for instruction



N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Teachers' planning for every topic is considered very important for effective learning. This aspect of lesson planning is given due weightage in teaching practice. In the component of teaching practice of AIOU students of distance learning are attached to schools for their teaching practice and they are supervised by the teacher trainer. Therefore, most of them agreed. It may be due to the teaching practice as a compulsory component of the B.Ed programme; unlike tutorials which are optional for distance learners. But those who were uncertain might be due to the reason they were not properly mentored by their supervisors during their teaching practice.

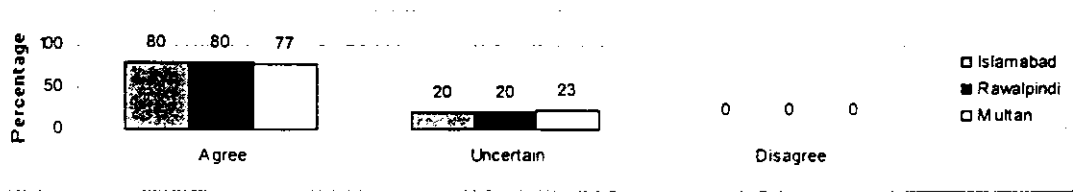
Heads of schools

The questions 9, 21, 26, 28 and 33 related to this competency may be seen in Appendix III.

4.3.6.3 Goal achievement

The heads were asked regarding the planning aspect of the teacher.” The teacher(s) plans his/her teaching in a way that helps in the achievement of goals”. The majority from all regions (80% each from Islamabad and Rawalpindi region and 77% from Multan) agreed with it. It was found that none was disagreeing but 23% from Multan, 20% each from Islamabad and Rawalpindi were uncertain.

Figure 47: Goal achievement



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

The response of the heads matches with the response of teachers. It may be construed that the lesson planning is in practice in schools with the exception of some few teachers.

Academics

The questions 6 and 18 related to this competency may be seen in Appendix IV.

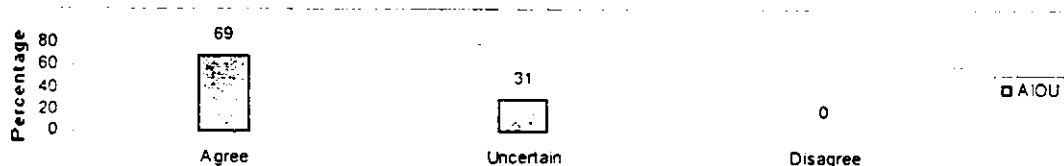
4.3.6.4 Planning for the progress of students

In order to know the aim of the academics of AIOU they were asked the following statement:

“The B.Ed trainee should be able to plan, manage and exercise leadership by taking personal responsibility for the progress of all students”.

The figure below reflects that a majority of 69% agreed with it but 31% were uncertain.

Figure 48: Planning for the progress of students



(N=13)

Academics with uncertainty indicates that teachers can't be made responsible for the progress of students because there are many other persons involved in it i.e. parents, heads etc are also responsible for the progress of the students.

4.3.6.5 Summary of the category “Planning and managing the teaching learning process”

The students agreed that their teacher teach them with lesson planning. Teachers allow them to work individually but this practice is less prevalent in Multan. Teachers also allow them to work in groups but there were some students from all regions disagreeing or uncertain.

The teachers agreed that they studied lesson planning as well as organization and classroom management in the B.Ed course. They also agreed that they learned how to organize the teachers' timetable and manage time and work commitment with the exception of few teachers.

The majority of heads of schools agreed that the teachers plan instruction for the achievement of goals, demonstrate efficient and effective use of use of time and potential for leadership, and complete tasks and assignments in a timely and responsible manner.

Some academicians disagreed or were uncertain when they were asked about the ability of teachers to modify teaching strategies and behaviour in relation to students' success, modifying plans and instructions approaches accordingly. However a majority of them agreed that the B.Ed trainee should be able to plan for the progress of their students.

4.3.7 Evaluating and planning for continuous improvement

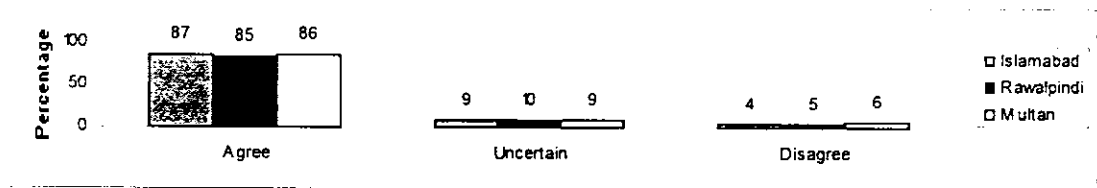
Students

The questions 19, 20 and 22 related to this competency may be seen in Appendix I.

4.3.7.1 Different methods of assessment

The students were asked, “The teacher assesses students’ performance with different methods”. The figure below reflects that the majority (Rawalpindi 86%, Islamabad 87% and Multan 85%) of the students agreed but some of them were uncertain (9% Multan, 9% Islamabad and 10% Rawalpindi) as well as disagreeing (6% Multan, 4% Islamabad and 5% Rawalpindi).

Figure 49: Use of different methods of assessment



(N= 141(Islamabad 100; Rawalpindi 80 and Multan 40)

There are different methods of assessing the performance of students. It depends upon the teacher which method or approach he/she adopts. Some teachers may be employing only one and others applying various methods of assessing their students. In government sector schools there is already laid down a procedure given by the administration to be followed by teachers which is why some students from all regions found uncertain or disagreeing. Moreover, the junior teachers might not be as good as seniors. Therefore, the difference occurs and the senior would be agreeing with the statement.

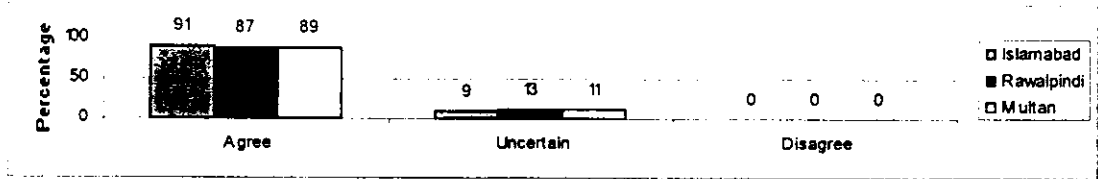
Teachers

The questions 17, 18 and 21 related to this competency may be seen in Appendix II.

4.3.7.2 Evaluating students’ progress

Teachers were asked about their confidence in evaluation processes. They were asked, “You are able to evaluate student progress”. A majority of them (91% Islamabad, 89% Multan and 87% Rawalpindi) agreed but a small number (13% Rawalpindi, 11% Multan and 9% Islamabad) were uncertain. There was none one opinion of disagree.

Figure 50: Evaluating students’ progress



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

It points out that few (might be junior) teachers were not confident of their skill of evaluating the students. Where as, a sweeping majority of them agreed.

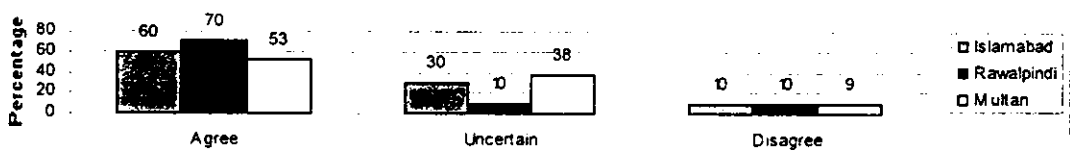
Heads of schools

The questions 31 and 32 related to this competency may be seen in Appendix III.

4.3.7.3 Assessment strategies

The heads were asked about the same skill of their teachers. “The teacher(s) understands and uses formal and informal assessment strategies”. Majority of them (60%each from Islamabad and Rawalpindi and 53% from Multan) agreed. Some of them (38% from Multan, 30% from Islamabad and 20% from Rawalpindi) were uncertain. Few of them (10% from Rawalpindi and 10% from Islamabad and 9% from Multan) disagreed.

Figure 51: Assessment strategies



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13)

Every organization sets strategies for assessing the performance of the students and those are formal methods. It is more in vogue in public sector schools. Therefore, heads of schools were uncertain or disagreed while responding about both formal and informal strategies of assessment.

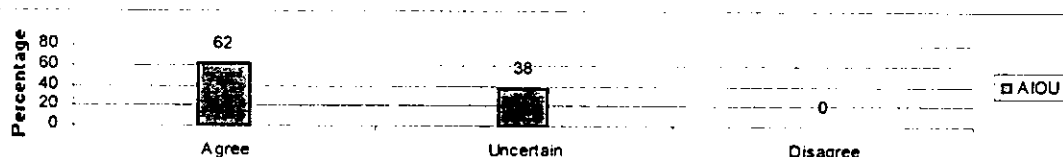
Academics

The questions 19 related to this competency may be seen in Appendix IV.

4.3.7.4 Different techniques of assessment

The academics of AIOU were asked about their view point on their courses. They were asked, “The B.Ed trainee should be able to use formal tests, responses to quizzes, evaluation of class work, students’ performance to understand what students know”. 62% agreed and 38% of the respondents were uncertain.

Figure 52: Different techniques of assessment



(N=13)

The statement carried many factors altogether. Therefore, there may be one of the reasons of enough academics to be uncertain with the statement. Otherwise B.Ed programme has compulsory course “Research, Evaluation and Guidance”. However, the B.Ed trainee is supposed to know the factors mentioned in the above statement.

4.3.7.5 Summary of the category “Evaluating and planning for continuous improvement”

To the statements on assessing students with different methods by their teachers and showing appreciation of students performance and achievement; the majority of students agreed. But when the students were asked about the use of different methods of assessment by teachers i.e. questioning, work exercises, collecting work samples, students presentations and demonstrations, written diaries, tests, interviews and conferences and assignments few students were disagreeing or uncertain.

Teachers agreed that they have the ability to evaluate and communicate students' progress.

But the heads of schools had a different view when they were asked about the ability of teachers to use formal and informal assessment strategies as some heads from all regions were uncertain or disagree. Their response was the same when they were asked whether teachers are reflective practitioners who continuously evaluate the effects of their choices and action on others.

All except a few academics agreed when they were asked about the ability of teachers for using ways and means of evaluating students.

4.4 Teachers as a member of staff

There was no question on this competency asked of students in the survey of students.

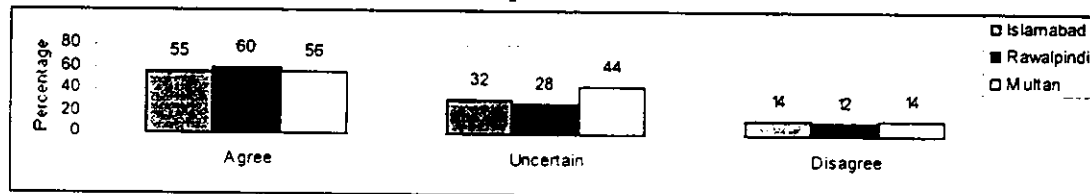
Teachers

Question number 21 in the questionnaire related to this teachers' competency may be seen in Appendix II. Main points are discussed here.

4.4.1 Feedback of tutors/Resource persons

The teachers were asked, "Your preparation for teaching included formal feedback from your tutors/resource persons about your own teaching". They responded with different opinions. 60% from Rawalpindi, 56% from Multan and 55% Islamabad agreed. There was a noticeable rate of uncertain responses i.e. 44% from Multan, 32% from Islamabad and 28% from Rawalpindi were uncertain. There was some disagreement from all regions i.e. 14% from each Islamabad and Multan and 12% from Rawalpindi.

Figure 53: Feedback of tutors/resource person



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18))

The B.Ed students have to complete four weeks teaching practice under the supervision of their supervisor. Moreover, the head of the concerned school, where they conduct their teaching, is also supposed to give his/her professional input to the B.Ed trainees of AIOU. The response position is more or less similar from all regions and it may be construed that the students are not being given feedback.

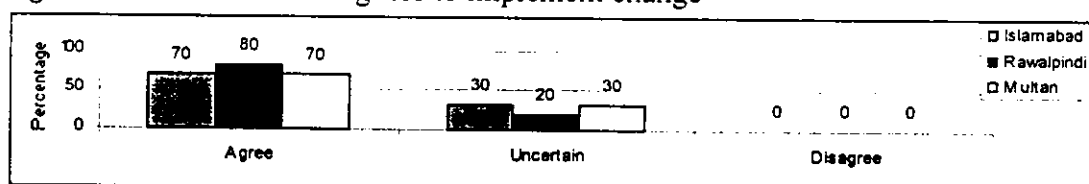
Heads of schools

The questions 25 and 27 related to teachers' competency may be seen in Appendix III.

4.4.2 Teachers' willingness to implement change

The heads were asked about their teachers' behaviour." The teacher demonstrates a willingness to examine and implement changes in their classroom organization". The majority of 80% from Rawalpindi, 70% each from Islamabad and Multan agreed. However, the rest of the teachers (30% each from Islamabad and Multan and 20% from Rawalpindi) were uncertain (and no one disagreeing).

Figure 54: Teachers' willingness to implement change



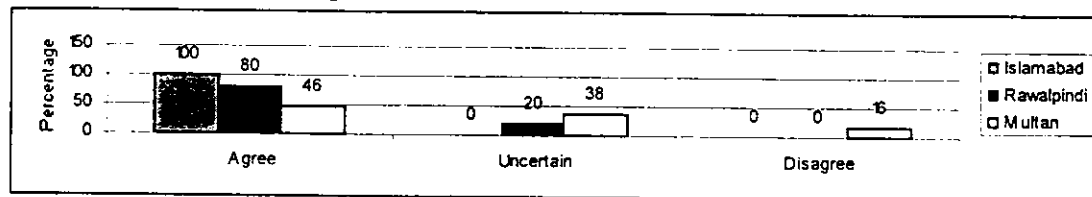
(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13))

The heads of schools introduce as well as implement new things and activities at their own schools as well as some policies issued from the higher authorities. Being a public sector organization there is a central authority to be overall responsible in terms of examinations, textbooks, and curriculum, admission and promotion policies. Hence the policies may be announced centrally. Teachers are supposed to agree with it being public servants. But some were uncertain, reasons being perhaps some policies at school level issued by the heads were not implemented by the teachers. Few disagreeing shows that in dealing with human affairs there may be some against and some for this point of view, as is natural.

4.4.3 Timely accomplishments

The heads were also asked another question so as to report about the teachers' competency as a staff member. "The teacher(s) contributes tasks and assignments in a timely and responsible manner". All heads (100%) from Islamabad agreed. A majority of 80% from Rawalpindi and from Multan 46% agreed, 38% from Multan and 20% from Rawalpindi were uncertain, and there was only Multan with an agreement response of 16%.

Figure 55: Timely accomplishments



(N= 33 (Islamabad 10; Rawalpindi 10 and Multan 13))

Islamabad and Rawalpindi are both Federal government schools and Multan's schools were from a provincial setup in this study. The provincial schools are in far

flung rural areas and catering to the needs of poor people. As per policy in vogue in all provinces in Pakistan, the teachers are appointed locally on district basis and are posted to the closest school to their abode.

The sense of responsibility seems to be different between provincial schools and federal schools. That is perhaps the reason that the responses from Multan were uncertain or disagreeing. The teachers accomplish their tasks in a timely way except for a few in backward areas. This may be due to paucity of resources etc.

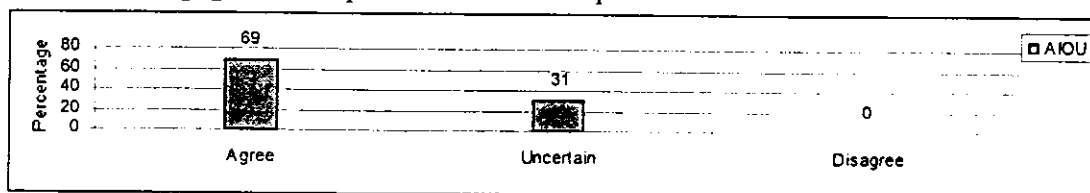
Academics

Question 11 related to this competency may be seen in Appendix IV.

4.4.4 Engagement in professional development activities

The opinion of academics of AIOU was obtained. They were asked, "The B.Ed trainee should be able to engage in professional development activities". The majority of 69% agreed but 31% disagreed.

Figure 56: Engagement in professional development activities



(N=13)

There should be no point of doubt that the teachers should continue their professional development activities but here the response of teacher trainers of AIOU as uncertain is beyond understanding. One reason may be that they have taken it in the context that the teacher gets himself/herself involved without going through an inbuilt system.

4.5.5 Summary of the opinions on “teacher as member of staff”

The B.Ed students of AIOU in all regions are not being properly guided by their resource persons/tutors at the time of their teaching practice and they lack feedback from them.

Heads of schools’ view about the willingness of their teachers at the time of implementing changes showed that most of the teachers cooperated and accepted the decision of their heads of school. And the teachers accomplish their task in a timely way except a few in some areas. This may be due to paucity of resources etc.

Some academics of AIOU were uncertain about the statement about engagement of teachers in professional development activities.

4.5 Distance education

The survey for academics and teachers included questions on distance education.

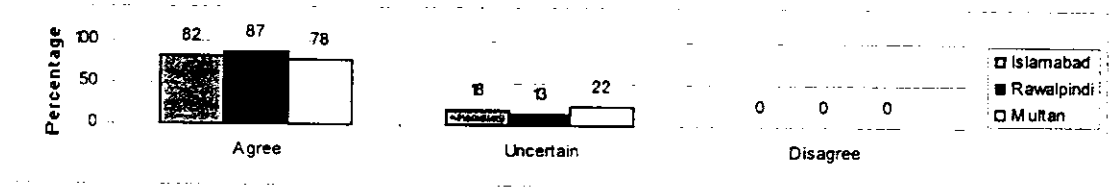
Teachers

Questions 36 to 45 related to this competency may be seen in Appendix II.

4.5.1 Face-to-face (F2F) contact in distance education

The teachers were asked, “Face to face contact in Distance Education facilitates student learning”. A majority (87% from Rawalpindi, 82% from Islamabad and 78% from Multan) of the teachers agreed with this statement but some of them (22% from Multan, 18% from Islamabad and 13% from Rawalpindi) were uncertain. However, there were no responses that disagreed.

Figure 57: F2F contact in distance education



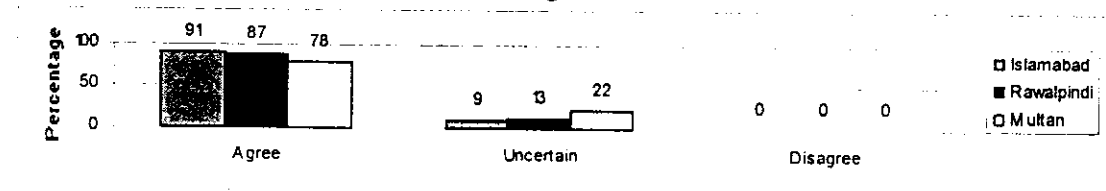
(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

Distance education programmes are implemented through different components and F2F is one of them. In AIOU, it is not compulsory for students to attend F2F sessions of tutorials. Instead, it is optional but workshops are compulsory. The majority said that the F2F sessions in distance education facilitated learning and a minority were uncertain which may show that those people who were uncertain had poor experiences with distance education tutoring.

4.5.2 Participation in tutorial meetings

The teachers were asked whether the tutorials were useful for them or not. "Regular participation in tutorial meetings was useful for the students". A majority of teachers (Islamabad 91%, Rawalpindi 87% and Multan 78%) agreed and some (Multan 22%, Rawalpindi 13% and Islamabad 9%) were uncertain.

Figure 58: Participation in tutorial meetings



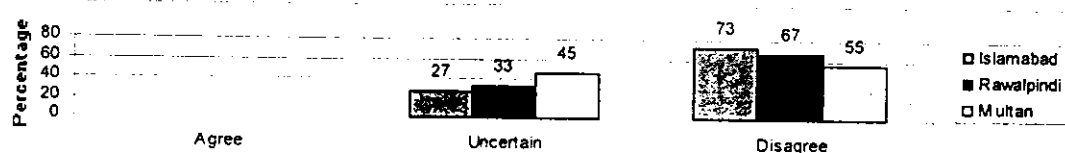
(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The regular participation in tutorial meetings provides an opportunity for interaction between tutors and learners. However if a tutor contributed little or didn't attend a meeting they may cause frustration resulting in the uncertain responses.

4.5.3 Availability of media at study centres

Participants were asked about their experience during their study at AIOU, “Students had access to and use of electronic media at study centres”. A majority of them (72% from Islamabad, 67% from Rawalpindi and 55% from Multan) disagreed and some (45% from Multan, 33% from Rawalpindi and 27% from Islamabad) were uncertain.

Figure 59: Availability of media at study centres



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18))

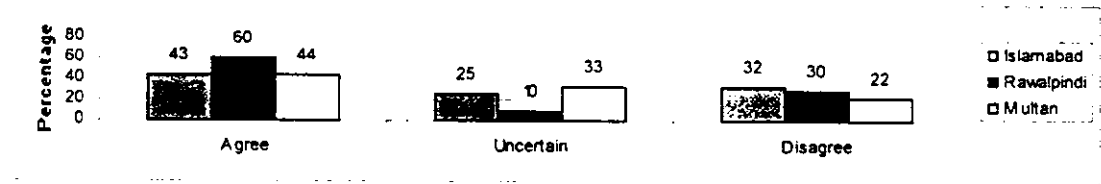
Tutorial meetings are held in the study centres of AIOU in the evening hours when tutors and learners meet for teaching and learning purposes. The study centres are mostly public sector school/college/regional campus buildings and the heads of that school/ college is nominated as study centre coordinator. The schools/colleges seem to be lacking electronic media that meet the needs of teacher trainees. Due to this lack of technology, most of them disagreed or were uncertain.

4.5.4 Capability of tutors

They were also asked about the qualifications of their tutors. “Tutors were well trained to teach by distance methods”. There was mixed response i.e. from Islamabad 43% agreed, from Rawalpindi 60% agreed, and from Multan 44% agreed. There were some uncertain i.e. 33% from Multan, 25% Islamabad and 10% from

Rawalpindi. With regard to disagreement, the response rate was: 32% from Islamabad, 30% from Rawalpindi and 22% from Multan.

Figure 60: Capability of tutors



(N= 92 (Islamabad 44; Rawalpindi 30 and Multan 18)

The very scattered response indicates that tutors could not prove their efficiency as distance educators to their students. The tutors are appointed from the working school/college/university teachers. They work in their organizations fulltime and register to work as tutors with AIOU in the evening. Being part-time they may be less accountable and less dedicated and there is no provision for the training of tutors especially in teaching in distance education. However, they are given an extensive briefing in the concerned regional office at the start of each semester.

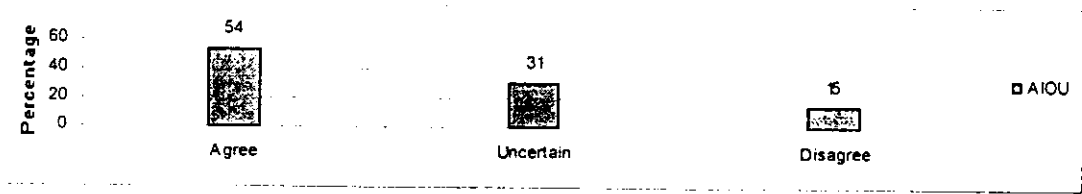
Academics

Questions 22 to 30 related to this competency may be seen in Appendix IV.

4.5.5 Radio programmes

The AIOU academics were asked, “Radio programmes are developed for the trainee teachers”. The figure given below mentions diverse views of the academics as 31% of them remained uncertain, 15 percent of them were disagreeing and 54% agreed with it.

Figure 61: Radio programmes



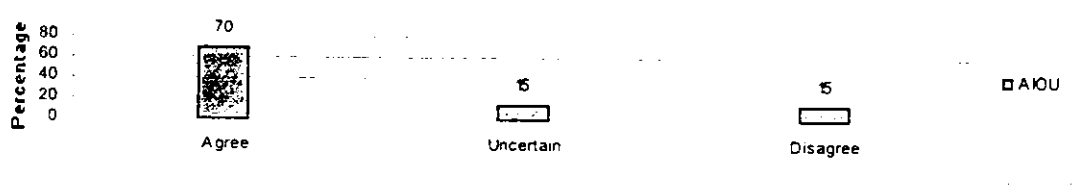
(N=13)

Initially most of the teacher training programmes were not broadcast on radio but recently teacher training programmes were started being produced and telecast on radio. Therefore, some of the courses are yet to be produced and telecast resulting in academics disagreeing or uncertain responses.

4.5.6 TV programmes

AIOU uses radio and TV as a means of education due to the distribution of students in rural areas. Hence, they were asked, “Television programmes are being telecast for B.Ed students”. Here a majority of them i.e. 69% agreed but 15% were uncertain whereas 15% disagreed.

Figure 62: TV programmes



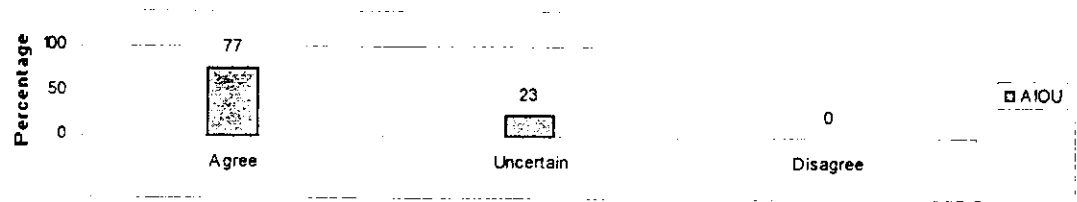
(N=13)

The same situation exists with radio as it does with TV. There seems to be a gap in coordination between the Institute of Educational Technology of AIOU and the academics that are not updated with the position of radio and TV programmes being produced as well as telecast.

4.5.7 Interactive instructional material

The instructional material of distance education programmes should be interactive in nature. Therefore, the academics were asked, “The instructional material provides interaction for the students in their studies”. A majority (77%) agreed and the remaining 23% were uncertain.

Figure 63: Interactive instructional material



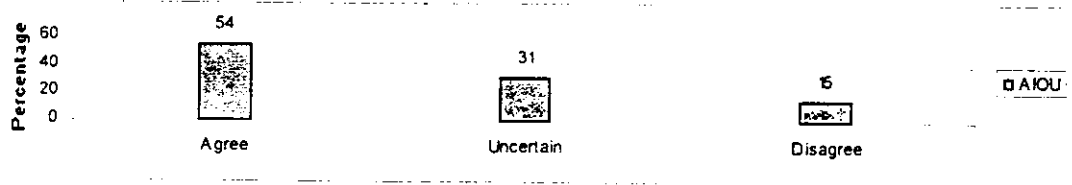
(N=13)

Teacher training courses (study guides and allied material/reader) are mostly developed by the faculty but additional books are recommended. The material developed by AIOU academics is designed to be interactive but the recommended books may not necessarily be interactive because those are not specifically designed for distance learners.

4.5.8 Courses in distance education system and school system

The academics were asked about the nature of distance education courses. “In the distance education system the teachers are prepared according to the needs of curriculum of their corresponding school level”. 53% academics agreed with the statement. Interestingly, 31% were uncertain and 15% disagreed.

Figure 64: Courses in distance education system and school system



(N=13)

The curriculum of the teacher training programme needs to be commensurate with the requirements of the curriculum and textbooks of schools so that the trainee, after qualifying for the degree, should be able to teach in the schools. There is a lack of coordination between the course writers of the B.Ed programme and the course writers of school text books. That would explain why the academics were uncertain or disagreed.

4.5.9 Summary of the opinions on “Distance Education”

The F2F component of AIOU i.e. tutorial meetings and workshops were considered as a very important and facilitating component for learners. There is paucity of necessary media at the study centres for the B.Ed students. The tutors lack a grasp of the concepts of distance learning.

Both radio and TV are used for education purposes at AIOU but TV is used more than radio. The university uses interactive instructional material. A slight majority said that the courses of teacher training at AIOU match with the corresponding school level. A majority of participants said that the F2F tutorial component was useful for learning. There was mixed responses about the ability of tutors. There were no adequate arrangements for media at study centres.

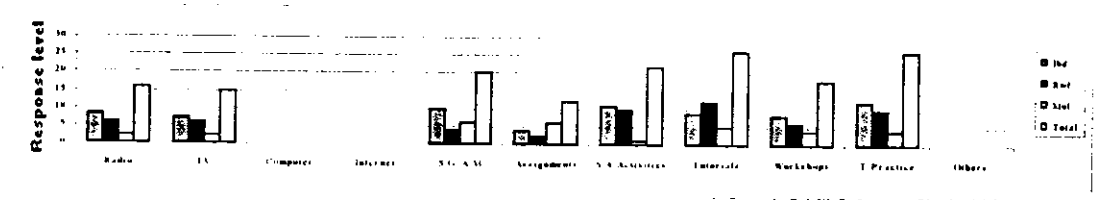
4.6 Sources being used in AIOU for teacher training

The teachers were asked about the sources from which they benefited in developing their teaching knowledge and skills. There were 35 statements on different aspects of competencies with additional statements about the sources. Only a few of them are discussed here as they are representative of all items. The remaining items are in Appendix II.

4.6.1 Opinions on course work

There was a statement with a Likert scale” Your B.Ed included coursework in learning theory or psychology appropriate to the age of students”. It was followed by the names of various sources to be ticked by the respondents with the phrase “the sources used for developing the competency”. Participants were provided with a list of different sources.

Figure 65: Sources used in addition to the course

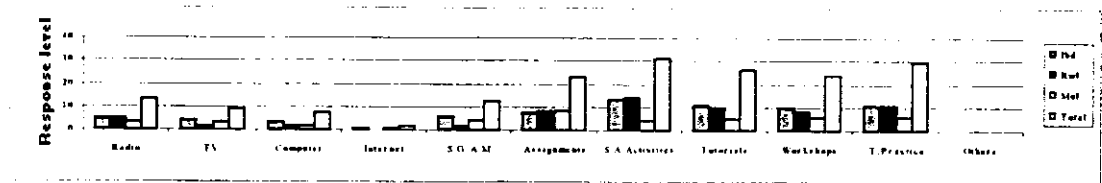


The figure shows that teachers do not use computers and the internet but use other means for distance education (radio, TV, study guides and allied material, assignments, self assessment activities, tutorials, workshops and teaching practice).

4.6.2 Opinion on ability of teaching school subjects

The figure below shows the response of the teachers for their use of different sources when they were asked, "During your teaching training you have been prepared to be able to teach your subject matter".

Figure 66: Sources used during preparation for teaching school subjects

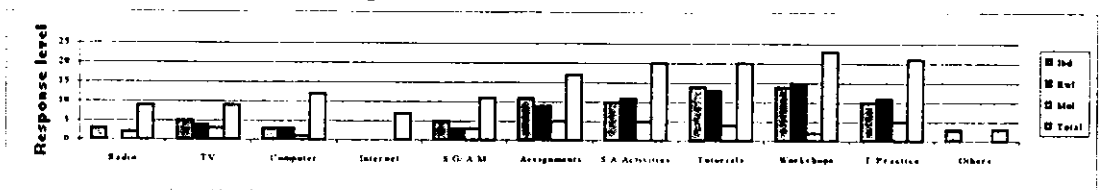


Here a few from each region have indicated their use of computers and the internet. It is interesting that they use both sources for some purposes and it indicates that they have the provision of such facilities but they are not frequently used by them.

4.6.3 Opinion about their ability on classroom management

"You learned to organize and administratively manage a classroom in the B.Ed programme".

Figure 67: Classroom management



This response differs by showing that some of the respondents used computers for certain requirements.

4.6.4 Summary

It was found that students get benefit from tutorial meetings, workshops, teaching practice, instructional material, radio and TV but computer(CD/DVDs) but the internet was not being used by the B.Ed students even though they were distance learners .

4.7 Qualitative analysis

4.7.1 Students

There were some open ended questions in each survey for students, teachers, heads of schools and academics. The analysis of each is given below:

The students were asked 6 open-ended questions. Interestingly, the same themes mostly emerged from the responses for all questions.

4.7.1.1 Strengths and Weaknesses in the teachers' way of teaching

The first question was **“In your view what are the strengths and weaknesses of your teacher’s way of teaching?”** The opinions of the students on this question are given below according to the emerging categories from their responses.

Table 4: Strengths and weaknesses of teachers

Strengths	Weaknesses
<u>A- Behaviour of the teacher</u>	<u>A- Behaviour of the teacher</u>
There were more responses regarding the behaviour of a teacher like he/she is friendly, cooperative, cheerful, patient, hardworking, problem solving, punctual and encouraging, "the teacher treats all students equally".	Teacher talks with a low voice and the students sitting at the back can't hear. The teacher remains very reserved in the class. Other opinions say that the teacher has an autocratic attitude, loses temper while teaching and is always to be found
<u>B- Teaching style</u>	<u>B- Teaching style</u>
There were a good number of responses on this aspect of the teacher. One response mentions, "Teacher comes well prepared and confident enough to explain the topic". Other comment says, "She tries to convey her message in the best way". Teachers were found to be well prepared for their subjects. They teach their students according to their mental level with interest and clarity. One student said the teacher starts lessons with questions. Another said that the	hasty, with less attention to attend individual's problems, does not encourage students, and demonstrates a less positive attitude and is very strict. The teacher's way of teaching was less interesting.
	<u>B- Teaching style</u>
	There were some responses on one aspect of the lesson planning of the teacher that they were not prepared to explain the questions of the students. Teacher lacks knowledge in subject, can't motivate students and does not

teacher gave good introductions to her allow frequent discussions and a use only lecture. The teacher teaches his subject a lecture method even for the subjects of with an interesting manner and clarity. sciences as well. He does not pay much Teachers were found knowledgeable and attention to students' activities and their ways of presentation and provides few opportunities for students demonstration was interesting. to apply knowledge. The teacher can't

C- Evaluation

There were same statements from the use audio visual aids and gives lengthy majority and essentially they said that, lectures without involving students.

'teacher uses good techniques of C- Evaluation

assessing the progress of their students Most of the responses were same and just and checks the work regularly'. described the improper and poor assessment procedures. One comment says, "Teacher does not conduct regular tests during the session".

4.7.1.2 Expectations of the students from their teachers

The other question from the students was, "How do you expect your teacher to teach in the best way? From the responses of the students the following categories emerged:

A-Teacher's way of teaching

B-Use of technology

C-Evaluation

A-Teacher's way of teaching

While analysing this question it was found that there were more statements/responses from the students for this category. The expectations of the students were:

The teacher should use different methods of teaching, have command over the subject, focus on both theory and practice, encourage involvement of students with everyday life examples, use classroom activities and discussion sessions, teach with proper lesson planning,, apply educational psychology to understand students, motivate students before each lecture and cooperate with them and home work and written work should be minimal.

B-Use of technology

Students expected their teachers to use audio visual aids and technology especially models and computer use compulsorily.

C-Evaluation

The teacher should prepare for examinations as well as conduct regular class tests.

4.7.1.3 Difficulties being faced during learning with teacher

The third open ended question to the students was, **“What kind of difficulties do you face in learning with your teacher?** The responses are analysed below:

A-Teacher's way of teaching

The following difficulties were mentioned by different students

The teacher's style is boring, has no link with daily life, lack students involvement and feelings of isolation occurs, no proper responses to students questions, only a lecture method, fewer opportunities for students' activities with no regular discussion on topics.

B- Personal behaviour of the teacher

Teachers discriminate between students, do not appreciate students, their voice is inaudible and the teacher isn't a role model for the students.

4.7.1.4 Suggestions for teacher's improvement

The next question for the students was, **"What are your suggestions for the teacher to improve?"**

A-Teacher's way of teaching

Teacher should use modern and different techniques of teaching, use audio visual aids, appreciate, involve and encourage students and their courses should be completed well in good time.

B- Use of technology

Teacher should use audio visual aids including TV and models.

C- Evaluation and monitoring:

The teacher should assess students on merit and maintain record of students' progress.

D- Personal behaviour of the teacher:

The teacher should be flexible and should treat all students equally. The teacher should ensure his voice is audible to each student.

4.7.2 Teachers

The teachers were asked four open ended questions. The analysis of their responses is given here in accordance with the themes that emerged from them.

4.7.2.1 Potential of distance education

The first question from teachers was, “How well did Distance Education prepare you for teaching?” They were asked to point out strengths and weaknesses of distance education.

Table 5: Strengths and weaknesses of distance education system

Strengths	Weaknesses
It is useful for employed people, rural people and those having no access to formal education, such as females specially housewives.	The tutorial component is weak as tutors are not either regular or competent. They show less interest in the tutorial meetings. Since it is optional for students
It is an easy system of education, provides easy access to higher education from home. It is a cost effective, flexible mode and free of time bond.	therefore a very low number of them attend. Furthermore, the number of tutorial meetings and workshops is very low to cover the courses because,
It is a good opportunity for those who once dropped out of their studies or could not continue their education in formal institutions. One comment said,	“Students are not able to understand every topic easily which is given in their course without the help of tutors”. One comment in this regard says, “Due to less
“This is a very good system of promoting education. It makes the students creative minded and they can get vast amounts of knowledge.”	f2f contact and interaction with their tutors the students lose their interest in study”. Tutors do not check assignments properly.

Its instructional material is very informative and components of tutorials, workshops and TV programmes are very beneficial for the student.

The instructional material is mostly irrelevant to the local environment. Hence the needs of distant learners are least covered. The workshops are not conducted efficiently and the examination procedure is complicated. Therefore, it becomes difficult to identify good and poor performing students.

Computers and the internet is not a part of the components of distance education at AIOU and the T.V programmes are not fulfilling current needs.

4.7.2.2 Expectations from tutors/Resource persons

The other question for the teachers was, **“How do you expect tutors/resource persons at AIOU to teach in the best way?”**

Most of the responses addressed the issues of the professionalism of tutors. The analysis of their responses covered aspects such as:

The tutor/resource person should have command over the subject, use audio visual resources especially electronic media. The tutor should give comments on the assignments and attend f2f meetings regularly.

4.7.2.3 Difficulties while studying in AIOU

The next question was, **“What kind of difficulties did you face in learning with AIOU?”**

The analysis of their responses is given below:

The distance learners face communication problems right from delivery of the course, tutorial and assignment, examination and workshop schedule. There is no facility for audio visual aids and other media at the study centres. There is a lack of F2F contact in the system. The dealing of the officials in regional office with the students is very discouraging. The study centres and examination centres are at distant places. Tutors do not return assignments in a timely manner. The instructional material has examples and illustrations from other countries and has no relevance to local culture.

In the last statement they gave some recommendations which reflected many things mentioned in their previous responses. However, others are given below:

Communication through the internet between tutor and learner should be made compulsory and the subject matter should be provided online. Tutorial meetings should be made compulsory.

4.7.3 Heads of schools

The heads of high schools where the teachers trained through distance education work were asked their opinion about the teacher concerned. The analysis of their responses is given here in accordance with the themes that emerged from them.

4.7.3.1 Qualities of teacher

The first question from heads of schools was, **“What are the qualities of your teacher(s) in your view?”**

The teacher has good command over the subject and the teacher is better educated. The teacher is punctual cooperative; monitors students very well, knows how to assess students, uses different methods and strategies of teaching. Only one adverse remark was found which mentions, “Professionally poor”.

The heads were asked another question, **“How do you expect your teacher to teach in the best way?”** They replied that their teacher should be effective in communication, hardworking, cooperative, have command over the subject and teaching methods as well as being well versed with in the use of ICT.

4.7.3.2 Difference between distance education system graduates and formal system graduates

The next statement was, **“In your view what are the differences between the competencies of teachers qualified from a conventional or formal system and distance education?”**

A few heads said there was no difference between them as far as the educational system is concerned but there may be some individual differences. Some heads favoured formally trained teachers and some favoured distance education trained teachers without mentioning any reasons. However, comments with specific characteristics of the teachers from both systems were considered for analysis.

a. Teacher from formal system

One comment says, “Teacher qualified through the conventional system can provide better learning opportunities than those from distance education”. Since they have more opportunities for interaction therefore they are good in management matters of class.

b. Teacher from distance education

One comment says, “The teacher trained through distance education is better and more knowledgeable”. The teachers are friendly, hardworking, flexible and good in assessment techniques.

4.7.3.3 Other opinions

The last question from the heads was on their “**any other opinion if they want to give**”. There were similar ideas to those given in the previous analysis. However there was one different suggestion for arranging refresher courses for tutors and for the appointment of supervisor tutors.

4.7.4 AIOU Academics

They were asked five open ended questions.

4.7.4.1 Expectations from B.Ed graduate

The first was, “**What are your expectations from B.Ed graduates of your university?**”

There were more general statements like they expect competent teachers, better teachers, confident teachers who have knowledge and skills to deliver course content. Some responses were representative and descriptive i.e. “A confident, emotionally stable, meta cognitively aware, competent and friendly teacher”.

4.7.4.2 Considerations and Problems during instructional material development

The next statement was, **“What problem did you face while developing instructional material of B.Ed?”**

Many academics mentioned the lack of resources, latest material in their library for consulting while developing courses, trained/expert course writers from outside the university.

The other question was, **“What consideration did you keep in mind while developing courses of B.Ed students?”**

Many of them mentioned the objectives of the courses. There were some different views like giving maximum and up-to-date information in courses, interactive, practicable and equate with the national values. One of the academics said, “Integration of objectives, content and teaching methodology and skills required for teaching at secondary school level”. Another said, “Content of the courses should be consistent with school courses”.

4.7.4.3 Difference between distance education system graduates and formal system graduates

The academics were asked, **“In your view, what is the significant difference between the teachers being trained through distance education and conventional education?”**

They mentioned a few things which focused on the nature and characteristics of distance education. Many of them have been covered above under the title of strengths and weaknesses of distance education.

4.7.4.4 Other opinion

Finally they were asked for **“any other opinion if they want to give.”**

Their response here was also a repetition of their own responses in the questions above. However, some of them offered new views i.e. educational technology should be integrated with courses very effectively. Tutorial meetings, workshops and teaching practice need to be strengthened as well as monitored by the academicians. A follow up study of B.Ed graduate should be conducted by the university.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a final comment on the research objectives formulated in Chapter One. The results of this study have revealed different aspects of distance education for teacher training. The competence of teacher was appraised through different angles i.e. their point of view themselves, their students and heads view and finally the opinion of teacher trainers. Conclusions are made on the basis of the discussion in Chapter Four. Moreover, the recommendations are given with the conclusion of the categories of competency framed in Chapter Four.

5.2 Knowledge and understanding of children and their learning

Curriculum of teacher training courses especially of B.Ed contains less weight on the students' background and culture. If the aspect of individual's recognition is ignored the creativity in the students' learning will not take place. The aspects of knowledge and understanding of children and their learning are not comprehensively covered in the teacher training programme. The teachers focus more on the grasp of knowledge by the student but other aspects of personality development are not treated equally. Teachers use different motivational techniques, use different behaviour modification techniques, diagnose students' individual and collective needs and difficulties, deal with individual differences, and relate the topic of discussion with the previous

knowledge of students. Teacher can create conducive atmosphere for promotion of students' involvement and self concept and to recognize and respond to students' diversity as well as use knowledge of content and pedagogy to establish clear and achievable learning goals for their students

RECOMMENDATION 1: The curriculum of teacher training should focus also upon the learners' background and culture.

5.3 Subject knowledge

Teachers focus more on imparting knowledge and knowledge is considered more important than other postulates of education during their teaching, but they confine themselves to textual knowledge but don't update. Therefore old and new concepts are not correlated by them during teaching. University revises and updates courses at their own schedule and Ministry of Education has its own scheme of revising courses. The schedules may not necessarily match one another. The teachers learned to take remedial steps to meet the predetermined standards of the national curriculum

RECOMMENDATION 2: There should be regular and compulsory in-service training of teachers focused on subject knowledge.

5.4 Knowledge of curriculum

The teachers learned during their B.Ed study about how to take remedial steps to meet the predetermined standards of the national curriculum. AIOU prepares instructional material for its teacher training programmes. Its relationship with the curriculum of the corresponding school level enables teachers to teach effectively.

But there is a gap in such coordination. Hence, recommendation No.2 given above is applicable in this case too.

Teachers lack the ability to structure curricular and co-curricular activities.

RECOMMENDATION 3: The teacher training programmes particularly B.Ed programme of AIOU should focus on inculcating the ability of teachers for structuring curricular and co-curricular activities.

5.5 Presentation of subject matter

Teachers are not fully competent to present subject matter but difference of this competency in teachers from region to region points out to the action of the university. There was found no significant difference in the quality of teaching between the teachers trained through distance education and formal education.

RECOMMENDATION 4: AIOU should ensure competency in the presentation of subject matter through its provision of teaching practice.

Teachers need to be well prepared in using various audio- visual- aids and technologies (Computer, Overhead projector and models) in teaching. Moreover, the schools also lack important A.V.Aids.

Selection of appropriate instructional strategies/activities and use of additional material and resources for teaching the teacher were not well prepared.

RECOMMENDATION 5: During B.Ed the teachers should be well prepared to use different audio- visual- aids in their classroom teaching.

RECOMMENDATION 6: Schools should have adequate provision of audio visual aids to fulfil the teaching requirements of the teachers of each subject.

RECOMMENDATION 7: During teacher training the trainees should be given an extensive practice of selecting appropriate instructional strategies/activities and the use of additional material and resources for their teaching.

5.6 Classroom methodology

Teachers use only lecture methods and don't use variety of methods and strategies whereas they learned such skill during their training. AIOU's course provides for various methods and strategies but there appears to be problems in the implementation of its programmes effectively. The preparation of teachers at AIOU included observation of classroom teaching of others.

RECOMMENDATION 8: AIOU should ensure competency of students in the classroom methodology through its provision of teaching practice.

The teachers do not use different audio visual aids. They respond to students' behaviour effectively and appropriately.

5.7 Classroom management

Teachers have learnt as well as they know how to manage classroom affairs.

They can provide students with opportunities to be actively involved in different types of classroom activities, and a safe and healthy classroom environment and they present themselves as a model for positive behaviour.

5.8 Monitoring of students progress and learning outcomes

There is a need for discussing students' progress with them as well as with their parents. It was found to be lacking in all regions. There should be a chapter in the course of teacher training on the ways and means of discussing students' progress with the students and their parents.

RECOMMENDATION 9: The B.Ed course should have at least one chapter focused on how to communicate students' progress.

Teachers do not provide opportunities to students to apply knowledge, practice knowledge and demonstrate knowledge. Whereas, they were trained for preparing, monitoring and engaging students in active learning and implement remedial programmes for students.

RECOMMENDATION 10: The teachers should be given training for allowing their students practice knowledge.

5.9 Interaction and communication with others

Teachers possessed required skills for interaction and communication with different groups and peoples. They know hoe to use students' ideas and contribution by acknowledging, modifying and summarising them and providing opportunities for the students to communicate their ideas to other.

5.10 Planning and managing the teaching learning process

Teachers know how to plan lessons but don't do this in their classes regularly. They allow their students to work individually as well as in groups. They also taught time management, plan instruction for the achievement of goals.

RECOMMENDATION 11: The heads of the schools must ensure that their teachers regularly plan their lessons.

5.11 Evaluating and planning for continuous improvement

Teachers plan their instruction lecture to lecture basis and are examination based.

Teachers appreciate the performance and achievement of their students. There is a lack of planning for continuous improvement either at the part of schools or teachers.

RECOMMENDATION 12: Heads of schools should focus on helping teachers plan for continuous improvement of students by arranging seminars, workshops and refresher courses for their staff.

Teachers do not assess their students with different techniques therefore the potential of the students can't be portrayed. Basically they were given training of using various methods for assessing students.

RECOMMENDATION 13: Heads of schools should ensure that their teachers are assessing students with different techniques and methods.

5.12 Teachers as members staff

Teachers were not provided feedback by their tutors/resource persons therefore their role as staff member and contribute professionally to the colleagues was not satisfactory.

RECOMMENDATION 14: B.Ed tutors and of AIOU should provide feedback to the trainees of their teaching practice.

RECOMMENDATION 15: Heads of schools should arrange such programmes in schools through which teachers should be given feedback by their colleagues.

Teachers cooperated with their heads while implementing changes as and when required as well as accepted the decisions of the heads. As a member of staff they completed the task assigned by the heads timely.

5.13 Radio and TV programmes of AIOU for teacher training

All courses of teacher training, especially B.Ed, are not produced for radio and TV. There is a gap in coordination between the academics of AIOU and Producers of Institute of Educational Technology, AIOU.

RECOMMENDATION 16: All teacher training programmes should be produced and broadcast on radio and TV for the students of teacher training and there must be a good mechanism of coordination between Academics and Producers of IET, AIOU.

5.14 Instructional material of AIOU

AIOU's instructional material for B.Ed is interactive but there is a gap in its close link with the courses of secondary school level. The B.Ed teachers are supposed to teach at secondary school level therefore they are well trained in their relevant teaching subjects at secondary school level. Academics faced problem of obtaining relevant and latest resources required for course writing purposes. Moreover, the material is adopted from different books and do not possess local examples and illustrations instead of other countries.

RECOMMENDATION 17: AIOU should revise its B.Ed course when Ministry of Education Pakistan revises its secondary education courses. Moreover, school teachers should also be involved in course development process.

RECOMMENDATION 18: The academics should be provided with the latest material through the library of AIOU.

RECOMMENDATION 19: The instructional material of AIOU should have local illustrations and examples instead of other nations.

5.15 Face to face (f2f) contact in distance education

The component of f2f contact in AIOU was very useful but students had problems with the behaviour and competency of the tutors as well as lack of media at study centres. The components of workshops and teaching practice should be held with the close monitoring of the academics of the university for the sake of the maintenance of quality. The other provision or components in AIOU for f2f contacts are workshops for the teachers on each course and teaching practice by the teachers in any secondary school with the approval of the concerned regional directorate of AIOU. Quality of all f2f provisions are not fully observed for one or other reason.

RECOMMENDATION 20: Competency of tutors needs to be enhanced through refresher courses by AIOU.

RECOMMENDATION 21: The components of workshops and teaching practice should be held with the close monitoring of the academics of the university for the sake of the maintenance of quality.

5.16 Usage of sources for teacher training

Open learning systems mostly depend upon ICT but AIOU students do not use the internet and computer for their study. They however depend upon traditional sources of distance education like books, workshops etc. Similarly, tutors do not use ICT for interaction and communicating with their students. It creates a lot of learning problems for the learners.

RECOMMENDATION 22: There is a need for bringing teacher training courses online.

RECOMMENDATION 23: Interaction with AIOU academics and tutors as well as access to course material should also be online.

RECOMMENDATION 24: Study centres for B.Ed courses should have facility of computer labs and internet as well as other audio visual aids for the students and tutors.

5.17 Future researches

Ongoing investigation in to the changing policies and plans regarding teacher education will help to improve the quality of teachers. However the following areas of further research are suggested for further research.

1. Experimental study based on the observation of teachers' competence during teaching in their classes should be conducted. This research may compare the performance of teachers trained from different organizations. Moreover, it may be based on AIOU's region to region comparison.
2. A study on the f2f components of AIOU should be conducted. It may include tutorial support services, workshops and teaching practice.
3. AIOU uses different ways and means of interaction with students. The effectiveness and impact of each source of interaction at AIOU should be checked through an independent study.
4. Study on the relevance of instructional material of AIOU for B.Ed in comparison with the secondary school level should be conducted.
5. A follow-up study of B.Ed graduates should be conducted by the university.

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APPENDIX I

CONFIDENTIAL

QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Dear Student.....

Model School/F.G. School

My name is Nabi Bux Jumani, and I am conducting research entitled *“Evaluation of the competencies of the teachers trained through distance education”*. I am approaching you to obtain your opinion regarding the competencies of teaching of the teachers of your subject and class. The aim of this research is to determine how effectively your teachers have learned to teach through distance education. Your opinion is sought because you are the student of a teacher who received his/her teacher training degree from Allama Iqbal Open University.

Please give your opinion about each particular competency in the light of your experience. Where you feel there are other opinions that should be added to this list, please feel free to comment.

Please give your opinion by thinking of your experience with the teacher(s) concerned.

Yours faithfully,

Dr.Nabi Bux Jumani

Assistant Professor

Allama Iqbal Open University, Islamabad, Pakistan.

E-mail: nbjumani@gmail.com

PERSONAL INFORMATION

My name (Not necessary): -----

My class: -----

My school: -----

Please tick (/) the response which matches your opinion/view. If there is anything else you would like to add please write in the blank lines where the option is given.

THE RESPONSES ARE:

- 1- SA = Strongly Agree
- 2- A = Agree
- 3- UNC = Uncertain
- 4- DA = Disagree
- 5- SDA = Strongly disagree

S.No	Statements	SA	A	UNC	DA	SDA
1	The teacher teaches his/her subject with interest.					

S.No	Statements	SA	A	UNC	DA	SDA
2	The teacher explains difficult topics very clearly.					

S.No	Statements	SA	A	UNC	DA	SDA
3	The teacher presents the subject matter in a coherent way.					

S.No	Statements	SA	A	UNC	DA	SDA
4	The teacher uses the following methods during teaching(You may tick for more than one response below)					
	Demonstration					
	Lecture					
	Group work					
	Questioning					
	Independent practice					
	If you have others explain please----- ----- -					

S.No	Statements	SA	A	UNC	DA	SDA
5	The teacher uses different methods to increase your learning.					

S.No	Statements	SA	A	UNC	DA	SDA
6	The teacher uses following technologies in teaching to help your understanding(You may tick for more than one response below):					
	Computer					
	Overhead projector					
	Models					
	If you have others explain please----- ----- -					

S.No	Statements	SA	A	UNC	DA	SDA
7	Lessons are always well planned.					

S.No	Statements	SA	A	UNC	DA	SDA
8	The teacher listens carefully to students' responses in the classroom.					

S.No	Statements	SA	A	UNC	DA	SDA
9	The teacher makes sure that the students understand his/her explanation during class.					

S.No	Statements	SA	A	UNC	DA	SDA
10	The teacher gains and keeps students' attention through out lesson or demonstrations.					

S.No	Statements	SA	A	UNC	DA	SDA
11	The teacher encourages students to talk about examples to help understand new ideas.					

S.No	Statements	SA	A	UNC	DA	SDA
12	The teacher always points out old and new concepts during his/her lectures					

S.No	Statements	SA	A	UNC	DA	SDA
13	The teacher allows students to work individually.					

S.No	Statements	SA	A	UNC	DA	SDA
14	The teacher allows students to work in groups.					

S.No	Statements	SA	A	UNC	DA	SDA
15	The teacher provides opportunities for students to (You may tick for more than one response below):					
	Apply Knowledge					

Practice Knowledge					
Demonstrate Knowledge					
If you have others explain please----- ----- -					

S.No	Statements	SA	A	UNC	DA	SDA
16	The teacher provides students with opportunities to be active involved in different types of classroom activities.					

S.No	Statements	SA	A	UNC	DA	SDA
17	The teacher provides opportunities for practice.					

S.No	Statements	SA	A	UNC	DA	SDA
18	The teacher regularly discusses their progress with the students.					

S.No	Statements	SA	A	UNC	DA	SDA
19	The teacher assesses students' performance with different methods.					

S.No	Statements	SA	A	UNC	DA	SDA
20	The teacher assesses students' performance with following methods(You may tick for more than one response below)					
	Questioning					
	Work Exercises					
	Collecting Work Samples					
	Student presentations and demonstrations					
	Written Diaries					
	Checking other students' work					
	Marking your own work					
	Tests					
	Interviews and conferences					
	Assignments					
	If you have others explain please ----- ----- -					

S.No	Statements	SA	A	UNC	DA	SDA
21	The teacher maintains records of student progress.					

S.No	Statements	SA	A	UNC	DA	SDA
22	The teacher shows appreciation of student performance and achievement.					

S.No	Statements	SA	A	UNC	DA	SDA
23	The teacher discusses students' progress with the parents on a regular basis.					

S.No	Statements	SA	A	UNC	DA	SDA
24	The teacher presents himself/herself as a model for positive behavior.					

S.No	Statements	SA	A	UNC	DA	SDA
25	The teacher explains the behavior they expect of you.					

S.No	Statements	SA	A	UNC	DA	SDA
26	The teacher responds to students' behavior effectively and appropriately.					

S.No	Statements	SA	A	UNC	DA	SDA
27	The teacher demonstrates an awareness and respect background and culture of each student.					

Question No.28: In your view what are the strengths and weaknesses of your teacher's way of teaching?

A. Strengths-----

B. Weaknesses-----

Question No.29: How do you expect your teacher to teach in the best way?

Question No.30: What kind of difficulties do you face in learning with your teacher?

Question No.31: What are your suggestions for your teacher to improve?

Question No.32: Any other opinion you want to give:-----

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THE
QUESTIONNAIRE

APPENDIX II
CONFIDENTIAL

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Mr. /Ms. -----

Secondary School Teacher, Model School/F.G. School-----

My name is Nabi Bux Jumani and I am conducting Post Doctoral Research entitled "*Evaluation of the competencies of the teachers trained through distance education*". I am approaching you to obtain your opinion regarding competencies of teaching being developed through distance mode of education.

The aim of this research is to determine the potential of distance education in the development of teaching competencies. Your opinion is sought because you have a B.Ed from Allama Iqbal Open University.

The list of competencies in the survey was derived from the literature on teacher education, distance education and through analysis of the curriculum of B.Ed programme in Pakistan. You are requested to give your opinion on the relevance and importance of each particular competency in the light of your experience. Where you feel there are other competencies that in your opinion should be added to this list, please feel free to comment.

Your confidentiality and anonymity will be preserved at all times. This will be achieved through the following protocols. In any publication arising from the project you and your school/directorate will not be identified. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in any identifiable form for any other purpose.

You are requested to give your opinion on the relevance and importance of each particular competency in the light of your experience. Thank you for your participation.

Yours faithfully

Dr.Nabi Bux Jumani, Assistant Professor
Allama Iqbal Open University Islamabad, Pakistan.
Email: nbjumani@gmail.com.

PERSONAL INFORMATION

1. Name (Not necessary):-----
2. Designation: -----
3. Name of School: -----
4. Qualification
(A) Academic: -----
(B) Professional: -----
5. Experience in years after B.Ed:-----

Please tick (/) the response which matches your opinion. If there is anything else you would like to add please write in the blank lines where the option is given.

THE RESPONSES ARE:

- 1- SA = Strongly Agree
- 2- A = Agree
- 3- UNC = Uncertain
- 4- DA = Disagree
- 5- SDA = Strongly disagree

GENERAL

S.No	Statements	SA	A	UNC	DA	SDA
1	You learned in the B.Ed course how to select and adapt instructional material.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
2	Your B.Ed included coursework in learning theory or psychology appropriate to the age of students you teach.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
3	During your teaching training you have been prepared to be able to teach your subject matter.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
4	You have learned how to take remedial steps to meet the predetermined standards of the national curriculum.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐

- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
5	When you began teaching you understood the curriculum of your subject area.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
6	Your preparation for teaching during training included observation of classroom teaching of other teachers.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- TV Programme ☐
- Computer/Internet ☐
- Study guide (DVD/CDROMS) ☐
- Tutorials ☐
- Workshop ☐
- Teaching practice ☐
- Other(s) (Explain) -----

TEACHING METHODS

S.No	Statements	SA	A	UNC	DA	SDA
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7	During your B.Ed training, you learned how to use a variety of instructional methods					
---	--	--	--	--	--	--

Tick the source(s) by which you learned this competency (You may tick more than one box).

- | | |
|------------------------------|--------------------------|
| -Radio Programme | <input type="checkbox"/> |
| -TV Programme | <input type="checkbox"/> |
| -Computer (DVD/CDROMS) | <input type="checkbox"/> |
| -Internet | <input type="checkbox"/> |
| -Study guide/Allied material | <input type="checkbox"/> |
| -Assignment | <input type="checkbox"/> |
| -Tutorials | <input type="checkbox"/> |
| -Workshop | <input type="checkbox"/> |
| -Self-assessment activities | <input type="checkbox"/> |
| -Teaching practice | <input type="checkbox"/> |
| -Other(s) (Explain) ----- | |

S.No	Statements	SA	A	UNC	DA	SDA
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8	You have learned how to adopt various suitable activities to introduce topics.					
---	--	--	--	--	--	--

Tick the source(s) by which you learned this competency(You may tick more than one box).

- | | |
|------------------------------|--------------------------|
| -Radio Programme | <input type="checkbox"/> |
| -TV Programme | <input type="checkbox"/> |
| -Computer (DVD/CDROMS) | <input type="checkbox"/> |
| -Internet | <input type="checkbox"/> |
| -Study guide/Allied material | <input type="checkbox"/> |
| -Assignment | <input type="checkbox"/> |
| -Tutorials | <input type="checkbox"/> |
| -Workshop | <input type="checkbox"/> |
| -Self-assessment activities | <input type="checkbox"/> |
| -Teaching practice | <input type="checkbox"/> |
| -Other(s) (Explain) ----- | |

S.No	Statements	SA	A	UNC	DA	SDA
9	During your B.Ed you have learned to plan for instruction					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
10	In your B.Ed course you have learned to motivate students					

Tick the source(s) by which you learned this competency(You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
11	You have learned how to motivate students by using different behaviour modification techniques.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
12	You are able to use a variety of teaching methods and strategies					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
13	You know how to facilitate group discussions in your class.					

Tick the source(s) by which you learned this competency(You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐

- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
14	You have learned how to use computers and other technologies (as available) to effectively and appropriately communicate information on student learning.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

EVALUATION

S.No	Statements	SA	A	UNC	DA	SDA
15	You were taught in the B.Ed how to diagnose student needs					

Tick the source(s) by which you learned this competency(You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐

-Teaching practice ☐
 -Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
16	During your teacher training, you were taught how to assess students' progress.					

Tick the source(s) by which you learned this competency(You may tick more than one box).

-Radio Programme	<input type="checkbox"/>
-TV Programme	<input type="checkbox"/>
-Computer (DVD/CDROMS)	<input type="checkbox"/>
Internet	<input type="checkbox"/>
-Study guide/Allied material	<input type="checkbox"/>
-Assignment	<input type="checkbox"/>
-Tutorials	<input type="checkbox"/>
-Workshop	<input type="checkbox"/>
-Self-assessment activities	<input type="checkbox"/>
-Teaching practice	<input type="checkbox"/>
-Other(s) (Explain) -----	

S.No	Statements	SA	A	UNC	DA	SDA
17	You are able to evaluate student progress					

Tick the source(s) by which you learned this competency (You may tick more than one box).

-Radio Programme	<input type="checkbox"/>
-TV Programme	<input type="checkbox"/>
-Computer (DVD/CDROMS)	<input type="checkbox"/>
Internet	<input type="checkbox"/>
-Study guide/Allied material	<input type="checkbox"/>
-Assignment	<input type="checkbox"/>
-Tutorials	<input type="checkbox"/>
-Workshop	<input type="checkbox"/>
-Self-assessment activities	<input type="checkbox"/>
-Teaching practice	<input type="checkbox"/>
-Other(s) (Explain) -----	

S.No	Statements	SA	A	UNC	DA	SDA
18	You have learned how to evaluate and communicate student progress					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
19	You have learned how to use students ideas and contributions by acknowledging, modifying and summarizing them and providing opportunities for the student to communicate their ideas to others					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
20	You have learned how to find out what students already know about the topic to be taught before starting the topic.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐

- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
21	Your preparation for teaching included formal feedback from your tutors/resource persons about your own teaching					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

GUIDANCE

S.No	Statements	SA	A	UNC	DA	SDA
22	You have learned how to provide a stimulating learning environment.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐

- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
23	You have learned how to help students acquire knowledge and values.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
24	You have learned how to prepare and implement remedial programmes for students requiring extra help.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
25	You have learned how to diagnose learning difficulties.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Activities ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
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26	You have learned how to pay attention to students' progress performance.					
----	--	--	--	--	--	--

Tick the source(s) by which you learned this competency(You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

ADMINISTRATION AND MANAGEMENT

S.No	Statements	SA	A	UNC	DA	SDA
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27	During your B.Ed you have learned to manage your time and work commitments.					
----	---	--	--	--	--	--

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐

- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
28	During your B.Ed, you have been prepared to be able to handle a range of classroom management or discipline situation(s)?					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
29	You learned to organize and administratively manage a classroom in the B.Ed programme.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
30	You have learned how to maintain school records					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
31	You have learned how to organize the class and the teachers' timetable.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
32	You are able to deal with individual differences among your students because of B.Ed training					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐

- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
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33 You have learned how to identify students' individual and collective learning needs.

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
------	------------	----	---	-----	----	-----

34 You have learned how to respect group decisions within your school administration

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

S.No	Statements	SA	A	UNC	DA	SDA
35	You have learned how to interact and communicate for developing good relations with administration and others.					

Tick the source(s) by which you learned this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer (DVD/CDROMS) ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Tutorials ☐
- Workshop ☐
- Self-assessment activities ☐
- Teaching practice ☐
- Other(s) (Explain) -----

Note: Please tick the response which matches your view/opinion.

DISTANCE EDUCATION

S.No	Statements	SA	A	UNC	DA	SDA
36	Face to face contact in Distance Education facilitates student learning.					
37	Regular participation in tutorial meetings was useful for the students.					
38	Sufficient time was provided by tutors at study centers for individual academic problems					
39	Students had access to and use of electronic media at study centers					
40	Counseling was provided by the university					
41	Trainees use audio-visual resources/aids in model lessons during teaching practice.					

S.No	Statements	SA	A	UNC	DA	SDA
42	The environment of the study centers was suitable to meet the needs of distance learners.					
S.No	Statements	SA	A	UNC	DA	SDA
43	Tutors were well trained to teach by distance methods					
S.No	Statements	SA	A	UNC	DA	SDA
44	Your assignments were always returned within appropriate time.					
S.No	Statements	SA	A	UNC	DA	SDA
45	Your assignments were always returned with detailed comments.					

Question No. 46: How well did Distance Education prepare you for teaching?

A-Strengths of Distance Education

B-Weaknesses of Distance Education:-----

Question No.47: How do you expect tutors/resource persons at Allama Iqbal Open University (AIOU) to teach in the best way?

Question No.48: What kind of difficulties did you face in learning with AIOU?

Question No.49: Any other opinion you want to give:-----

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THE QUESTIONNAIRE

APPENDIX III
CONFIDENTIAL

QUESTIONNAIRE FOR HEADS OF SECONDARY SCHOOL

Dear Head of Secondary School

Model /F.G.School-----

My name is Nabi Bux Jumani and I am conducting Post Doctoral Research entitled "*Evaluation of the competencies of the teachers trained through distance education*". I am approaching you to obtain your opinion regarding the competencies of teaching being developed through a distance mode of education.

The aim of this research is to determine the potential of distance education in the development of teaching competencies. Your opinion is sought because some teacher(s) working in your school have a Bachelor of Education from Allama Iqbal Open University.

The list of competencies was derived from the literature on teacher education, distance education and the curriculum of B.Ed in Pakistan.

Your confidentiality and anonymity will be preserved at all times. In any publication arising from this project you and your school/directorate will not be identified. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in any identifiable form for any other purpose.

You are requested to give your opinion on the relevance and importance of particular competencies in the light of your experience. Thank you for your participation.

Yours faithfully,

Dr.Nabi Bux Jumani,Assistant Professor
Allama Iqbal Open University Islamabad, Pakistan.
E-mail: nbjumani@gmail.com

PERSONAL INFORMATION

1. Name (Not necessary) -----

2. Designation-----

3. Institution-----

4. Qualification-----

5. Experience in years

(A) Teaching-----

(B) Administrative-----

Please tick (/) the response which matches your opinion. If there is anything else you would like to add please write in the blank where the option is given.

THE RESPONSES ARE:

1- SA = Strongly Agree

2- A = Agree

3- UNC = Uncertain

4- DA = Disagree

5- SDA = Strongly disagree

GENERAL

S.No	Statements	SA	A	UNC	DA	SDA
1	The teacher(s) accurately demonstrates the knowledge of the content area and approved curriculum.					

S.No	Statements	SA	A	UNC	DA	SDA
2	The teacher(s) creates an atmosphere conducive to the promotion of students' involvement and self-concept.					

S.No	Statements	SA	A	UNC	DA	SDA
3	The teacher(s) can provide children with the learning opportunities for their development in accordance with the subject and national curriculum.					

S.No	Statements	SA	A	UNC	DA	SDA
4	The teacher(s) tries to ensure continuous cognitive development of the learners.					

S.No	Statements	SA	A	UNC	DA	SDA
5	The teacher(s) is able to structure curricula and co-curricular activities for effective learning.					

S.No	Statements	SA	A	UNC	DA	SDA
6	The teacher(s) implements activities consistent with the country's vision and priorities.					

S.No	Statements	SA	A	UNC	DA	SDA
7	The teacher(s) effectively uses oral and written communication.					

S.No	Statements	SA	A	UNC	DA	SDA
8	The teacher(s) fosters harmonious relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.					

S.No	Statements	SA	A	UNC	DA	SDA
9	The teacher(s) demonstrates potential for leadership in his capacity as teacher.					

S.No	Statements	SA	A	UNC	DA	SDA
10	The teacher(s) works harmoniously with colleagues, parents, and Community members.					

S.No	Statements	SA	A	UNC	DA	SDA
11	The teacher(s) communicates in a professional manner with the colleagues, parents and community members regarding educational matters.					

TEACHING METHODS

S.No	Statements	SA	A	UNC	DA	SDA
12	The teacher(s) manages the educational setting in a manner that promotes positive student behaviour, and a safe and healthy classroom environment.					

S.No	Statements	SA	A	UNC	DA	SDA
13	The teacher(s) uses additional materials and resources for effective learning.					

S.No	Statements	SA	A	UNC	DA	SDA
14	The teacher(s) achieves his/her instructional objectives successfully.					

S.No	Statements	SA	A	UNC	DA	SDA
15	The teacher(s) can use variety of teaching methods in accordance with his/her subject.					

S.No	Statements	SA	A	UNC	DA	SDA
16	The teacher(s) selects appropriate instructional strategies/ activities for his/her teaching.					

S.No	Statements	SA	A	UNC	DA	SDA
17	The teacher(s) uses a variety of effective teaching strategies.					

S.No	Statements	SA	A	UNC	DA	SDA
18	The teacher (s) uses knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.					

S.No	Statements	SA	A	UNC	DA	SDA
19	The teacher(s) seeks feedback from colleagues and students about his/her teaching.					

S.No	Statements	SA	A	UNC	DA	SDA
20	The teacher(s) demonstrates understanding of subject matter and pedagogical knowledge for their teaching.					

S.No	Statements	SA	A	UNC	DA	SDA
21	The teacher(s) plans his/her teaching in a way that helps in the achievement of goals.					

ADMINISTRATION AND MANAGEMENT

S.No	Statements	SA	A	UNC	DA	SDA
22	The teacher(s) applies the principles of students' growth, development and learning appropriately.					

S.No	Statements	SA	A	UNC	DA	SDA
23	The teacher(s) creates an atmosphere to recognize and respond to student diversity.					

S.No	Statements	SA	A	UNC	DA	SDA
24	The teacher(s) knows how to manage their classroom.					

S.No	Statements	SA	A	UNC	DA	SDA
25	The teacher(s) demonstrates a willingness to					

	examine and implement change in their classroom organization.					
--	---	--	--	--	--	--

S.No	Statements	SA	A	UNC	DA	SDA
26	The teacher(s) demonstrates efficient and effective use of time.					

S.No	Statements	SA	A	UNC	DA	SDA
27	The teacher (s) contributes to the effective functioning of the school management committees					

S.No	Statements	SA	A	UNC	DA	SDA
28	The teacher (s) completes tasks and assignments in a timely and responsible manner.					

EVALUATION

S.No	Statements	SA	A	UNC	DA	SDA
29	The teacher(s) monitors student learning.					

S.No	Statements	SA	A	UNC	DA	SDA
30	The teacher(s) implements assessment for learning.					

S.No	Statements	SA	A	UNC	DA	SDA
31	The teacher(s) understands and uses formal and informal assessment strategies.					

S.No	Statements	SA	A	UNC	DA	SDA
32	The teacher(s) is a reflective practitioner who continuously evaluates the effects of his/her choices and actions on others.					

S.No	Statements	SA	A	UNC	DA	SDA
33	The teacher(s) effectively utilizes student assessment technique and procedures.					

S.No	Statements	SA	A	UNC	DA	SDA
34	The teacher(s) communicates with and obtains feedback from students' in a manner that enhances student learning and understanding.					

Question No.35: What are the qualities of your teacher(s) in your view?

Question No.36: How do you expect your teacher(s) to teach in the best way?

Question No.37: What kind of difficulties in learning do you face with your teacher(s)?

Question No.38: In your view what are the differences between the competencies of teachers qualified from a conventional or formal system and distance education?

Question No.39: Any other opinion you want to give:-----

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THE QUESTIONNAIRE

APPENDIX IV
CONFIDENTIAL

QUESTIONNAIRE FOR ACADEMICIANS OF AIOU

Dear Dr. / Mr. -----

Academician, Faculty of Education

Allama Iqbal Open University Islamabad, PAKISTAN.

I am conducting Post Doctoral Research entitled "*Evaluation of the competencies of the teachers trained through distance education*". I am approaching you to obtain your opinion regarding competencies of teaching being developed through distance mode of education.

The aim of this research is to determine the potential of distance education in the development of teaching competencies. Your opinion is sought because of your association with AIOU in teacher training programmes.

The list of competencies was derived from the literature on teacher education, distance education and through analysis of the curriculum of teacher training programme in Pakistan.

Your confidentiality and anonymity will be preserved at all times. In any publication arising from this project you and your department will not be identified. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in any identifiable form for any other purpose.

You are requested to give your opinion on the relevance and importance of each particular competency in the light of your experience. Thanks for your participation.

Yours faithfully,

Dr.Nabi Bux Jumani
Assistant Professor
Faculty of Education
Allama Iqbal Open University Islamabad, Pakistan.
E-mail: nbjumani@gmail.com.

PERSONAL INFORMATION

1. Name (Not necessary) -----
2. Designation-----
3. Department-----
4. Qualification-----
5. Experience at AIU-----

Please tick (/) the response which matches your opinion/view. If there is anything else you would like to add in the blanks where the option is given.

THE RESPONSES ARE:

- 1- SA = Strongly Agree
2- A = Agree
3- UNC = Uncertain
4- DA = Disagree
5- SDA = Strongly disagree

S.No	Statements	SA	A	UNC	DA	SDA
1	The B.Ed trainee should be able to describe the national policies and priorities.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
2	The B.Ed trainee should be able to explain the policies and procedures pertaining to classroom discipline and management.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐

- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
------	------------	----	---	-----	----	-----

- | | | | | | | |
|---|---|--|--|--|--|--|
| 3 | The B.Ed trainee should be able to give explanations of major concepts that are central to the discipline they teach. | | | | | |
|---|---|--|--|--|--|--|

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
------	------------	----	---	-----	----	-----

- | | | | | | | |
|---|---|--|--|--|--|--|
| 4 | The B.Ed trainee should be able to explain the ways in which their teaching area relates to the broad curriculum. | | | | | |
|---|---|--|--|--|--|--|

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
------	------------	----	---	-----	----	-----

- | | | | | | | |
|---|---|--|--|--|--|--|
| 5 | The B.Ed trainee should be able to explain the impact of cultural, economic, political and social environments upon their discipline. | | | | | |
|---|---|--|--|--|--|--|

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
6	The B.Ed trainee should be able to plan, manage and exercise leadership by taking personal responsibility for the progress of all students.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
7	The B.Ed trainee should be able to meet the requirements of the curriculum, while recognizing and focusing on those concepts, in the curriculum which are fundamental to student learning.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐

- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
8	The B.Ed trainee should able to clarify when and how to use current educational technology.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
9	The B.Ed trainee should be able to explain the most appropriate type of technology to use to maximize student learning.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
10	The B.Ed trainee should be able to discuss the influence of ethnicity, gender, religion and other aspects of culture on their students' learning and behavior.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
11	The B.Ed trainee should be able to engage in professional development activities.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
12	The B.Ed trainee should understand and discuss their subject matter considerably beyond the content they are expected to teach.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐

-Workshop ☐

-Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
13	The B.Ed trainee should be able to apply information from their discipline to real –life situations.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

-Radio Programme ☐

-TV Programme ☐

-Computer ☐

-Internet ☐

-Study guide/Allied material ☐

-Assignment ☐

-Self-assessment activities ☐

-Tutorials ☐

-Workshop ☐

-Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
14	The B.Ed trainee should be able to justify how students acquire knowledge and acquire skills).					

Tick the source(s) you use for developing this competency (You may tick more than one box).

-Radio Programme ☐

-TV Programme ☐

-Computer ☐

-Internet ☐

-Study guide/Allied material ☐

-Assignment ☐

-Self-assessment activities ☐

-Tutorials ☐

-Workshop ☐

-Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
15	The B.Ed trainee should be able to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

-Radio Programme ☐

- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
16	The B.Ed trainee should be able to employ multiple teaching and strategies to engage students in active learning.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
17	The B.Ed trainee should be able to communicate ideas and information effectively.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
18	The B.Ed trainee should be able to modify teaching strategies and behaviour in relation to student success, modifying plans and instructional approaches accordingly.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
19	The B.Ed trainee should be able to use formal tests, responses to quizzes, evaluation of class work, student performance to understand what students know.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
20	The B.Ed trainee should be able to communicate with students, parents and other colleagues based on appropriate indicators; maintain records of student work and performance.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

S.No	Statements	SA	A	UNC	DA	SDA
21	Teachers should be reflective about their practice.					

Tick the source(s) you use for developing this competency (You may tick more than one box).

- Radio Programme ☐
- TV Programme ☐
- Computer ☐
- Internet ☐
- Study guide/Allied material ☐
- Assignment ☐
- Self-assessment activities ☐
- Tutorials ☐
- Workshop ☐
- Other(s) (Specify) -----

Note: Please tick (✓) the response which matches your opinion/view.

S.No	Statements	SA	A	UNC	DA	SDA
22	Radio programmes are developed for the trainee teachers.					
23	Television programmes are being telecast for B. Ed students.					
24	The instructional material provides interaction for the students in their studies.					
25	Students' assignments are meant for formative evaluation.					
26	In the distance education system the teachers are					

- prepared according to the needs of curriculum of their corresponding school level.
- 27 The B. Ed course has been standardized keeping in view the objectives and scheme of studies.
 - 28 The B. Ed programme is supplemented by essential components of educational technology.
 - 29 Information provided by radio helped the students to grasp their topic.
 - 30 Teaching with the help of T.V was found to be effective.

Question No.31: What are your expectations from B.Ed graduates of your university?

Question No.32: What problems did you face while developing instructional material of B.Ed?

Question No.33: What considerations did you keep in mind while developing courses for B.Ed students?

Question No.34: In your view, what is the significant difference between the teachers being trained through distance education and conventional education?

Question No.35: Any other opinion you want to give: -----

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THE QUESTIONNAIRE

APPENDIX V

DETAILS OF THE TEAM MEMBERS WITH THEIR NAMES

AIOU Islamabad

Mr.Abdul Hamid, Secretary to Vice Chancellor AIOU

Mr.Munir Rajput, Secretary to State Minister Education Pakistan

Mr.Suhail Anjum, Secretary to Dean, Faculty of Education AIOU (Mr. Suhail is M.Phil students at AIOU also)

Federal Directorate of Education Islamabad

Mr.Munir Rajput, Secretary to State Minister Education Pakistan

Prof.M.A.Wahid,Director(Academics),Federal Directorate of Education Islamabad

Mr Javid Iqbal,Headmaster, Federal Government High School.

Muhammad Yaqoob. (Muhammad Yaqoob is M.Phil students at AIOU)

Directorate of Federal Government Educational Institutions(C/G) Rawalpindi

Malik Aslam Awan,M.Phil,Senior Headmaster, Federal Govt(C/G) High School

Muhammad Ikhlak,M.Phil, High School Teacher, Federal Govt(C/G) High School

Multan (and Mirpur, Azad Jammu-Kashmir)

Professor Khadim Ali Hashmi, Govt College of Education Multan

Mrs. Zahida Sial,Lecturer in Education, B.Z University Multan

Mr. Abdul Jabbar Bhatti. Headmaster Govt High School. Punjab

Mr.Masoor Ahmad Khan. Headmaster Govt High School, Punjab

ADMINISTRATIVE AND COORDINATION SUPPORT

Mr.Pir Bux Juno

Mr Suhail Mangi

Muhammad Amin Ch.

APPENDIX VI

DATA REGARDING STUDENTS

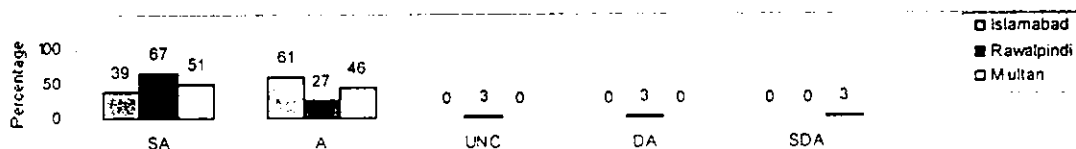
DEMOGRAPHY

CLASS/AGE GROUP	ISLAMABAD	RAWALPINDI	MULTAN
IX(14+)	32	47	14
X(15+)	14	13	21
TOTAL	46	60	35

Statement 1

The teacher teaches his/her subject with interest.

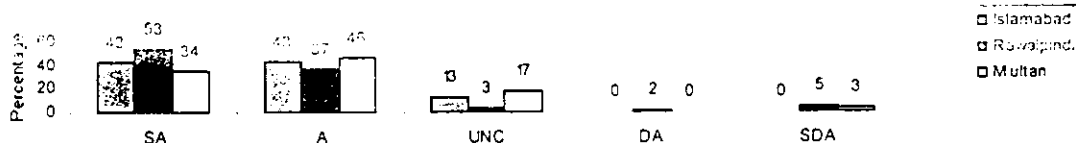
	SA	A	Unc	DA	SDA
ISLAMABAD	18	28	-	-	-
Percentage	39	61	-	-	-
RAWALPINDI	40	16	2	2	-
Percentage	67	27	3	3	-
MULTAN	18	16	-	1	-
Percentage	51	46	-	3	-



Statement 2

The teacher explains difficult topics very clearly.

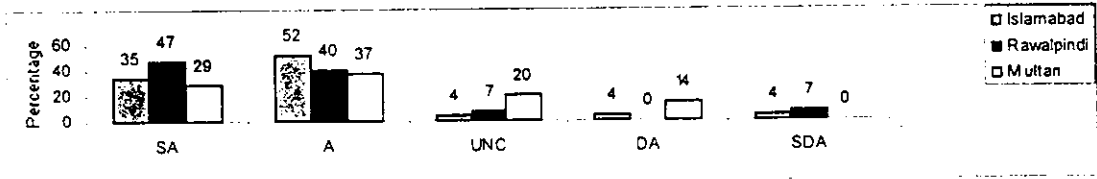
	SA	A	Unc	DA	SDA
ISLAMABAD	20	20	6	-	-
Percentage	43	43	13	-	-
RAWALPINDI	32	22	2	1	3
Percentage	53	37	3	2	5
MULTAN	12	16	6	-	1
Percentage	34	46	17	-	3



Statement 3

The teacher presents the subject matter in a coherent way.

	SA	A	Unc	DA	SDA
ISLAMABAD	16	24	2	2	2
Percentage	35	52	4	4	4
RAWALPINDI	28	24	4	-	4
Percentage	47	40	7	-	7
MULTAN	10	13	7	5	-
Percentage	29	37	20	14	-



Statement 4

The teacher uses the following methods during teaching.

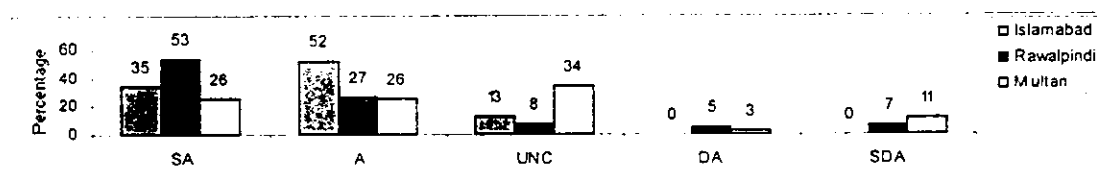
METHOD	REGION	SA	A	Unc	DA	SDA
Demonstration	Islamabad	9	18	7	6	6
	Percentage	20	39	15	13	13
	Rawalpindi	13	28	11	4	4
Lecture	Percentage	22	47	18	7	7
	Multan	10	12	7	4	2
	Percentage	29	34	20	11	6
Group work	Islamabad	15	23	3	2	2
	Percentage	23	41	18	10	9
	Rawalpindi	17	33	6	3	1
Group work	Percentage	33	50	7	4	4
	Multan	13	16	4	1	1
	Percentage	37	46	11	3	3
Group work	Islamabad	13	18	7	4	4
	Percentage	28	39	15	9	9
	Rawalpindi	17	33	6	3	1
Group work	Percentage	33	50	7	4	4
	Multan	13	16	4	1	1
	Percentage	37	46	11	3	3

Questioning	Rawalpindi	14	30	9	4	3
	Percentage	23	50	15	7	7
	Multan	10	15	6	3	1
	Percentage	29	43	17	9	9
	Islamabad	16	17	7	4	2
	Percentage	35	37	15	9	4
	Rawalpindi	18	31	7	2	1
	Percentage	30	52	12	3	2
	Multan	13	12	5	3	2
	Percentage	37	34	14	9	6
	Islamabad	17	18	6	3	2
	Percentage	37	39	13	7	4
Independent practice	Rawalpindi	18	28	8	4	2
	Percentage	30	47	13	7	3
	Multan	12	11	4	5	3
	Percentage	34	31	11	14	9

Statement 5

The teacher uses different methods to increase your learning.

	SA	A	Unc	DA	SDA
ISLAMABAD	16	24	6	-	-
Percentage	35	52	13	-	-
RAWALPINDI	32	16	5	3	4
Percentage	53	27	8	5	7
MULTAN	9	9	12	1	4
Percentage	26	26	34	3	11



Statement 6

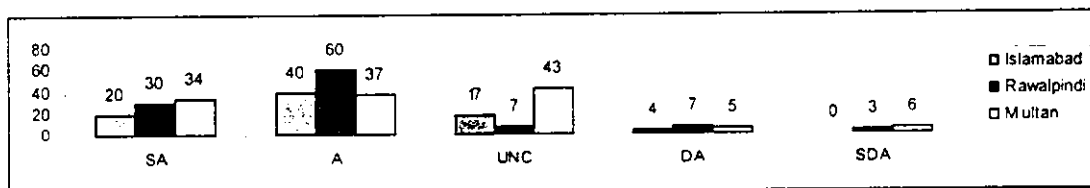
The teacher uses following technologies in teaching to help your understanding

TECHNOLOGY	REGION	SA	A	Unc	DA	SDA
Computer	Islamabad	2	3	7	18	16
	Percentage	4	7	15	39	35
	Rawalpindi	1	4	13	32	10
	Percentage	2	7	22	53	17
	Multan	1	4	2	13	15
	Percentage	2	7	22	53	17
	Overhead projector	2	3	6	21	14
	Percentage	4	7	13	46	30
	Rawalpindi	3	6	10	32	9
	Percentage	5	10	17	53	15
	Multan	1	4	2	13	15
	Percentage	3	11	6	37	43
Models	Islamabad	3	4	7	19	13
	Percentage	7	9	15	41	28
	Rawalpindi	4	5	9	30	12
	Percentage	7	8	15	50	20
	Multan	2	3	6	15	9
	Percentage	6	9	17	43	26

Statement 7

Lessons are always well planned.

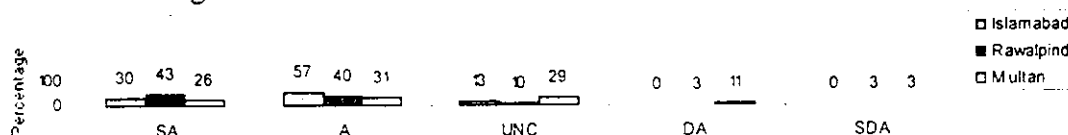
	SA	A	Unc	DA	SDA
ISLAMABAD	12	24	8	2	-
Percentage	20	40	17	4	-
RAWALPINDI	18	32	4	4	2
Percentage	30	60	7	7	3
MULTAN	12	13	15	3	2
Percentage	34	37	43	5	6



Statement 8

The teacher listens carefully to students' responses in the classroom.

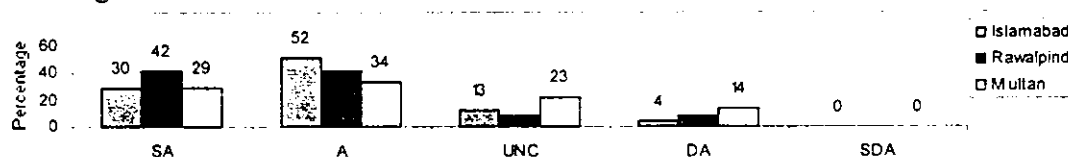
	SA	A	Unc	DA	SDA
ISLAMABAD	14	26	6	-	-
Percentage	30	57	13	-	-
RAWALPINDI	26	24	6	2	2
Percentage	43	40	10	3	3
MULTAN	9	11	10	4	1
Percentage	26	31	29	11	3



Statement 9

The teacher makes sure that the students understand his/her explanation during class.

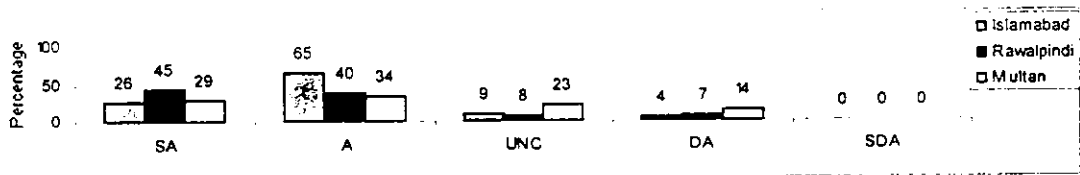
	SA	A	Unc	DA	SDA
ISLAMABAD	14	24	6	2	-
Percentage	30	52	13	4	-
RAWALPINDI	25	25	5	5	-
Percentage	42	42	8	8	-
MULTAN	10	12	8	5	-
Percentage	29	34	23	14	-



Statement 10

The teacher gains and keeps students' attention through out lesson or demonstrations and manages class effectively.

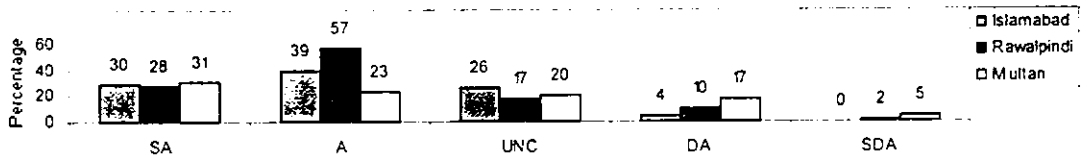
	SA	A	Unc	DA	SDA
ISLAMABAD	12	30	4	2	-
Percentage	26	65	9	4	-
RAWALPINDI	27	24	5	4	-
Percentage	45	40	8	7	-
MULTAN	10	12	8	5	-
Percentage	29	34	23	14	-



Statement 11

The teacher encourages students to talk about examples to help understand new ideas.

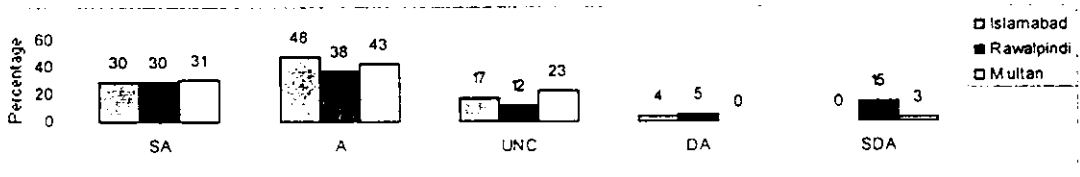
	SA	A	Unc	DA	SDA
ISLAMABAD	14	18	12	2	-
Percentage	30	39	26	4	-
RAWALPINDI	17	26	10	6	1
Percentage	28	57	17	10	2
MULTAN	11	8	7	6	3
Percentage	31	23	20	17	5



Statement 12

The teacher always points out old and new concepts during his/her lectures

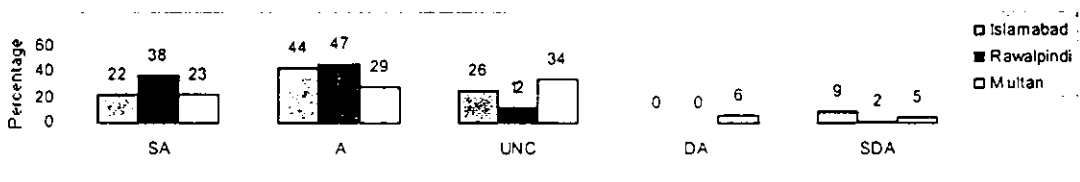
	SA	A	Unc	DA	SDA
ISLAMABAD	14	22	8	2	-
Percentage	30	48	17	4	-
RAWALPINDI	18	23	7	3	9
Percentage	30	38	12	5	15
MULTAN	11	15	8	-	1
Percentage	31	43	23	-	3



Statement 13

The teacher allows students to work individually.

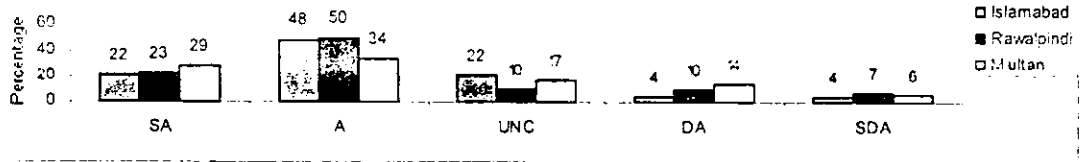
	SA	A	Unc	DA	SDA
ISLAMABAD	10	20	12	-	4
Percentage	22	44	26	-	9
RAWALPINDI	23	28	7	-	2
Percentage	38	47	12	-	3
MULTAN	8	10	12	2	3
Percentage	23	29	34	6	5



Statement 14

The teacher allows students to work in groups.

	SA	A	Unc	DA	SDA
ISLAMABAD	10	22	10	2	2
Percentage	22	48	22	4	4
RAWALPINDI	14	30	6	6	4
Percentage	23	50	10	10	7
MULTAN	10	12	6	5	2
Percentage	29	34	17	14	6



Statement 15

The teacher provides opportunities for students to

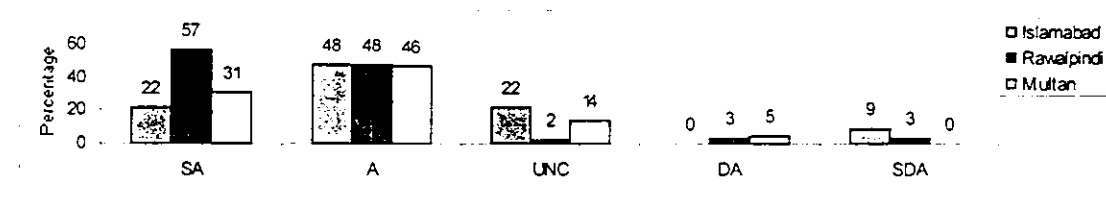
		SA	A	Unc	DA	SDA
Apply Knowledge	Islamabad	12	12	14	5	3
	Percentage	26	26	30	11	7
	Rawalpindi	18	12	18	7	5
	Percentage	30	40	30	12	8
	Multan	11	5	14	3	2
	Percentage	31	14	40	9	6
Practice Knowledge	Islamabad	9	12	12	8	5
	Percentage	20	26	26	17	11
	Rawalpindi	12	13	15	12	8
	Percentage	20	21.6	25	20	13
	Multan	9	9	8	7	2
	Percentage	26	26	23	20	6

Demonstrate Knowledge	Islamabad	13	18	6	5	4
	Percentage	28	39	13	11	9
	Rawalpindi	18	25	9	5	3
	Percentage	30	42	15	8	5
	Multan	12	13	5	3	2
	Percentage	34	37	14	9	6

Statement 16

The teacher provides students with opportunities to be active involved in different types of classroom activities.

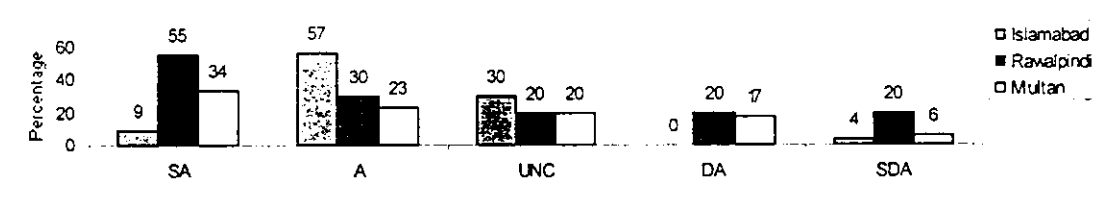
	SA	A	Unc	DA	SDA
ISLAMABAD	10	22	10	-	4
Percentage	22	48	22	-	9
RAWALPINDI	26	29	1	2	2
Percentage	57	48	2	3	3
MULTAN	11	16	5	3	-
Percentage	31	46	14	5	-



Statement 17

The teacher provides opportunities for practice.

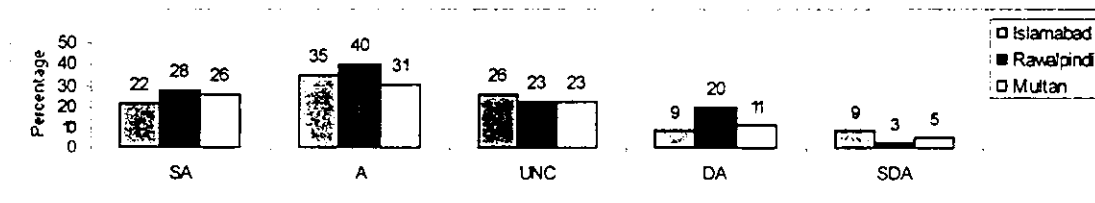
	SA	A	Unc	DA	SDA
ISLAMABAD	4	26	14	-	2
Percentage	9	57	30	-	4
RAWALPINDI	33	18	3	3	3
Percentage	55	30	20	20	20
MULTAN	12	8	7	6	2
Percentage	34	23	20	17	6



Statement 18

The teacher regularly discusses their progress with the students and their parents.

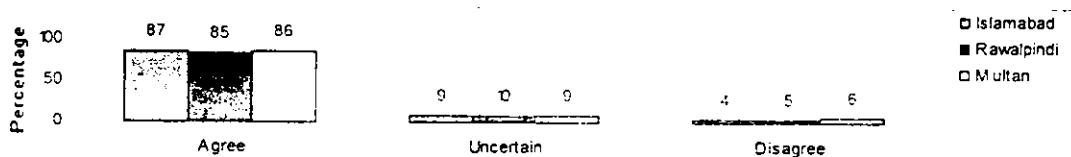
	SA	A	Unc	DA	SDA
ISLAMABAD	10	16	12	4	4
Percentage	22	35	26	9	9
RAWALPINDI	17	24	14	3	2
Percentage	28	40	23	20	3
MULTAN	9	11	8	4	3
Percentage	26	31	23	11	5



Statement 19

The teacher assesses students' performance with different methods.

	SA	A	Unc	DA	SDA
Islamabad	17	23	4	1	1
Percentage	37	50	9	2	2
Rawalpindi	19	32	6	1	2
Percentage	32	53	10	2	3
Multan	13	17	3	1	1
Percentage	37	49	9	3	3



Statement 19

The teacher assesses students' performance with different methods.

METHOD	REGION	SA	A	Unc	DA	SDA
Questioning	Islamabad	14	17	6	4	5
	Percentage	30	37	13	9	11
	Rawalpindi	16	29	8	3	4
	Percentage	27	48	13	5	7
	Multan	12	14	5	3	1
	Percentage	34	40	14	9	3
Work Exercises	Islamabad	15	16	6	3	3
	Percentage	33	35	13	7	7
	Rawalpindi	13	20	15	8	4
	Percentage	22	33	25	3	7
	Multan	10	13	6	4	2
	Percentage	29	37	17	11	6
Collecting Work Samples	Islamabad	9	13	11	7	6
	Percentage	20	28	24	15	13
	Rawalpindi	14	17	20	5	4
	Percentage	23	28	33	8	7
	Multan	8	10	9	5	3
	Percentage	23	29	26	14	9
Student presentations and demonstrations	Islamabad	16	18	5	4	2
	Percentage	35	39	11	9	4
	Rawalpindi	26	23	5	3	3
	Percentage	43	38	8	5	5
	Multan	10	15	4	4	2
	Percentage	29	43	11	11	6

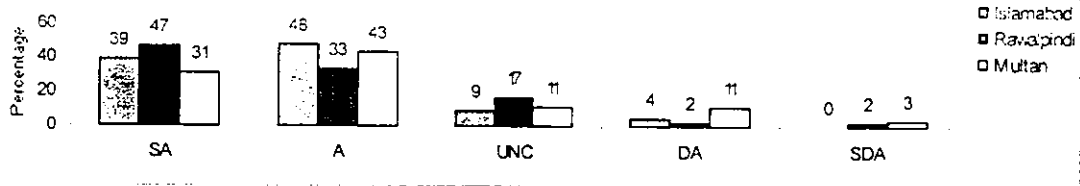
Written Diaries	Islamabad	11	15	12	4	3	
	Percentage	24	33	26	9	4	
	Rawalpindi	13	17	16	4	10	
	Percentage	22	28	27	7	17	
	Multan	9	10	9	3	4	
	Percentage	26	29	26	9	11	
Written Diaries	Islamabad	14	17	5	7	3	
	Percentage	30	37	11	15	7	
	Rawalpindi	16	22	14	5	3	
	Percentage	27	37	23	8	5	
	Multan	11	12	5	4	3	
	Percentage	31	34	14	11	9	
Marking your own Work	Islamabad	14	17	7	5	3	
	Percentage	30	37	15	15	7	
	Rawalpindi	16	26	9	7	2	
	Percentage	27	43	15	12	3	
	Multan	11	12	6	4	2	
	Percentage	31	34	17	11	6	
Tests	Islamabad	17	23	4	1	1	
	Percentage	37	50	9	2	2	
	Rawalpindi	19	32	6	1	2	
	Percentage	32	53	10	2	3	
	Multan	13	17	3	1	1	
	Percentage	37	49	9	3	3	
Interviews and Conferences	Islamabad	10	14	14	4	4	
	Percentage	22	30	30	7	7	
	Rawalpindi	13	16	22	6	3	
	Percentage	22	27	37	7	3	

Assignments	Multan	7	12	12	2	2
	Percentage	20	34	34	6	6
	Islamabad	18	19	5	2	2
	Percentage	39	41	10	4	4
	Rawalpindi	24	25	6	3	2
	Percentage	40	42	10	5	3
	Multan	12	15	4	2	2
	Percentage	34	43	11	6	6

Statement 20

The teacher maintains records of student progress

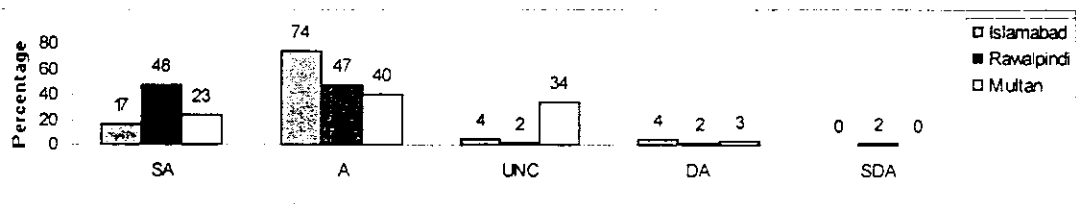
	SA	A	Unc	DA	SDA
ISLAMABAD	18	22	4	2	-
Percentage	39	48	9	4	-
RAWALPINDI	28	20	10	1	1
Percentage	47	33	17	2	2
MULTAN	11	15	4	4	1
Percentage	31	43	11	11	3



Statement 21

The teacher shows appreciation of student performance and achievement

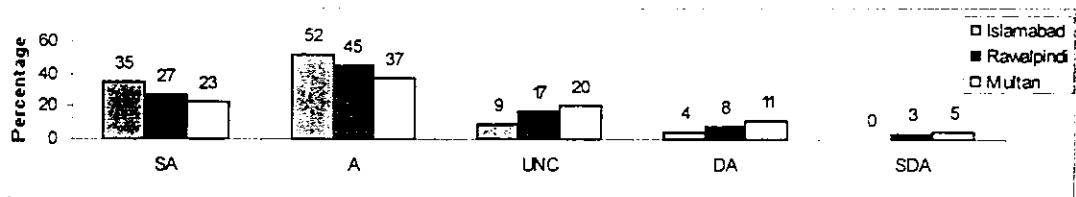
	SA	A	Unc	DA	SDA
ISLAMABAD	8	34	2	2	-
Percentage	17	74	4	4	-
RAWALPINDI	29	28	1	1	1
Percentage	48	47	2	2	2
MULTAN	8	14	12	1	-
Percentage	23	40	34	3	-



Statement 22

The teacher discusses students' progress with the parents on a regular basis.

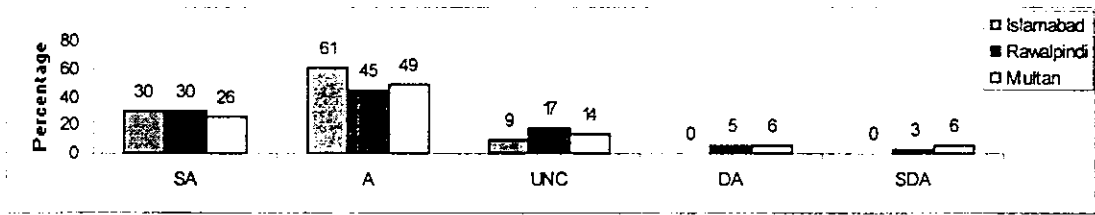
	SA	A	Unc	DA	SDA
ISLAMABAD	16	24	4	2	-
Percentage	35	52	9	4	-
RAWALPINDI	16	27	10	5	2
Percentage	27	45	17	8	3
MULTAN	8	13	7	4	3
Percentage	23	37	20	11	5



Statement 23

The teacher presents himself/herself as a model for positive behavior.

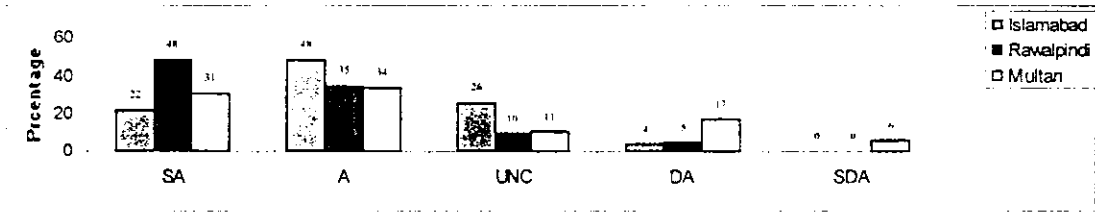
	SA	A	Unc	DA	SDA
ISLAMABAD	14	28	4	-	-
Percentage	30	61	9	-	-
RAWALPINDI	18	27	10	3	2
Percentage	30	45	17	5	3
MULTAN	9	17	5	2	2
Percentage	26	49	14	6	6



Statement 24

The teacher explains the behavior they expect of you

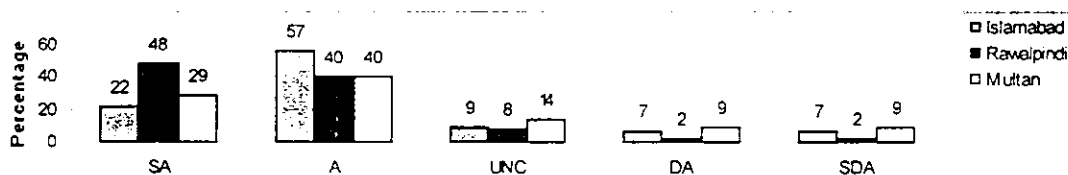
	SA	A	Unc	DA	SDA
ISLAMABAD	10	22	12	2	-
Percentage	22	48	26	4	-
RAWALPINDI	29	21	6	4	-
Percentage	48	35	10	5	-
MULTAN	11	12	4	6	2
Percentage	31	34	11	17	6



Statement 25

The teacher responds to students' behavior effectively and appropriately.

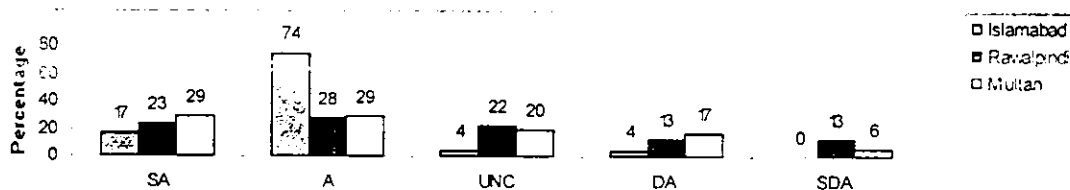
	SA	A	Unc	DA	SDA
ISLAMABAD	10	26	4	3	3
Percentage	22	57	9	7	7
RAWALPINDI	29	24	5	1	1
Percentage	48	40	8	2	2
MULTAN	10	14	5	3	3
Percentage	29	40	14	9	9



Statement 26

The teacher demonstrates an awareness and respect background and culture of each student.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	34	2	2	-
Percentage	17	74	4	4	-
RAWALPINDI	14	17	13	8	8
Percentage	23	28	22	13	13
MULTAN	10	10	7	6	2
Percentage	29	29	20	17	6



Open ended questions and Responses

Question No.27: In your view what are the strengths and weaknesses of your teacher's way of teaching?

Strengths

- Teachers come well-prepared and one confident enough to explain the topics
- Teachers are qualified and very intelligent. They have very friendly behaviour.
- She tries to convey her message in the best way
- My teacher is very friendly. He always encourages me
- She creates a friendly environment. She gives answers of all questions in

detail. She gives solid reasons.

- Show concern for the students' teacher is confident and they try to understand and solve the problems of students.
- Hardworking
- She is well prepared
- They teach the students according to the student's mental level.
- She is planned
- Hardworking, (ii) Father like behaviour, (iii) Teaching through easily available material
- Starts his lesson with Questions.
- Teaches with interest and clarity.
- He is a good orator.
- He gives good introduction of his subject.
- Treats all students equally.
- Teaches his subject in an interesting manner and clarity.
- Teaches his subject in an interesting manner and clarity.
- Uses good assessment techniques.
- His way of presentation.
- He is knowledgeable.
- He is cooperative.
- He is cheerful.
- He is healthy.
- Has good delivery.
- Has smiling face.
- Good assessment.
- Demonstration during lessons.
- Has patience.
- Uses demonstrations in his teaching.
- Teachers know how to DEMONSTRATE lessons

- Regular and punctual
- Hard working and polite
- Checks the work regularly
- They are often well prepared

Weaknesses

- There are no such weaknesses but some teachers do not come well prepared are not able to explain the topics well.
- Some time they have no interest
- Teacher should show positive behaviour themselves. Critics should be positive. Unable to keep aside personal preference.
- Some teacher loose their tamper while teaching
- He does not prepare lesson
- Less time to attend to our personal problem
- Lack of knowledge
- No frequent discussion session
- Remain reserve in the class
- Uses only lecture method.
- Always uses lecture method.
- Autocratic attitude.
- Does not use tests during the session.
- Does not pay much attention to students' activities.
- He uses low voice.
- Gives lengthy lectures.
- Has low voice.
- He is hasty.
- Low voice.
- Pays less attention to student activities.
- Poor assessment.
- No use of proper AV aids.

- Does not encourage us.
- Should provide opportunities for students to apply knowledge.
- Teachers do not know how to motivate the students
- they are strict in their duties
- they do not assess the students properly
- they do not provide opportunities of practice

Question No.28: How do you expect your teacher to teach in the best way?

- The teacher should use different methods to make the students understand
- By different teaching
- She should include practical and class activities. Use of technology should be made compulsory
- He is already teaching in the best way
- By discussion and questioners sessions
- He must have command over the subject
- Teacher must be sincere with student. They must have friendly environment with students.
- He must prepare his lesson
- If he uses projectors, multimedia devices and different media devices
- Should be able to understand psychology of students, try explaining in the best way possible and explain and encourage practical application
- I expect my teacher to teach us with full devotion and motivation. The topics should be well prepared and she (teacher) should teach us comprehensively, but in addition to this students should also co-operate with her.
- Should use AV aids.
- I expect the teacher to use other methods as well
- He should use other methods as well.

- Be democratic.
- Should use tests.
- The teacher should use different methods of teaching.
- Should use more teaching methods.
- Should organize activities for us.
- Should use group discussion.
- Should prepare us for examinations.
- We lack interest in his class.
- Should use student activities.
- No concrete examples.
- Should be kind and cooperative.
- They should demonstrate lesson in a effective way
- Should use computer in class teaching
- Models should be used
- Teachers regularly discuss the study matters and problems
- Written work be small

Question No.29: What kind of difficulties do you face in learning with your teacher?

- We feel boredom during lecture..
- Questions and work exercises.
- Due to large class size.
- Teaching has no link with daily life.
- I cannot hear properly in the class.
- Questions and work exercises.
- He should be a model for us.
- I cannot hear him well.
- Discriminates among students.
- Cannot hear him well.
- Feel isolated.
- He should arouse our interest in his teaching.

- No appreciation of our work.
- Teaching should be relevant to daily life.
- Lack of proper response to students.
- Sciences subjects specially math is not understandable with lecture method
- Long discussion waist the time of students
- Teachers don't stress on practical work
- Practice chance is not given to each students
- Regular discussions with students does not exit

Question No.30: What are your suggestions for your teacher to improve?

- He should use new techniques in his teaching.
- He should maintain record of student progress.
- Should use AV aids.
- He should use louder voice.
- Should maintain record of student progress.
- He should maintain record of student progress.
- The teacher should appreciate students' performance and achievement.
- He should use Av aids.
- Should speak loudly.
- Should treat all students alike.
- Should integrate us.
- Use TV.
- Should appreciate our faculties.
- Should involve students in the lesson.
- Models and diagrams should be used in teaching to students
- Assessment should be on merit
- Course should be completed on time

Question No.31: Any other opinion you want to give:

- Workshops and tutorials should be arranged regularly.
- Subject Specialists should teach us.
- Should use tests during the session.
- Use computers.
- Should tests after every topic taught.
- Should use computer.
- Use TV.

APPENDIX VII

DATA REGARDING SECONDARY SCHOOL TEACHERS

QUALIFICATION

DEGREE	NUMBER OF TEACHERS		
	Islamabad	Rawalpindi	Multan
B.A/B.Sc., B.Ed	5	6	2
B.A/B.Sc., M.Ed	5	4	4
M.A./M.Sc, B.Ed	12	10	6
M.A/M.Sc, M.Ed	20	9	5
M.Phil/B.Ed	2	1	1

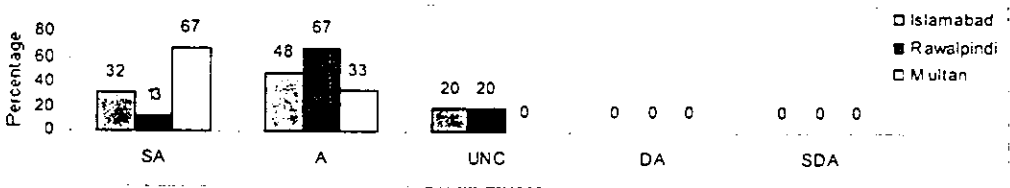
TEACHING EXPERIENCE AFTER B.ED

YEARS	NUMBER OF TEACHERS		
	Islamabad	Rawalpindi	Multan
0-01	4	5	3
01-02	13	6	4
02-03	9	5	6
03-04	13	8	2
04-05	5	6	3

Statement 1

You learned in the B.Ed course how to select and adapt instructional material.

	SA	A	Unc	DA	SDA
ISLAMABAD	14	21	9	-	-
Percentage	32	48	20	-	-
RAWALPINDI	4	20	6	-	-
Percentage	13	67	29	-	-
MULTAN	12	6	-	-	-
Percentage	67	33	-	-	-



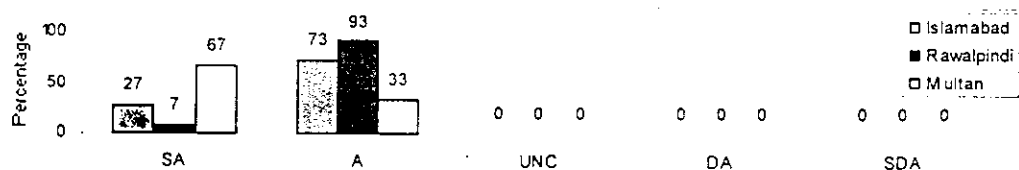
The source(s) used for developing the competency

SOURCE	TOTAL FREQUENCY	Islamabad	Rawalpindi	Multan
-Radio Programme	14	6	4	4
-TV Programme	12	4	4	4
-Computer (DVD/CDROMS)	8	5	2	1
-Internet	5	4	-	1
-Study guide/Allied material	21	9	4	8
-Assignment	24	10	6	8
-Self-assessment activities	26	12	10	4
-Tutorials	30	13	12	5
-Workshop	18	8	6	4
-Teaching practice	23	9	8	6
-Other(s)	-	-	-	-

Statement 2

Your B.Ed included coursework in learning theory or psychology appropriate to the age of students you teach.

	SA	A	Unc	DA	SDA
ISLAMABAD	32	-	-	-	-
Percentage	27	73	-	-	-
RAWALPINDI	2	28	-	-	-
Percentage	7	93	-	-	-
MULTAN	12	6	-	-	-
Percentage	67	33	-	-	-



The source(s) used for developing the competency

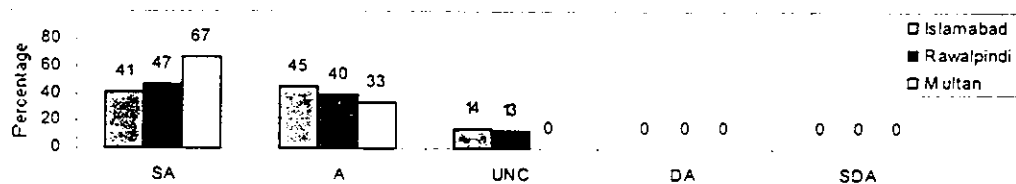
SOURCE	FREQUENCY	Islamabad	Rawalpindi	Multan
	TOTAL			
-Radio Programme	16	8	6	2
-TV Programme	15	7	6	2
-Computer (DVD/CDROMS)	0	0	-	-
-Internet	0	0	-	-
-Study guide/Allied material	20	10	4	6
-Assignment	12	4	2	6

-Self-assessment activities	22	11	10	1
-Tutorials	26	9	12	5
-Workshop	18	8	6	4
-Teaching practice	26	12	10	4
-Other(s)	0	0	0	0

Statement 3

During your teaching training you have been prepared to be able to teach your subject matter.

	SA	A	Unc	DA	SDA
ISLAMABAD	18	20	6	-	-
Percentage	41	45	14	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	12	6	-	-	-
Percentage	67	33	-	-	-



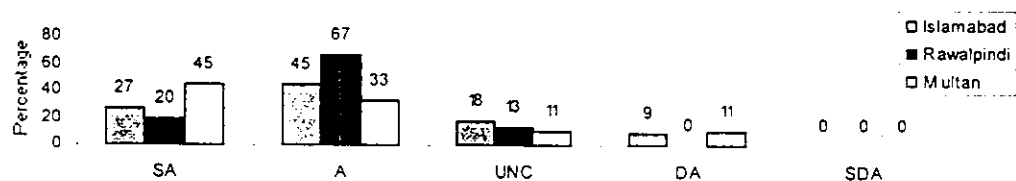
The source(s) used for developing the competency

SOURCE	FREQUENCY	Islamabad	Rawalpindi
	TOTAL		
Multan			
-Radio Programme	13	5	5
-TV Programme	9	4	2
-Computer (DVD/CDROMS)	7	3	2
-Internet	2	1	-
-Study guide/Allied material	12	6	2
-Assignment	23	7	8
-Self-assessment activities	31	13	14
-Tutorials	26	11	10
-Workshop	24	10	8
-Teaching practice	29	11	11
-Other(s)	--	-	-

Statement 4

You have learned how to take remedial steps to meet the predetermined standards of the national curriculum.

	SA	A	Unc	DA	SDA
ISLAMABAD	12	20	8	4	-
Percentage	27	45	18	9	-
RAWALPINDI	6	20	4	-	-
Percentage	20	67	13	-	-
MULTAN	8	6	2	2	-
Percentage	45	33	11	11	-



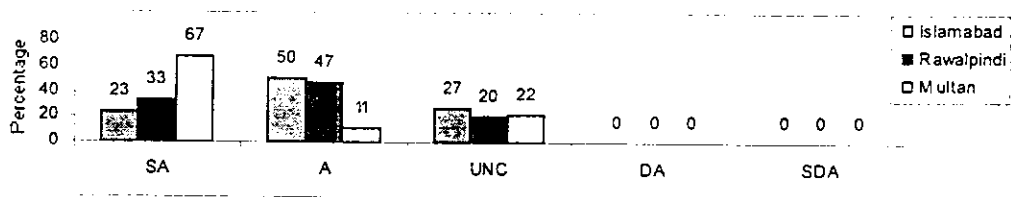
The source(s) used for developing the competency

SOURCE	FREQUENCY	Islamabad	Rawalpindi
	TOTAL		
Multan			
-Radio Programme	6	2	2
-TV Programme	11	4	3
-Computer (DVD/CDROMS)	1	-	-
-Internet	1	-	1
-Study guide/Allied material	18	8	6
-Assignment	25	9	6
-Self-assessment activities	31	13	4
-Tutorials	30	15	3
-Workshop	13	6	3
Teaching practice	14	8	2
-Other(s)	-	--	-

Statement 5

When you began teaching you understood the curriculum of your subject area.

	SA	A	Unc	DA	SDA
ISLAMABAD	10	22	12	-	-
Percentage	23	50	27	-	-
RAWALPINDI	10	14	6	-	-
Percentage	33	47	20	-	-
MULTAN	12	2	4	-	-
Percentage	67	11	22	-	-



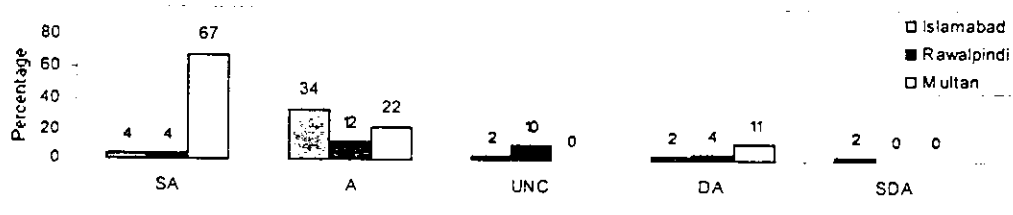
The source(s) used for developing the competency

SOURCE	FREQUENCY	Islamabad	Rawalpindi
	TOTAL		
Multan			
-Radio Programme	13	6	4
-TV Programme	12	6	3
-Computer (DVD/CDROMS)	4	2	-
-Internet	2	1	-
-Study guide/Allied material	12	6	2
-Assignment	19	7	6
-Self-assessment activities	20	8	6
-Tutorials	24	11	10
-Workshop	13	5	5
Teaching practice	26	12	10
-Other(s)	--	-	-

Statement 6

Your preparation for teaching during training included observation of classroom teaching of other teachers.

	SA	A	Unc	DA	SDA
ISLAMABAD	4	34	2	2	2
Percentage	9	77	4.5	4.5	4.5
RAWALPINDI	4	12	10	4	-
Percentage	13	40	33	13	-
MULTAN	12	4	-	2	-
Percentage	67	22	-	11	-



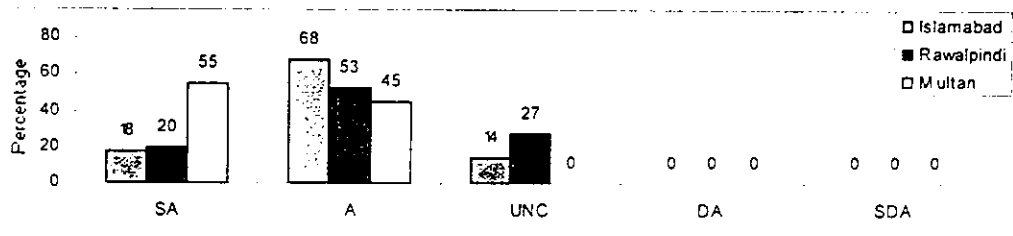
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
Multan				
-TV Programme	7	3	2	2
-Computer (DVD/CDROMS)	2	1	-	1
-Study guide/Allied material	24	10	10	5
-Tutorials	32	10	16	8
-Workshop	26	10	10	6
-Teaching practice	31	10	12	9
-Other(s)	--	-	-	-

Statement 7

During your B.Ed training, you learned how to use a variety of instructional methods

	SA	A	Unc	DA	SDA
ISLAMABAD	8	30	6	-	-
Percentage	18	68	14	-	-
RAWALPINDI	6	16	8	-	-
Percentage	20	53	27	-	-
MULTAN	10	8	-	-	-
Percentage	55	45	-	-	-



The source(s) used for developing the competency

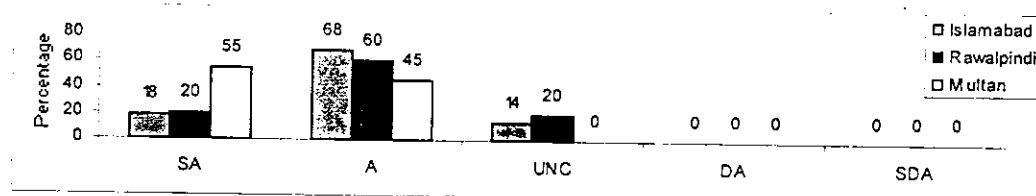
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
Multan				
-Radio Programme	12	6	4	2
-TV Programme	14	7	4	3
-Computer (DVD/CDROMS)	5	2	2	1
-Internet	3	2	2	1
-Study guide/Allied material	23	9	6	8
-Assignment	32	12	12	8
-Self-assessment activities	25	9	10	6

-Tutorials	31	14	12	5
-Workshop	18	8	6	4
-Teaching practice	23	9	8	6
-Other(s)	--	-	-	-

Statement 8

You have learned how to adopt various suitable activities to introduce topics.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	30	6	-	-
Percentage	18	68	14	-	-
RAWALPINDI	6	18	6	-	-
Percentage	20	60	20	-	-
MULTAN	10	8	-	-	-
Percentage	55	45	-	-	-



The source(s) used for developing the competency

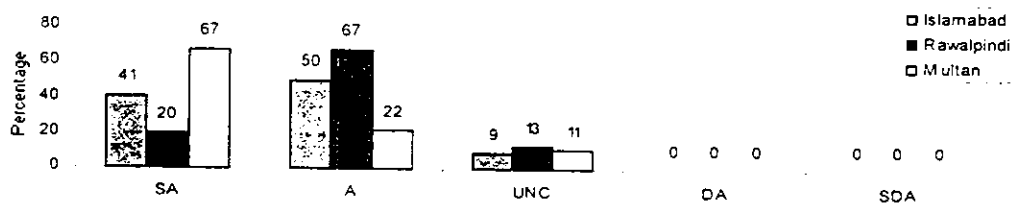
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	14	8	4	2
-TV Programme	11	5	4	2
-Computer (DVD/CDROMS)	9	5	3	1
-Internet	4	2	2	-
-Study guide/Allied material	17	5	8	4
-Assignment	32	13	12	7
-Self-assessment activities	26	8	12	6
-Tutorials	26	12	9	5
-Workshop	25	11	10	4
-Teaching practice	26	11	10	4
-Other(s)	--	-	-	-

Statement 9

During your B.Ed you have learned to plan for instruction

	SA	A	Unc	DA	SDA
ISLAMABAD	18	22	4	-	-
Percentage	41	50	9	-	-
RAWALPINDI	6	20	4	-	-
Percentage	20	67	13	-	-

MULTAN	12	4	2	-	-
Percentage	67	22	11	-	-



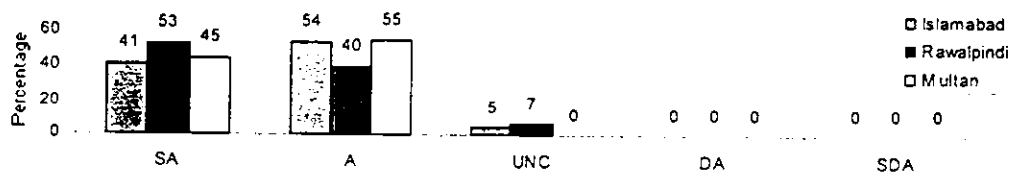
The source(s) used for developing the competency

SOURCE	FREQUENCY	Islamabad	Rawalpindi
Multan	TOTAL		
-Radio Programme	9	3	3
-TV Programme	9	3	3
-Computer (DVD/CDROMS)	12	7	4
-Internet	7	5	2
-Study guide/Allied material	11	5	3
-Assignment	17	8	6
-Self-assessment activities	20	8	7
-Tutorials	20	8	6
-Workshop	23	9	10
-Teaching practice	21	10	8
-Other(s)	--	-	-

Statement 10

In your B.Ed course you have learned to motivate students

	SA	A	Unc	DA	SDA
ISLAMABAD	18	24	2	-	-
Percentage	41	53	5	-	-
RAWALPINDI	16	12	2	-	-
Percentage	53	40	7	-	-
MULTAN	8	10	-	-	-
Percentage	45	55	-	-	-



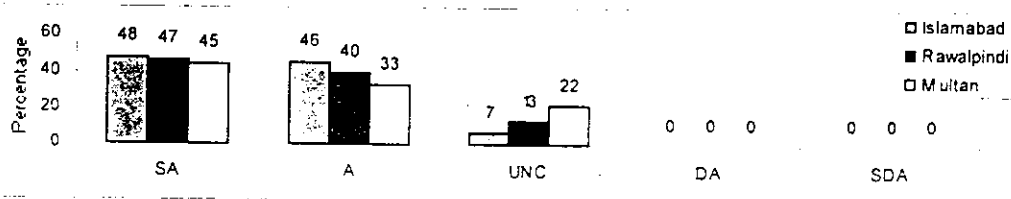
The source(s) used for developing the competency

SOURCE	FREQUENCY		
	TOTAL	Islamabad	Rawalpindi
Multan			
-Radio Programme	8	3	-
-TV Programme	12	5	4
-Computer (DVD/CDROMS)	7	3	3
-Internet	0	-	-
-Study guide/Allied material	11	5	3
-Assignment	25	11	9
-Self-assessment activities	26	10	11
-Tutorials	31	14	13
-Workshop	31	14	15
-Teaching practice	26	10	11
-Other(s)	10	3	-

Statement 11

You have learned how to motivate students by using different behavior modification techniques.

	SA	A	Unc	DA	SDA
ISLAMABAD	21	20	3	-	-
Percentage	48	46	7	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	8	6	4	-	-
Percentage	45	33	22	-	-



The source(s) used for developing the competency

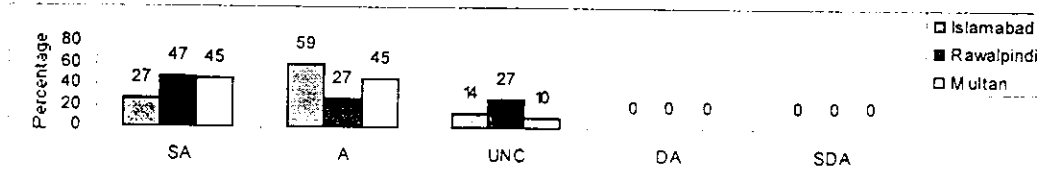
SOURCE	FREQUENCY		
	TOTAL	Islamabad	Rawalpindi
Multan			
-Radio Programme	10	5	2
-TV Programme	12	4	5
-Computer (DVD/CDROMS)	11	6	3
-Internet	7	4	2
-Study guide/Allied material	10	6	3
-Assignment	16	7	5

-Self-assessment activities	32	14	15	3
-Tutorials	27	13	11	5
-Workshop	21	9	7	5
-Teaching practice	27	12	11	4
-Other(s)	--	-	-	-

Statement 12

You are able to use a variety of teaching methods and strategies

	SA	A	Unc	DA	SDA
ISLAMABAD	12	26	6	-	-
Percentage	27	59	14	-	-
RAWALPINDI	14	8	8	-	-
Percentage	47	27	27	-	-
MULTAN	8	8	2	-	-
Percentage	45	45	10	-	-



The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	
Multan				
-Radio Programme	11	5	3	3
-TV Programme	8	3	2	3
-Computer (DVD/CDROMS)	5	2	2	3
-Internet	0	-	-	-
-Study guide/Allied material	10	5	3	2
-Assignment	16	6	7	3
-Self-assessment activities	15	15	16	4
-Tutorials	38	15	17	6
-Workshop	19	9	7	3
Teaching practice	25	10	9	6
-Other(s)	--	-	-	-

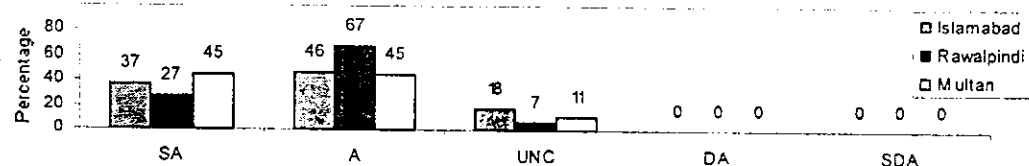
Statement 13

You know how to facilitate group discussions in your class.

	SA	A	Unc	DA	SDA
ISLAMABAD	16	20	8	-	-
Percentage	37	46	18	-	-

RAWALPINDI	8	20	2	-	-
Percentage	27	67	7	-	-

MULTAN	8	8	2	-	-
Percentage	45	45	11	-	-



The source(s) used for developing the competency
SOURCE FREQUENCY

	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	15	7	5	3
-TV Programme	17	8	5	4
-Computer (DVD/CDROMS)	5	3	-	2
-Internet	0	-	-	-
-Study guide/Allied material	18	8	7	3
-Assignment	19	9	7	3
-Self-assessment activities	8	3	2	3
-Tutorials	29	10	13	6
-Workshop	24	11	9	4
Teaching practice	18	7	5	6
-Other(s)	--	-	-	-

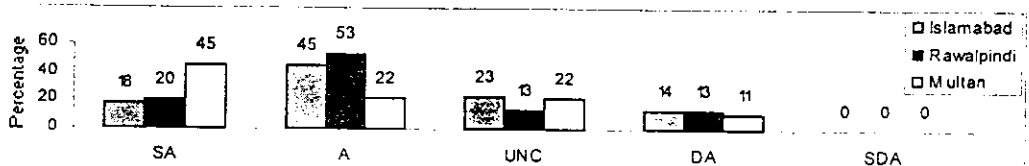
Statement 14

You have learned how to use computers and other technologies (as available) to effectively and appropriately communicate information on student learning.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	20	10	6	-
Percentage	18	45	23	14	-

RAWALPINDI	6	16	4	4	-
Percentage	20	53	13	13	-

MULTAN	8	4	4	2	-
Percentage	45	22	22	11	-



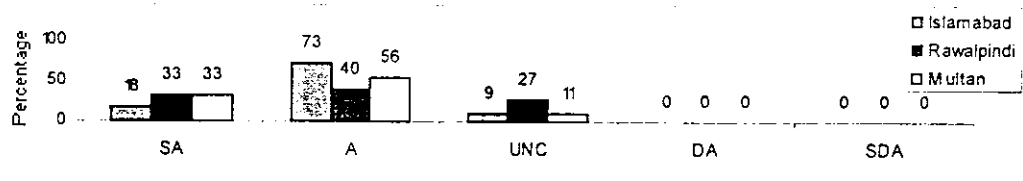
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	9	3	3	3
-TV Programme	9	3	3	3
-Computer (DVD/CDROMS)	13	3	5	4
-Internet	8	5	2	1
-Study guide/Allied material	18	7	5	6
-Assignment	22	9	7	6
-Self-assessment activities	22	10	9	3
-Tutorials	19	9	7	3
-Workshop	19	10	6	3
Teaching practice	18	8	7	3
-Other(s)	4	4	-	-

Statement 15

You were taught in the B.Ed how to diagnose student needs.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	32	4	-	-
Percentage	18	73	9	-	-
RAWALPINDI	10	12	8	-	-
Percentage	33	40	27	-	-
MULTAN	6	10	2	-	-
Percentage	33	56	11	-	-



The source(s) used for developing the competency

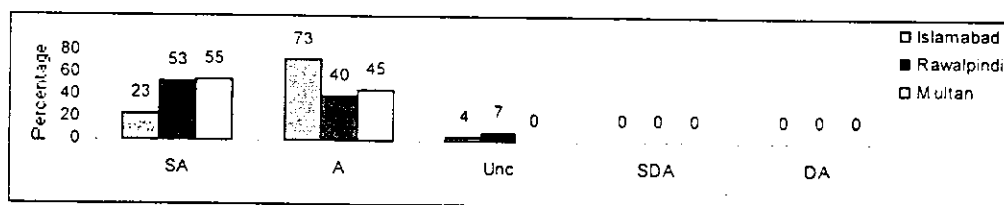
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	10	3	4	3
-TV Programme	9	3	3	3
-Computer (DVD/CDROMS)	-	-	-	-
-Internet	0	-	-	-
-Study guide/Allied material	21	7	9	5
-Assignment	22	9	6	7
-Self-assessment activities	17	7	5	5
-Tutorials	27	11	13	3
-Workshop	22	8	8	6

Teaching practice	28	13	12	3
-Other(s)	4	4	-	-

Statement 16

During your teacher training, you were taught how to assess students' progress.

	SA	A	Unc	DA	SDA
ISLAMABAD10	32	2	-	-	-
Percentage	23	73	6	-	-
RAWALPINDI	16	12	2	-	-
Percentage	53	40	7	-	-
MULTAN	10	8	-	-	-
Percentage	55	45	-	-	-



The source(s) used for developing the competency

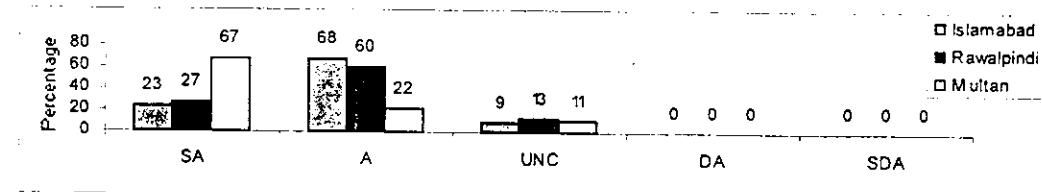
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	11	5	3	3
-TV Programme	12	4	5	3
-Computer (DVD/CDROMS)	10	4	3	3
-Internet	2	2	-	-
-Study guide/Allied material	17	7	5	5
-Assignment	23	9	9	5
-Self-assessment activities	20	8	7	5
-Tutorials	35	16	14	5
-Workshop	18	9	5	4
Teaching practice	25	12	10	3
-Other(s)	--	-	-	-

Statement 17

You are able to evaluate student progress.

	SA	A	Unc	DA	SDA
ISLAMABAD	10	30	4	-	-
Percentage	23	68	9	-	-

RAWALPINDI	8	18	4	-	-
Percentage	27	60	13	-	-
MULTAN	12	4	2	-	-
Percentage	67	22	11	-	-



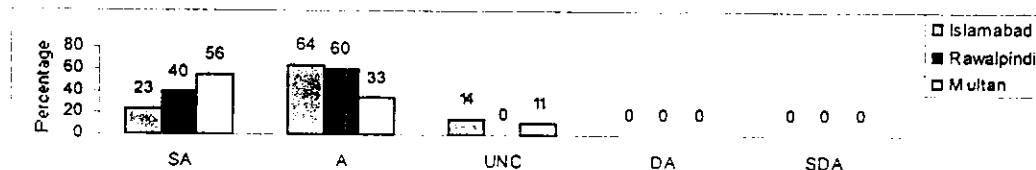
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	8	2	3	3
-TV Programme	15	6	6	3
-Computer (DVD/CDROMS)	7	3	1	3
-Internet	8	3	-	5
-Study guide/Allied material	33	13	12	8
-Assignment	22	8	9	5
-Self-assessment activities	24	11	9	4
-Tutorials	22	12	7	3
-Workshop	27	14	10	3
Teaching practice	19	9	7	3
-Other(s)	--	-	-	-

Statement 18

You have learned how to evaluate and communicate student progress

	SA	A	Unc	DA	SDA
ISLAMABAD	10	28	6	-	-
Percentage	23	64	14	-	-
RAWALPINDI	12	18	-	-	-
Percentage	40	60	-	-	-
MULTAN	10	6	2	-	-
Percentage	56	33	11	-	-



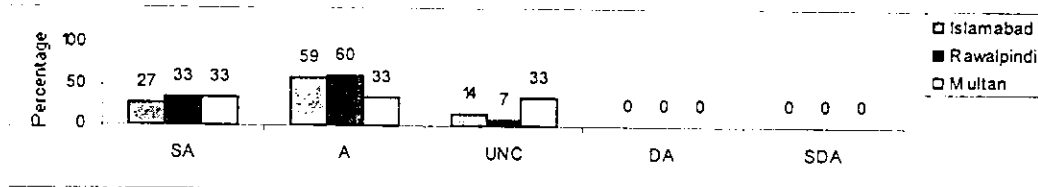
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	13	6	4	3
-TV Programme	17	8	6	3
-Computer (DVD/CDROMS)	14	6	5	3
-Internet	8	5	3	-
-Study guide/Allied material	24	8	10	6
-Assignment	28	10	11	7
-Self-assessment activities	22	9	8	5
-Tutorials	23	11	9	3
-Workshop	28	13	12	3
Teaching practice	19	9	7	3
-Other(s)	--	-	-	-

Statement 19

You have learned how to use student's ideas and contributions by acknowledging, modifying and summarizing them and providing opportunities for the student to communicate their ideas to others

	SA	A	Unc	DA	SDA
ISLAMABAD	12	26	6	-	-
Percentage	27	59	14	-	-
RAWALPINDI	10	18	2	-	-
Percentage	33	60	7	-	-
MULTAN	6	6	6	-	-
Percentage	33	33	33	-	-



The source(s) used for developing the competency

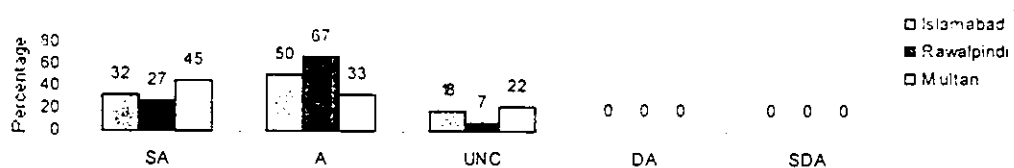
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	5	5	2	3
-TV Programme	12	4	4	4
-Computer (DVD/CDROMS)	8	2	3	3
-Internet	9	5	4	-
-Study guide/Allied material	24	10	18	6
-Assignment	29	12	10	7
-Self-assessment activities	25	11	10	4

-Tutorials	20	8	9	3
-Workshop	22	11	7	4
Teaching practice	17	9	5	3
-Other(s)	--	-	-	-

Statement 20

You have learned how to find out what students already know about the topic to be taught before starting the topic.

	SA	A	Unc	DA	SDA
ISLAMABAD	14	22	8	-	-
Percentage	32	50	18	-	-
RAWALPINDI	8	20	2	-	-
Percentage	27	67	7	-	-
MULTAN	8	6	4	-	-
Percentage	45	33	22	-	-



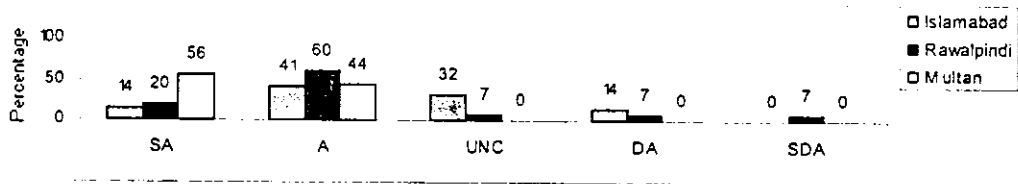
The source(s) used for developing the competency

SOURCE	FREQUENCY		
	TOTAL	Islamabad	Rawalpindi
Multan			
-Radio Programme	11	4	3
-TV Programme	13	4	5
-Computer (DVD/CDROMS)	9	2	3
-Internet	6	2	2
-Study guide/Allied material	20	8	6
-Assignment	22	9	7
-Self-assessment activities	20	8	8
-Tutorials	28	12	11
-Workshop	29	12	13
-Teaching practice	23	9	7
-Other(s)	--	-	-

Statement 21

Your preparation for teaching included formal feedback from your tutors/resource persons about your own teaching

	SA	A	Unc	DA	SDA
ISLAMABAD	6	18	14	6	-
Percentage	14	41	32	14	-
RAWALPINDI	6	18	2	2	2
Percentage	20	60	7	7	7
MULTAN	10	8	-	-	-
Percentage	56	44	-	-	-



The source(s) used for developing the competency

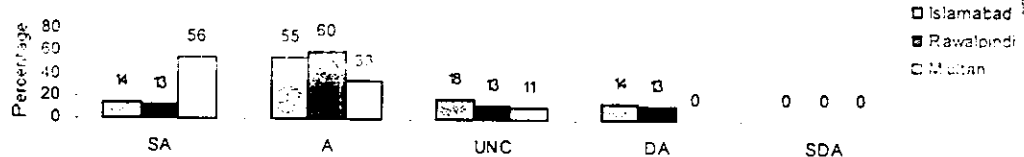
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	
Multan				
-Radio Programme	12	5	3	4
-TV Programme	16	7	5	4
-Computer (DVD/CDROMS)	17	8	5	4
-Internet	12	6	4	2
-Study guide/Allied material	17	8	5	4
-Assignment	19	9	5	5
-Self-assessment activities	22	7	8	10
-Tutorials	26	11	7	8
-Workshop	24	11	9	4
-Teaching practice	28	14	10	4
-Other(s)	2	-	2	-

Statement 22

You have learned how to provide a stimulating learning environment.

	SA	A	Unc	DA	SDA
ISLAMABAD	6	24	8	6	-
Percentage	14	55	18	14	-
RAWALPINDI	4	18	4	4	-
Percentage	13	60	13	13	-

MULTAN	10	6	2	-	-
Percentage	56	33	11	-	-



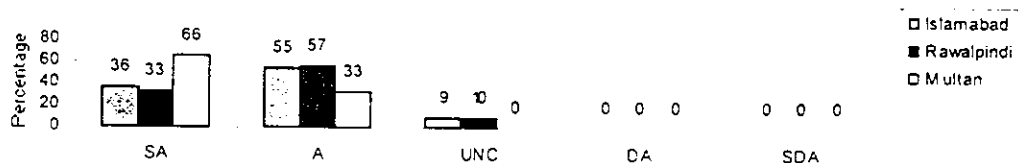
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	18	7	7	4
-TV Programme	23	9	8	6
-Computer (DVD/CDROMS)	18	8	5	5
-Internet	11	6	3	2
-Study guide/Allied material	21	9	8	4
-Assignment	26	12	10	4
-Self-assessment activities	22	9	8	5
-Tutorials	26	11	7	8
-Workshop	26	11	10	4
Teaching practice	15	6	4	5
-Other(s)	6	4	2	-

Statement 23

You have learned how to help students acquire knowledge and values.

	SA	A	Unc	DA	SDA
ISLAMABAD	16	24	4	-	-
Percentage	36	55	9	-	-
RAWALPINDI	10	17	3	-	-
Percentage	33	57	10	-	-
MULTAN	12	6	-	-	-
Percentage	66	33	-	-	-



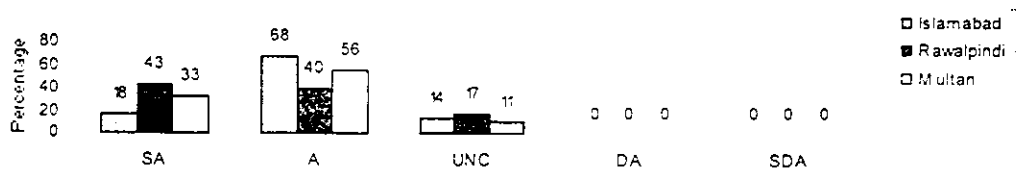
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	10	5	2	3
-TV Programme	14	6	5	3
-Computer (DVD/CDROMS)	6	3	-	3
-Internet	6	4	2	-
-Study guide/Allied material	22	9	9	4
-Assignment	25	11	10	4
-Self-assessment activities	35	14	15	6
-Tutorials	33	15	12	6
-Workshop	23	11	10	3
Teaching practice	24	11	9	5
-Other(s)	--	-	-	-

Statement 24

You have learned how to prepare and implement remedial programmes for students requiring extra help.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	30	6	-	-
Percentage	18	68	14	-	-
RAWALPINDI	13	12	5	-	-
Percentage	43	40	17	-	-
MULTAN	6	10	2	-	-
Percentage	33	56	11	-	-



The source(s) used for developing the competency

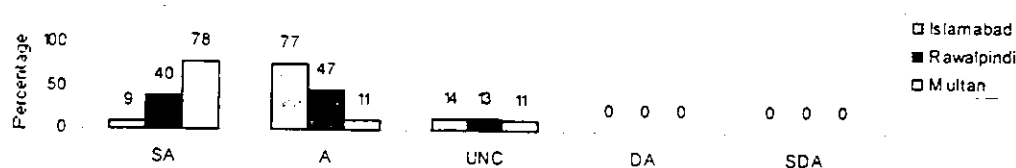
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	13	5	4	4
-TV Programme	23	8	8	7
-Computer (DVD/CDROMS)	10	4	-	6
-Internet	6	3	3	-
-Study guide/Allied material	12	4	3	5
-Assignment	22	8	8	6

-Self-assessment activities	20	9	7	4
-Tutorials	24	11	7	6
-Workshop	21	10	7	4
Teaching practice	18	8	6	4
-Other(s)	8	6	2	-

Statement 25

You have learned how to diagnose learning difficulties.

	SA	A	Unc	DA	SDA
ISLAMABAD	4	34	6	-	-
Percentage	9	77	14	-	-
RAWALPINDI	12	14	4	-	-
Percentage	40	47	13	-	-
MULTAN	14	2	2	-	-
Percentage	78	11	11	-	-



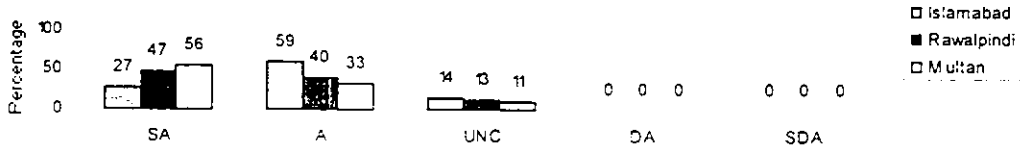
The source(s) used for developing the competency

SOURCE	FREQUENCY	Islamabad	Rawalpindi	
	TOTAL			
Multan				
-Radio Programme	10	3	3	4
-TV Programme	17	6	7	4
-Computer (DVD/CDROMS)	14	4	6	4
-Internet	6	4	2	-
-Study guide/Allied material	21	8	6	7
-Assignment	21	6	8	7
-Self-assessment activities	21	9	9	3
-Tutorials	23	11	9	3
-Workshop	18	8	6	4
Teaching practice	22	10	8	4
-Other(s)	--	-	-	-

Statement 26

You have learned how to pay attention to students' progress/ performance.

	SA	A	Unc	DA	SDA
ISLAMABAD	12	26	6	-	-
Percentage	27	59	14	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	10	6	2	-	-
Percentage	56	33	11	-	-



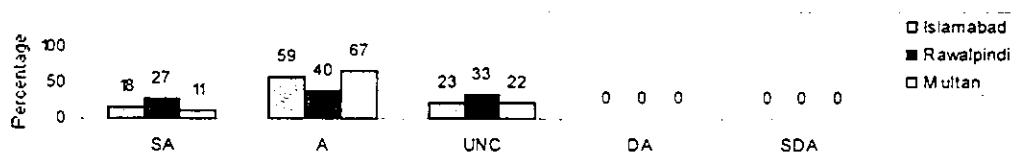
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	7	2	2	3
-TV Programme	14	4	6	6
-Computer (DVD/CDROMS)	-	-	-	-
-Internet	0	-	-	-
-Study guide/Allied material	22	9	7	6
-Assignment	22	9	7	6
-Self-assessment activities	18	9	6	3
-Tutorials	25	10	11	4
-Workshop	25	12	10	3
Teaching practice	9	4	5	-
-Other(s)	--	-	-	-

Statement 27

During your B.Ed you have learned to manage your time and work commitments.

	SA	A	Unc	DA	SDA
ISLAMABAD	8	26	10	-	-
Percentage	18	59	23	-	-
RAWALPINDI	8	12	10	-	-
Percentage	27	40	33	-	-
MULTAN	2	12	4	-	-
Percentage	11	67	22	-	-



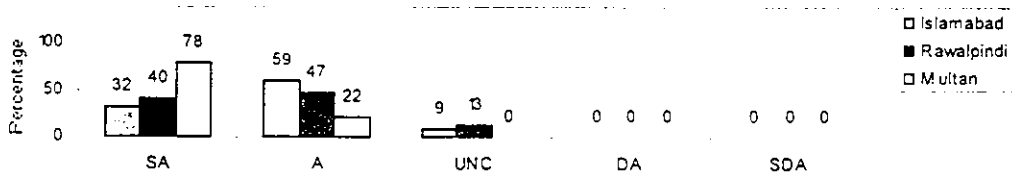
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	11	4	5	2
-TV Programme	12	4	6	2
-Computer (DVD/CDROMS)	18	9	7	2
-Internet	0	-	-	-
-Study guide/Allied material	18	8	6	4
-Assignment	26	12	11	3
-Self-assessment activities	26	12	12	2
-Tutorials	31	14	15	2
-Workshop	18	9	5	4
Teaching practice	24	12	10	2
-Other(s)	--	-	-	-

Statement 28

During your B.Ed. you have been prepared to be able to handle a range of classroom management or discipline situation(s).

	SA	A	Unc	DA	SDA
ISLAMABAD	14	26	4	-	-
Percentage	32	59	9	-	-
RAWALPINDI	12	14	4	-	-
Percentage	40	47	13	-	-
MULTAN	14	4	-	-	-
Percentage	78	22	-	-	-



The source(s) used for developing the competency

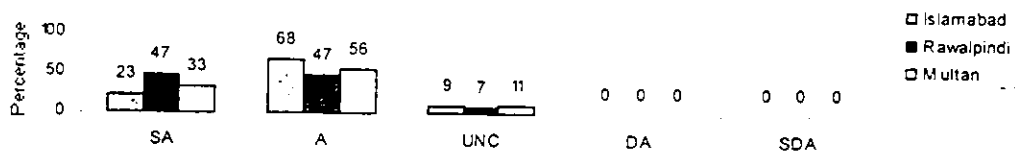
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	8	3	2	3
-TV Programme	18	8	7	3
-Computer (DVD/CDROMS)	7	2	2	3

-Internet	0	-	-	-
-Study guide/Allied material	19	8	5	5
-Assignment	22	12	5	4
-Self-assessment activities	21	11	8	3
-Tutorials	27	11	10	6
-Workshop	20	9	8	3
Teaching practice	26	11	9	6
-Other(s)	--	-	-	-

Statement 29

You learned to organize and administratively manage a classroom in the B.Ed programme.

	SA	A	Unc	DA	SDA
ISLAMABAD	10	30	4	-	-
Percentage	23	68	9	-	-
RAWALPINDI	14	14	2	-	-
Percentage	47	47	7	-	-
MULTAN	6	10	2	-	-
Percentage	33	56	11	-	-



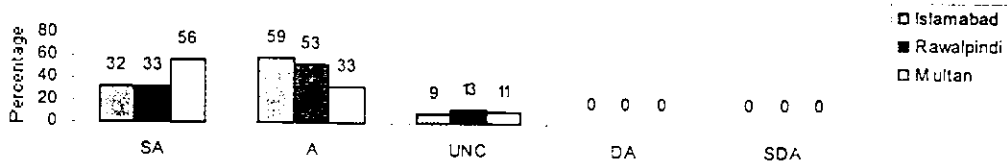
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	11	5	3	3
-TV Programme	15	7	5	3
-Computer (DVD/CDROMS)	6	3	-	3
-Internet	0	-	-	-
-Study guide/Allied material	25	10	9	6
-Assignment	28	12	10	6
-Self-assessment activities	24	10	11	3
-Tutorials	31	13	14	4
-Workshop	31	16	12	3
Teaching practice	21	10	8	3
-Other(s)	--	-	-	-

Statement 30

You have learned how to maintain school records

	SA	A	Unc	DA	SDA
ISLAMABAD	14	26	4	-	-
Percentage	32	59	9	-	-
RAWALPINDI	10	16	4	-	-
Percentage	33	53	13	-	-
MULTAN	10	6	2	-	-
Percentage	56	33	11	-	-



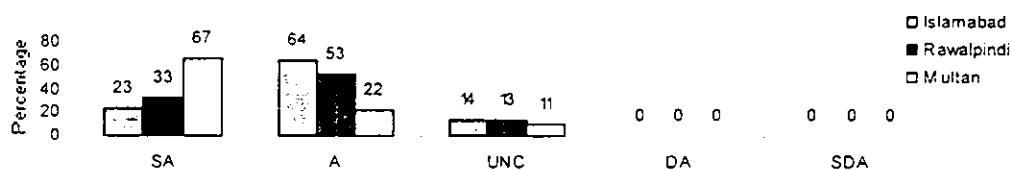
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	13	6	4	3
-TV Programme	14	5	6	3
-Computer (DVD/CDROMS)	7	4	-	3
-Internet	2	-	2	-
-Study guide/Allied material	26	9	10	7
-Assignment	27	10	11	6
-Self-assessment activities	17	9	15	3
-Tutorials	35	16	14	5
-Workshop	28	14	11	3
Teaching practice	28	13	12	3
-Other(s)	--	-	-	-

Statement 31

You have learned how to organize the class and the teachers' timetable.

	SA	A	Unc	DA	SDA
ISLAMABAD	10	28	6	-	-
Percentage	23	64	14	-	-
RAWALPINDI	10	16	4	-	-
Percentage	33	53	13	-	-
MULTAN	12	4	2	-	-
Percentage	67	22	11	-	-



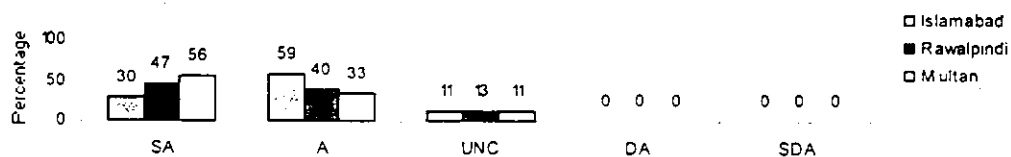
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	17	8	6	3
-TV Programme	19	9	7	3
-Computer (DVD/CDROMS)	17	9	5	3
-Internet	2	-	2	-
-Study guide/Allied material	21	8	8	5
-Assignment	24	9	10	5
-Self-assessment activities	28	12	11	5
-Tutorials	30	12	11	7
-Workshop	20	9	8	3
Teaching practice	23	10	9	4
-Other(s)	--	-	-	-

Statement 32

You are able to deal with individual differences among your students because of B.Ed training

	SA	A	Unc	DA	SDA
ISLAMABAD	13	26	5	-	-
Percentage	30	59	11	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	10	6	2	-	-
Percentage	56	33	11	-	-



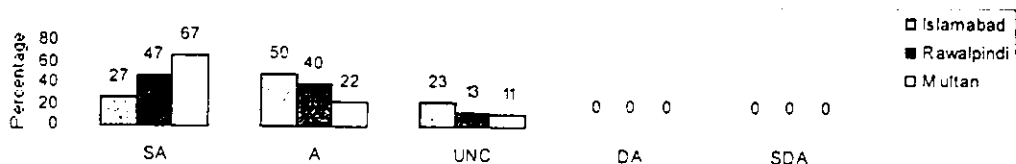
The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	17	8	6	3
-TV Programme	14	6	5	3
-Computer (DVD/CDROMS)	5	1	1	3
-Internet	2	2	-	-
-Study guide/Allied material	26	9	10	7
-Assignment	28	9	12	7
-Self-assessment activities	25	9	9	7
-Tutorials	25	12	10	3
-Workshop	25	11	11	3
Teaching practice	26	12	11	3
-Other(s)	--	-	-	-

Statement 33

You have learned how to identify students' individual and collective learning needs.

	SA	A	Unc	DA	SDA
ISLAMABAD	12	22	10	-	-
Percentage	27	50	23	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	12	4	2	-	-
Percentage	67	22	11	-	-



The source(s) used for developing the competency

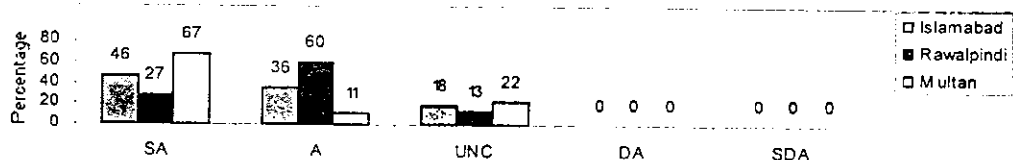
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	13	6	4	3
-TV Programme	14	5	6	3
-Computer (DVD/CDROMS)	3	-	2	1
-Internet	3	3	-	-
-Study guide/Allied material	23	9	8	6
-Assignment	28	10	10	8
-Self-assessment activities	26	12	11	3
-Tutorials	30	13	14	3
-Workshop	17	9	5	3

Teaching practice	18	7	8	3
-Other(s)	--	-	-	-

Statement 34

You have learned how to respect group decisions within your school administration

	SA	A	Unc	DA	SDA
ISLAMABAD	20	16	8	-	-
Percentage	46	36	18	-	-
RAWALPINDI	8	18	4	-	-
Percentage	27	60	13	-	-
MULTAN	12	2	4	-	-
Percentage	67	11	22	-	-



The source(s) used for developing the competency

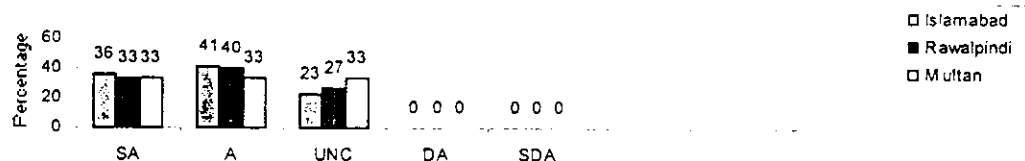
SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	12	5	4	3
-TV Programme	11	4	4	3
-Computer (DVD/CDROMS)	6	3	-	3
-Internet	0	-	2	-
-Study guide/Allied material	27	10	10	7
-Assignment	29	11	11	7
-Self-assessment activities	22	9	10	3
-Tutorials	31	15	13	3
-Workshop	19	9	7	3
Teaching practice	8	8	8	2
-Other(s)	5	3	2	-

Statement 35

You have learned how to interact and communicate for developing good relations with administration and others.

	SA	A	Unc	DA	SDA
ISLAMABAD	16	18	10	-	-
Percentage	36	41	23	-	-
RAWALPINDI	10	12	8	-	-
Percentage	33	40	27	-	-

MULTAN	6	6	6	-	-
Percentage	33	33	33	-	-



The source(s) used for developing the competency

SOURCE	FREQUENCY			
	TOTAL	Islamabad	Rawalpindi	Multan
-Radio Programme	13	4	6	3
-TV Programme	8	2	3	3
-Computer (DVD/CDROMS)	5	1	1	3
-Internet	0	-	-	-
-Study guide/Allied material	26	9	10	7
-Assignment	24	9	8	7
-Self-assessment activities	22	8	8	6
-Tutorials	24	10	10	4
-Workshop	24	11	10	3
Teaching practice	21	9	8	4
-Other(s)	7	2	-	5

DISTANCE EDUCATION

Statement 36

Face to face contact in Distance Education facilitates student learning.

	SA	A	Unc	DA	SDA
ISLAMABAD	20	16	8	-	-
Percentage	46	36	18	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	10	4	4	-	-
Percentage	56	22	22	-	-

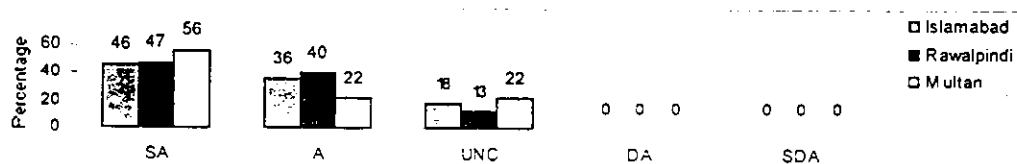
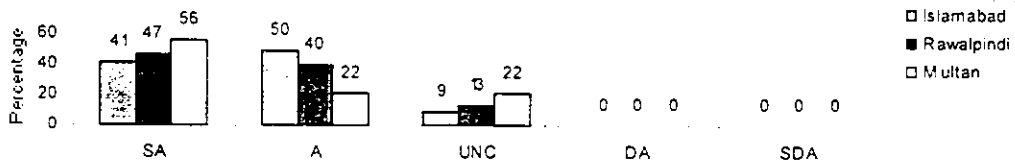


Table No. 37

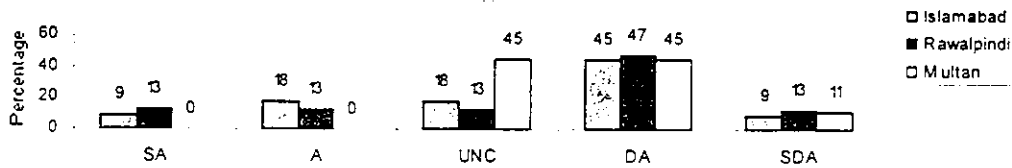
Regular participation in tutorial meetings was useful for the students.

	SA	A	Unc	DA	SDA
ISLAMABAD	18	22	4	-	-
Percentage	41	50	9	-	-
RAWALPINDI	14	12	4	-	-
Percentage	47	40	13	-	-
MULTAN	10	4	4	-	-
Percentage	56	22	22	-	-

**Statement 38**

Sufficient time was provided by tutors at study centers for individual academic problems

	SA	A	Unc	DA	SDA
ISLAMABAD	4	8	8	20	4
Percentage	9	18	18	45	9
RAWALPINDI	4	4	4	14	4
Percentage	13	13	13	47	13
MULTAN	-	-	8	8	2
Percentage	-	-	45	45	11

**Statement 39**

Students had access to and use of electronic media at study centers

	SA	A	Unc	DA	SDA
ISLAMABAD	-	-	12	16	16
Percentage	-	-	27	36	36
RAWALPINDI	-	-	10	12	8
Percentage	-	-	33	40	27
MULTAN	-	-	8	6	4
Percentage	-	-	45	33	22

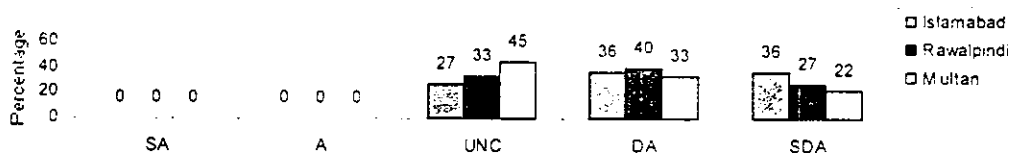
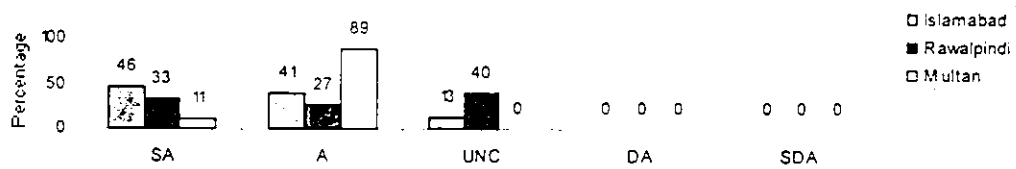


Table No. 40

Counseling was provided by the university

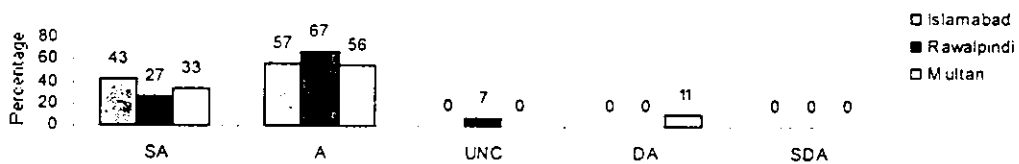
	SA	A	Unc	DA	SDA
ISLAMABAD	20	18	6	-	-
Percentage	46	41	13	-	-
RAWALPINDI	10	8	12	-	-
Percentage	33	27	40	-	-
MULTAN	2	16	-	-	-
Percentage	11	89	-	-	-



Statement 41

Trainees use audio-visual resources/aids in model lessons during teaching practice.

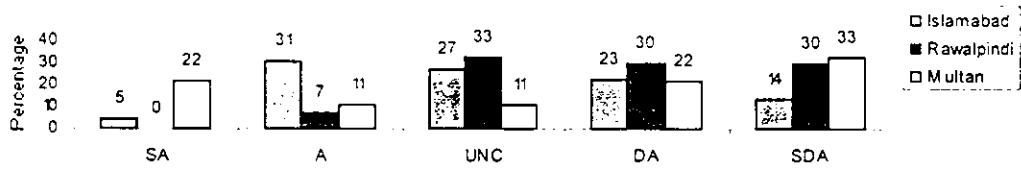
	SA	A	Unc	DA	SDA
ISLAMABAD	19	25	-	-	-
Percentage	43	57	-	-	-
RAWALPINDI	8	20	2	-	-
Percentage	27	67	7	-	-
MULTAN	6	10	-	2	-
Percentage	33	56	-	11	-



Statement 42

The environment of the study centers was suitable to meet the needs of distance learners.

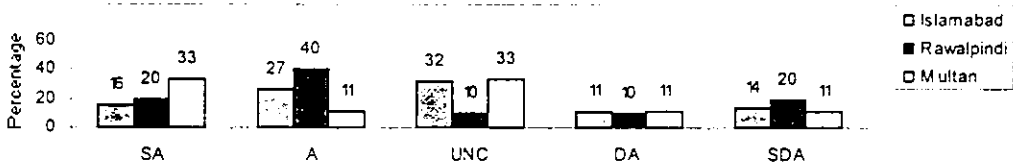
	SA	A	Unc	DA	SDA
ISLAMABAD	2	14	12	10	6
Percentage	5	31	27	23	14
RAWALPINDI	-	4	8	9	9
Percentage	-	13	27	30	30
MULTAN	4	2	2	4	6
Percentage	22	11	11	22	33



Statement 43

Tutors were well trained to teach by distance methods

	SA	A	Unc	DA	SDA
ISLAMABAD	7	12	14	5	6
Percentage	16	27	32	11	14
RAWALPINDI	6	12	3	3	6
Percentage	20	40	10	10	20
MULTAN	6	2	6	2	2
Percentage	33	11	33	11	11



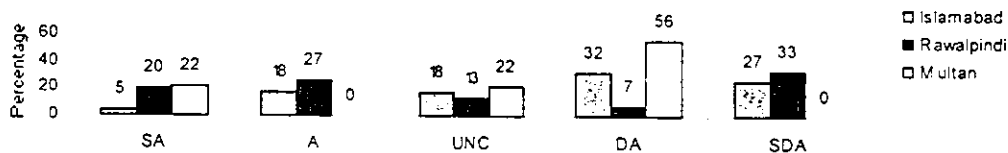
Statement 44

Your assignments were always returned within appropriate time.

	SA	A	Unc	DA	SDA
ISLAMABAD	2	8	8	14	12
Percentage	5	18	18	32	27

RAWALPINDI	6	8	4	2	10
Percentage	20	27	13	7	33

MULTAN	4	-	4	10	-
Percentage	22	-	22	56	-



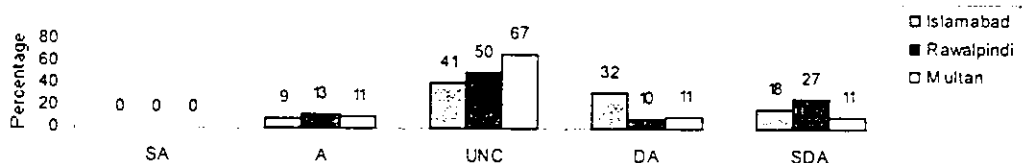
Statement 45

Your assignments were always returned with detailed comments.

	SA	A	Unc	DA	SDA
ISLAMABAD	-	4	18	14	8
Percentage	-	9	41	32	18

RAWALPINDI	-	4	15	3	8
Percentage	-	13	50	10	27

MULTAN	-	2	12	2	2
Percentage	-	11	67	11	11



Open ended questions and their responses

Question No. 46: How well did Distance Education prepare you for teaching?

A-Strengths of Distance Education

- Useful for employed people.
- Useful for people having no access to formal institutions.
- On job people can have higher education easily.
- It is time-saving mode.
- Govt. and semi-Govt. employee can improve their qualifications.
- Females can improve their education while remaining at their homes.
- Suitable for employed people, house-wives and those living in remote areas.

- Learning materials and assignments are excellent.
- DE is suitable for those in jobs.
- House-wives can complete their education through DE.
- Easy system of Education.
- Easy access to higher studies.
- International and creative system of syllabi.
- Education at your door-step.
- Free from time bondage.
- It is economical system of education.
- No age limit
- accessible in remote areas
- Flexible system
- No regular class work
- It provides opportunities to those people who can't learn in formal system due to any domestic problem, or job aspect too, time saving way and you can approach study material at home.
- Allied material provided by AIOU was excellent unfortunately syllabus is not properly taught, it is the workshop which, to some extent provides useful and fruitful ideas for practical teaching.
- Distance education is useful for those persons who belong to that area which is far from his/her native city where they cannot fulfil their educational needs it is also useful for special persons because. They are also part of our society another plus point is age does not matter in distance education.
- Students are able to get education at home
- Provide opportunity to people belonging far areas to get education. The allied material and other facilities are provided at door step people on job also avail this facility.
- To facilitate people to learn without coming to university.
- This is a very good system for promoting education it makes the student

creative minded, student can gain vast amount of knowledge

- Education is in his access of all, even in the remotest areas.
- Dropouts can get education
- It is suitable for those who don't have much time due to business or jobs. No age Unit. The whole system of learning is very good especially the workshop which provide good source. T.V programs are also helpful
- So much time for researching about topics
- Good opportunity for people
- Distance education is helpful academic activity for the students who cannot afford to, engage, themselves just for this degree they have their other responsibilities
- As regard professional education distance education have failed to get professional staff. It is simply the source of fulfilling the vacuums of teachers in term of quantity rather than quality
- Distance education is very useful for rural areas. It is useful for those people who have not time for regular education.

B-Weaknesses of Distance Education:

- Lack of communication between students and tutors.
- Inadequate relevant material.
- Needs of distant students are not fulfilled.
- Irregular participation of students in Tutorials.
- Competent tutors are not available.
- Workshops are not conducted properly.
- Incompetent tutors.
- The student employs proxy.
- DE faculty is mostly of incompetent persons.
- Lack of complex education facilities.
- Lengthy process of semesters.
- Student procrastination.

- Ineffective examination system.
- No proper way to discriminate between good and poor students.
- Tutors are not punctual.
- Students do not take studies seriously.
- Computer users are not proficient.
- It is time consuming
- Poor delivery system
- Equivalence problem
- Poor tutorial system
- Due to lack of face to face contact and regular classes students' comprehension would not be too strong as there would be.
- Total system of distance education is not satisfactory in Pakistan concept is no doubt is very good.
- Only nine tutorial meetings are not sufficient to cover a vast syllabus
- Duration and length of workshop needs to be enhanced.
- Weak relationship among the student and teacher and the student has to face many difficulties during his course. No face to face conduct, No moral support, which support, which occurs dissatisfaction and lack of interest in students.
- Tutors are not available in study centers
- Students are unable to understand easily everything, which is given in the book without the help of tutor.
- -Face to face meeting is not done. Some student do not take workshop tutorial seriously assignments are not up to date and material is also very old
- Here is no proper workshop and No practically teaching facility.
- Tutors are not well qualified
- Tutors and other resource persons are not keen interested in the learning process

- Assignments are not checked properly by the tutors so the student to not take interest in preparing the assignment.
- Lack of communication and interactions.
- In tutorial classes, tutors do not provide sufficient knowledge. They even sent after some time by sign. He T.V program does not fulfil the today requirements, they should be more interested.
- In tutorial class tutor does not provide sufficient information they even went after some time by sign. The T.V program does not fulfil the today needs.
- Less chances of practical performance owing the insignificant workshops.
- Sometime students do not take interest for making assignments themselves
- Tutors are not well qualified
- Students can not get proper guidance an appropriate form
- It does not flourish the professional. It is completely a worthless way of education at all in order to find the result let find out the result and works of the staff of this university.]
- Due to lack of face to face interaction of tutor and students, the students lose interest in their studies.

Question No.47: How do you expect tutors/resource persons at Allama Iqbal Open University (AIOU) to teach in the best way?

- Tutors should have full command of their subject.
- They should be competent.
- They should be competent.
- Tutors should have full command of their subject.
- Training in the use of electronic media should be provided.
- Tutors should be competent in their subject areas.
- The students should be regular in their studies.
- The tutors do not prepare for the session.

- The tutors do not observe the tutorial schedule.
- The tutors should be competent in their subjects.
- The regularity should be observed so that the time of students is not wasted.
- Face-to-face contact should be improved.
- Use of AV-Aids should be improved.
- Expert tutors should be appointed.
- Tutors should be made regular at tutorial meetings.
- Tutors should guide properly.
- Use of AV-Aids should be made.
- by improving tutorial system
- by improving monitoring system
- introducing new communications technology
- by external evaluation
- The phenomenon of workshop be must for every individual, must be extended and all the tutors of related subject should interest with their students.
- They should be professionals rather than employees of department.
- Discussion in group be encouraged participation in tutorial should be compulsory
- -They should be honest and dedicated to their working hours which are only for the help of students in this way they will be able to make this program effectively.
- He tutor should be efficient and regular they should have full command over their subject. They should be able to guide the student in better way.
- They should conduct tutorial classer regularly they should give then conduct numbers to their students. So that students may consult them.
- Absolutely, it is not up to the mark. Here should be entirely formal

education that is really incommensurate with results and worth.

- They must be trained to give proper guidance they must have training about teaching of distance education. They must return assignment, on time
- There should be classes on regular basis or on monthly basis.
- They must be appointed on merit
- The tutor should give his comments after reading the assignments
- To allocate extra time and according to the teaching requirements of Students
- To give detailed notes on assignments
- The ways of teaching should be more interesting. Actually the tutors lesson been so boring that the participants of students been nil they do not use a.v aid while dealing but tell us the importance of a.v use.
- -The ways of teaching should be more interesting. Actually the tutors lesson been so boring that the participants of students been nil they do not use a.v aid while dealing but tell us the importance of a.v. aids use.
- They should arrange workshop regularly Net, T.V etc. be aided in teaching
- Competent, qualified and experienced faculty should be appointed.
- Tutors are resource persons should be appointed.
- Teachers are supposed to honestly give recommended or produced time. To their students so they could be able to understand their courses.

Question No.48: What kind of difficulties did you face in learning with AIU?

- Communication gap.
- Lack of confidence.
- Unsatisfactory relevant material.
- Lack of face-to-face contact.

- Non-availability of media at the study centers.
- Tutors are not available at proper times.
- Irregularity of workshops.
- There is communication gap between the students and tutors.
- The tutors do not have full command of their subject.
- AIOU staff at the HQ and at Regional Offices need improvement in their behaviour towards the students.
- There is communication gap between the tutors and students.
- Tutors do not have command of their subject area.
- Introductory letters from tutors seldom received.
- Final examination centers are at distant places.
- There is changed pattern of question papers at every semester.
- Correspondence is a problem.
- Lack of AV-Aids.
- Poor delivery system
- No organized workshop/tutorial
- Poor examinations system
- They should arrange workshop regularly, Net, T.V, TT, etc., be added in teaching
- Tutorial classes were very time wasting
- Assignment were not returned at proper time
- During Workshop favoritism was very much seen in tutors.
- Lost of assignments. Teachers were not honestly sending them back on concerning address.
- Self management is a difficult task time management at homes causes or big hurdle in learning AIOU
- No difficulty in passing B-Ed. You can get without preparing examination.
- Assignment work is too much. This burden should be reduced and

make it possible to prepare a study guide properly. The organization of study guide is according to content.

- Assignments are not returned in proper time. Tutorial meetings are not conducted.
- Main and foremost matter of my concern to the course contents that should always be based on our own indigenous needs. The Professor of the University should be meant for innovation and the development of the course
- Assignments are not returned on time. Examination centre are also to access books are not some time given on time.
- The books did not come at proper time.
- Some time assignments are not solved, they should guide properly.
- Some times, the tutors did not reach the centre at the fixed day and the student had to wait.
- Long communication gaps
- Personal guidance not available.
- Lack of teachers

Question No.49: Any other opinion you want to give:

- Internet communication between the tutor and the student.
- Proper guidance and counseling should be provided to the students.
- Subject matter should be provided on-line.
- Competent tutors should be employed.
- Communication should be improved between the student and tutor.
- Regularity should be observed.
- Sufficient time should be given to the students.
- AIOU should be stricter and should observe some criteria.
- Competent tutors should be employed.
- Better communication system should be employed.
- The tutorial system should be quick and improved.

- Examination centers should be at nearby places.
- Correspondence system should be improved.
- Examination papers should include objective type items.
- Workshops should be at the end of every semester.
- To make the monitoring system effective
- To appoint head tutors
- To introducing panel/table marking
- Communications technologies like satellite, may be introduced
- Needs to improve courses at B.Ed and assignment system and examination system.
- Although the whole system is very good, but there is not check and balance for the tutors and their performance, university must have to introduce their regional schools at different peaces and their permanent staff for teaching different skills. They should have toll free help line of teachers for discussing any problem available at any time.
- The tutors should read the assignment and then award the marks to the students
- Students should be guided properly. Discourage the professional resource person.
- Training to teachers which must be up to-date give proper guidance about academics, criteria for admission must be strict.
- All the study centers must be equipped into Audio, Visual Aids.
- The standard of the university should be improved. The value of the degree of other Universities and in competitive examinations just like FPSC and etc.
- Components of workshop must be extended, the strength of groups must be reduced because in this, teacher cannot pay full attention on the students and activities for students must be included in workshop every students.

- Much induced Educationists.
- Need to improve your syllabus according to the questions given in the assignments because mostly they are not sufficient to fulfill students knowledge according to solve the concerning questions and assignments, delivery process and examination system.
- Workshop should be not less than one month consecutively.

APPENDIX VIII

DATA REGARDING HEADS OF HIGH SCHOOLS

DEMOGRAPHY

QUALIFICATION DEGREE	NUMBER OF HEADS OF SCHOOLS		
	Islamabad	Rawalpindi	Multan
B.A/B.Sc., B.Ed	1	1	2
B.A/B.Sc., M.Ed	2	3	1
M.A., B.Ed	2	1	3
M.A./M.Sc., B.Ed	1	2	4
M.A./M.Sc., M.Ed	3	2	2
M.Phil	1	1	1

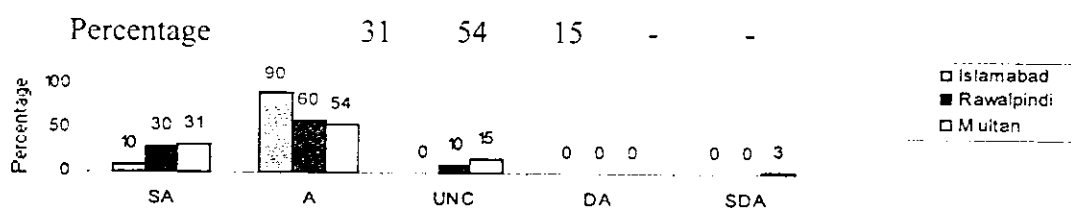
TEACHING EXPERIENCE YEARS	NUMBER OF HEADS OF SCHOOLS		
	Islamabad	Rawalpindi	Multan
0 -05	1	2	1
05-10	4	3	3
10-15	2	3	2
15-20	1	1	3
20+	2	1	3

ADMINISTRATIVE EXPERIENCE YEARS	NUMBER OF HEADS OF SCHOOLS		
	Islamabad	Rawalpindi	Multan
0-05	4	3	3
05-10	2	3	3
10-15	2	2	4
15-20	1	1	2
20+	1	1	1

Statement 1

The teacher(s) accurately demonstrates the knowledge of the content area and approved curriculum.

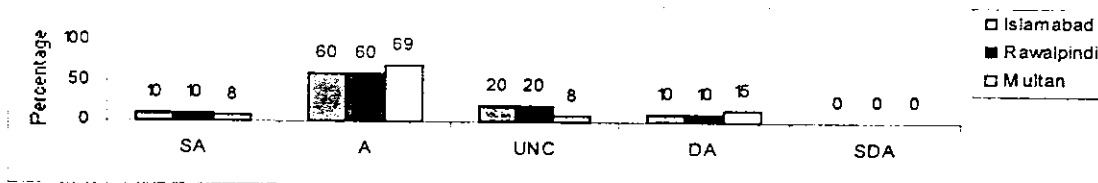
	SA	A	Unc	DA	SDA
ISLAMABAD	1	9	-	-	-
Percentage	10	90	-	-	-
RAWALPINDI	3	6	1	-	-
Percentage	30	60	10	-	-
MULTAN	4	7	2	-	-



Statement 2

The teacher(s) creates an atmosphere conducive to the promotion of students' involvement and self-concept.

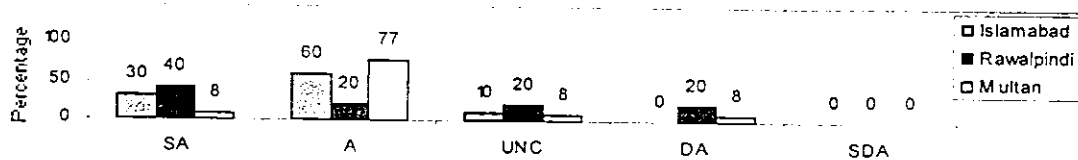
	SA	A	Unc	DA	SDA
ISLAMABAD	1	6	2	1	-
Percentage	10	60	20	10	-
RAWALPINDI	1	6	2	1	-
Percentage	10	60	20	10	-
MULTAN	1	9	1	2	-
Percentage	8	69	8	15	-



Statement 3

The teacher(s) can provide children with the learning opportunities for their development in accordance with the subject and national curriculum.

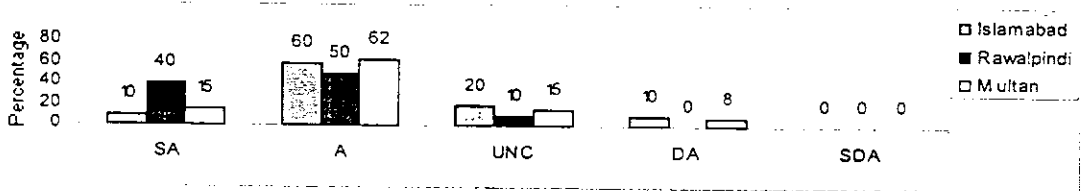
	SA	A	Unc	DA	SDA
ISLAMABAD	3	6	1	-	-
Percentage	30	60	10	-	-
RAWALPINDI	4	2	2	2	-
Percentage	40	20	20	20	-
MULTAN	1	10	1	1	-
Percentage	8	77	8	8	-



Statement 4

The teacher(s) tries to ensure continuous cognitive development of the learners.

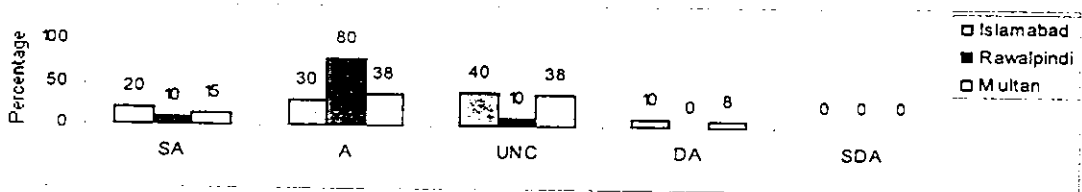
	SA	A	Unc	DA	SDA
ISLAMABAD	1	6	2	1	-
Percentage	10	60	20	10	-
RAWALPINDI	4	5	1	-	-
Percentage	40	50	10	-	-
MULTAN	2	8	2	1	-
Percentage	15	62	15	8	-



Statement 5

The teacher(s) is able to structure curricular and co-curricular activities for effective learning.

	SA	A	Unc	DA	SDA
ISLAMABAD	2	3	4	1	-
Percentage	20	30	40	10	-
RAWALPINDI	1	8	1	-	-
Percentage	10	80	10	-	-
MULTAN	2	5	5	1	-
Percentage	15	38	38	8	-

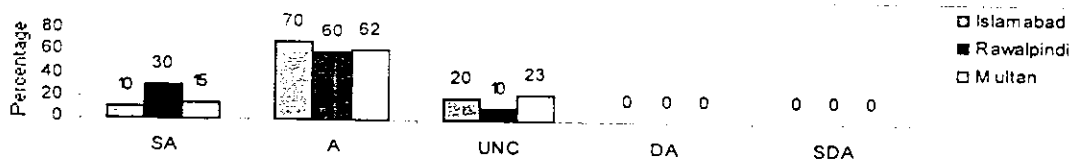


Statement 6

The teacher(s) implements activities consistent with the country's vision and priorities.

	SA	A	Unc	DA	SDA
ISLAMABAD	1	7	2	-	-
Percentage	10	70	20	-	-
RAWALPINDI	3	6	1	-	-

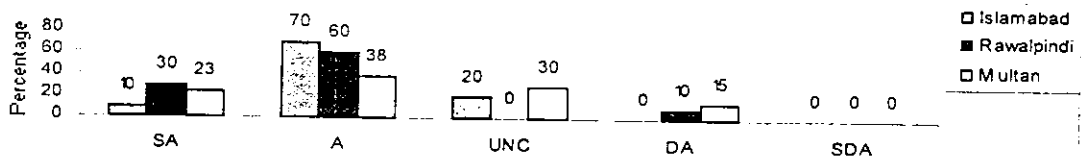
Percentage	30	60	10	-	-
MULTAN	2	8	3	-	-
Percentage	15	62	23	-	-



Statement 7

The teacher(s) effectively uses oral and written communication.

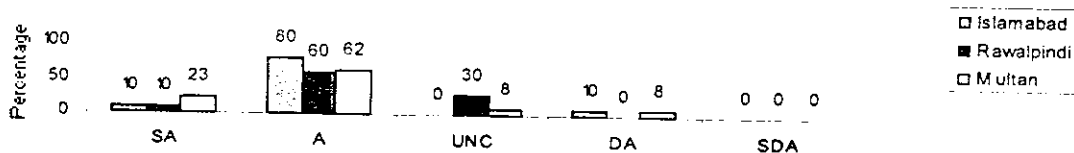
	SA	A	Unc	DA	SDA
ISLAMABAD	1	7	2	-	-
Percentage	10	70	20	-	-
RAWALPINDI	3	6	-	1	-
Percentage	30	60	-	10	-
MULTAN	3	5	4	1	-
Percentage	23	38	30	15	-



Statement 8

The teacher(s) fosters harmonious relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

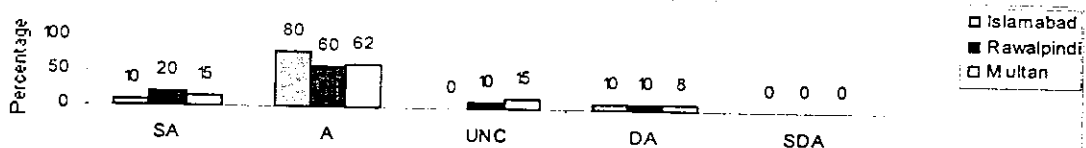
	SA	A	Unc	DA	SDA
ISLAMABAD	1	8	-	1	-
Percentage	10	80	-	10	-
RAWALPINDI	1	6	3	-	-
Percentage	10	60	30	-	-
MULTAN	3	8	1	1	-
Percentage	23	62	8	8	-



Statement 9

The teacher(s) demonstrates potential for leadership in his capacity as teacher.

	SA	A	Unc	DA	SDA
ISLAMABAD	1	8	-	1	-
Percentage	10	80	-	10	-
RAWALPINDI	2	6	1	1	-
Percentage	20	60	10	10	-
MULTAN	2	8	2	1	-
Percentage	15	62	15	8	-



Statement 10

The teacher(s) works harmoniously with colleagues, parents, and Community members.

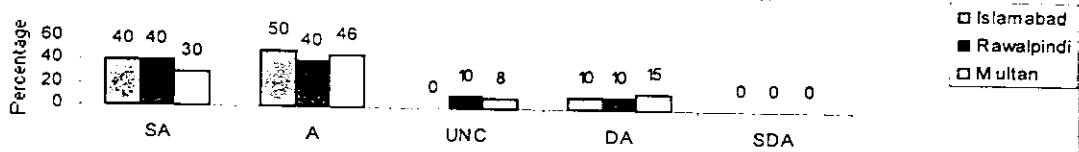
	SA	A	Unc	DA	SDA
ISLAMABAD	2	7	1	-	-
Percentage	20	70	10	-	-
RAWALPINDI	5	3	2	-	-
Percentage	50	30	20	-	-
MULTAN	2	7	3	1	-
Percentage	15	54	23	8	-



Statement 11

The teacher(s) communicates in a professional manner with the colleagues, parents and community members regarding educational matters.

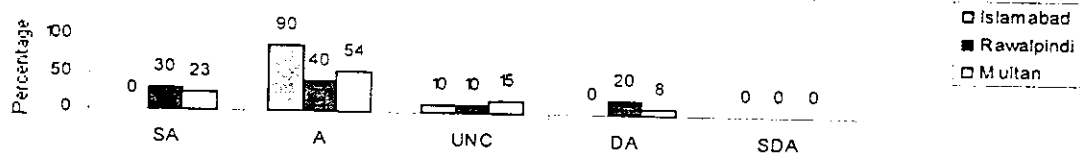
	SA	A	Unc	DA	SDA
ISLAMABAD	4	5	-	1	-
Percentage	40	50	-	10	-
RAWALPINDI	4	4	1	1	-
Percentage	40	40	10	10	-
MULTAN	4	6	1	2	-
Percentage	30	46	8	15	-



Statement 12

The teacher(s) manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy classroom environment.

	SA	A	Unc	DA	SDA
ISLAMABAD	-	9	1	-	-
Percentage	-	90	10	-	-
RAWALPINDI	3	4	1	2	-
Percentage	30	40	10	20	-
MULTAN	3	7	2	1	-
Percentage	23	54	15	8	-

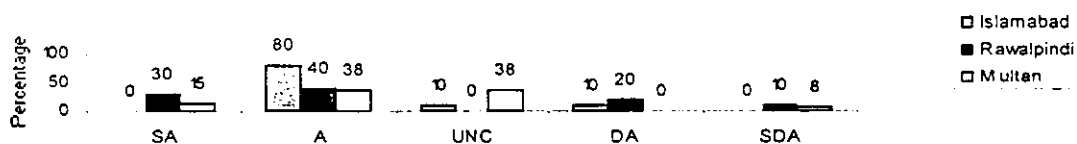


Statement 13

The teacher(s) uses additional materials and resources for effective learning.

	SA	A	Unc	DA	SDA
ISLAMABAD	-	8	1	1	-
Percentage	-	80	10	10	-

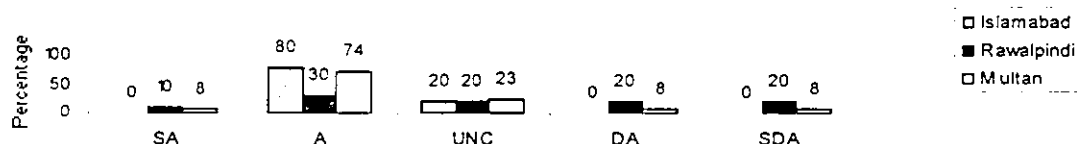
RAWALPINDI	3	4	-	2	1
Percentage	30	40	-	20	10
MULTAN	2	5	5	-	1
Percentage	15	38	38	-	8



Statement 14

The teacher(s) achieves his/her instructional objectives successfully.

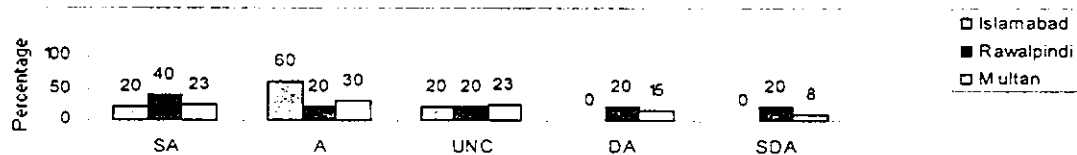
	SA	A	Unc	DA	SDA
ISLAMABAD	-	8	2	-	-
Percentage	-	80	20	-	-
RAWALPINDI	1	3	2	2	2
Percentage	10	30	20	20	20
MULTAN	1	7	3	1	1
Percentage	8	74	23	8	8



Statement 15

The teacher(s) can use variety of teaching methods in accordance with his/her subject.

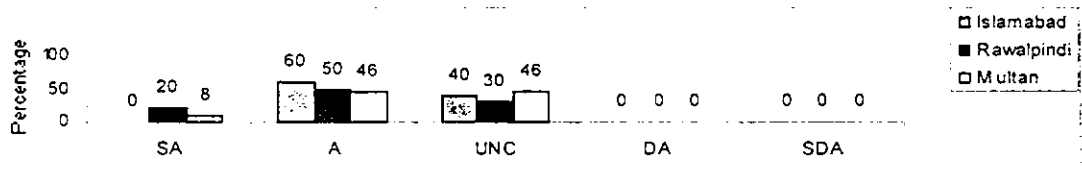
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	2	-	-
Percentage	20	60	20	-	-
RAWALPINDI	4	2	2	2	-
Percentage	40	20	20	20	-
MULTAN	3	4	3	2	1
Percentage	23	30	23	15	8



Statement 16

The teacher(s) selects appropriate instructional strategies/ activities for his/her teaching.

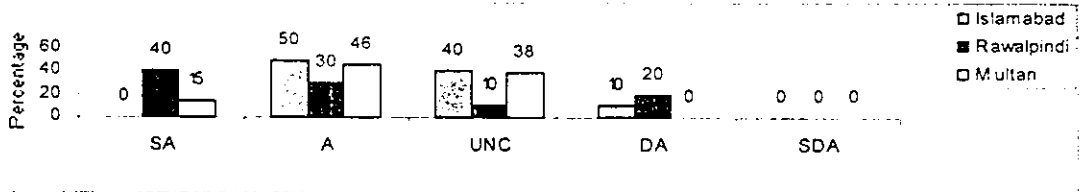
	SA	A	Unc	DA	SDA
ISLAMABAD	-	6	4	-	-
Percentage	-	60	40	-	-
RAWALPINDI	2	5	3	-	-
Percentage	20	50	30	-	-
MULTAN	1	6	6	-	-
Percentage	8	46	46	-	-



Statement 17

The teacher(s) uses a variety of effective teaching strategies.

	SA	A	Unc	DA	SDA
ISLAMABAD	-	5	4	1	-
Percentage	-	50	40	10	-
RAWALPINDI	4	3	1	2	-
Percentage	40	30	10	20	-
MULTAN	2	6	5	-	-
Percentage	15	46	38	-	-

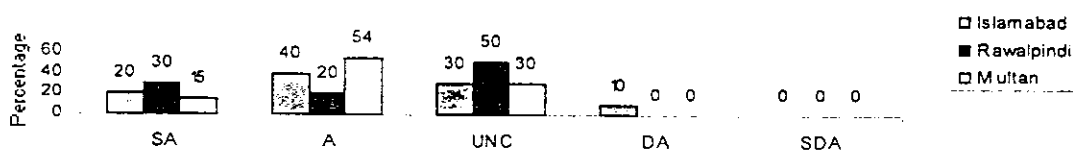


Statement 18

The teacher (s) uses knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.

	SA	A	Unc	DA	SDA
ISLAMABAD	2	4	3	1	-
Percentage	20	40	30	10	-

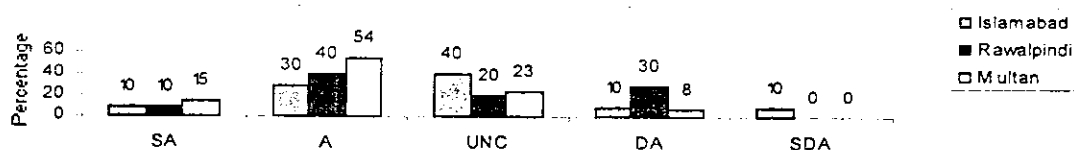
RAWALPINDI	3	2	5	-	-
Percentage	30	20	50	-	-
MULTAN	2	7	4	-	-
Percentage	15	54	30	-	-



Statement 19

The teacher(s) seeks feedback from colleagues and students about his/her teaching.

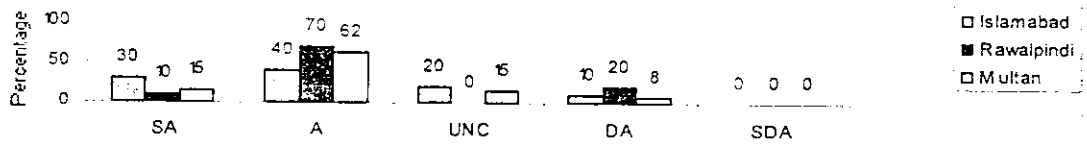
	SA	A	Unc	DA	SDA
ISLAMABAD	1	3	4	1	1
Percentage	10	30	40	10	10
RAWALPINDI	1	4	2	3	-
Percentage	10	40	20	30	-
MULTAN	2	7	3	1	-
Percentage	15	54	23	8	-



Statement 20

The teacher(s) demonstrates understanding of subject matter and pedagogical knowledge for their teaching.

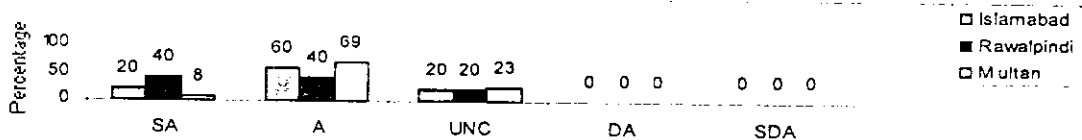
	SA	A	Unc	DA	SDA
ISLAMABAD	3	4	2	1	-
Percentage	30	40	20	10	-
RAWALPINDI	1	7	-	2	-
Percentage	10	70	-	20	-
MULTAN	2	8	2	1	-
Percentage	15	62	15	8	-



Statement 21

The teacher(s) plans his/her teaching in a way that helps in the achievement of goals.

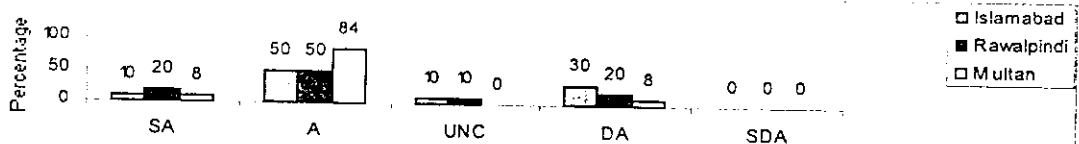
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	2	-	-
Percentage	20	60	20	-	-
RAWALPINDI	4	4	2	-	-
Percentage	40	40	20	-	-
MULTAN	1	9	3	-	-
Percentage	8	69	23	-	-



Statement 22

The teacher(s) applies the principles of students' growth, development and learning appropriately.

	SA	A	Unc	DA	SDA
ISLAMABAD	1	5	1	3	-
Percentage	10	50	10	30	-
RAWALPINDI	2	5	1	2	-
Percentage	20	50	10	20	-
MULTAN	1	11	-	1	-
Percentage	8	84	-	8	-

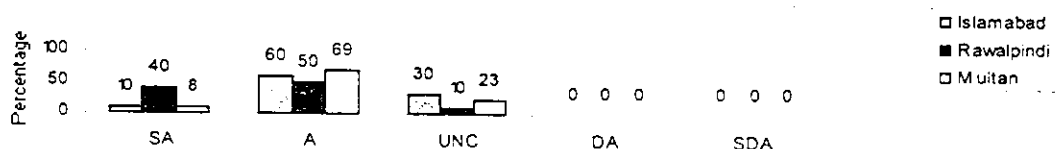


Statement 23

The teacher(s) creates an atmosphere to recognize and respond to student diversity.

	SA	A	Unc	DA	SDA
ISLAMABAD	1	6	3	-	-
Percentage	10	60	30	-	-

RAWALPINDI	4	5	1	-	-
Percentage	40	50	10	-	-
MULTAN	1	9	3	-	-
Percentage	8	69	23	-	-



Statement 24

The teacher(s) knows how to manage their classroom.

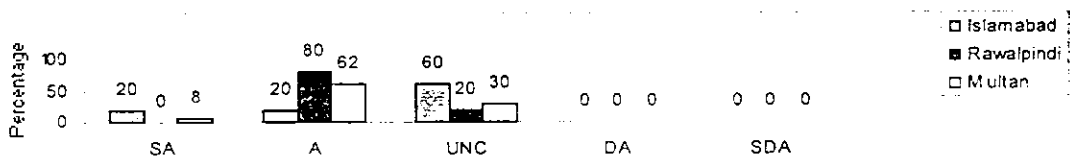
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	2	-	-
Percentage	20	60	20	-	-
RAWALPINDI	4	3	3	-	-
Percentage	40	30	30	-	-
MULTAN	2	8	3	-	-
Percentage	15	62	23	-	-



Statement 25

The teacher(s) demonstrates a willingness to examine and implement change in their classroom organization.

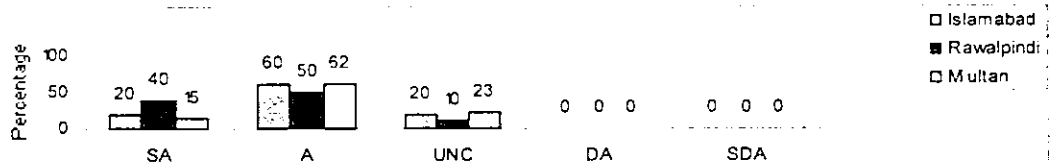
	SA	A	Unc	DA	SDA
ISLAMABAD	2	2	6	-	-
Percentages	20	20	60	-	-
RAWALPINDI	-	8	2	-	-
Percentages	-	80	20	-	-
MULTAN	1	8	4	-	-
Percentages	8	62	30	-	-



Statement 26

The teacher(s) demonstrates efficient and effective use of time.

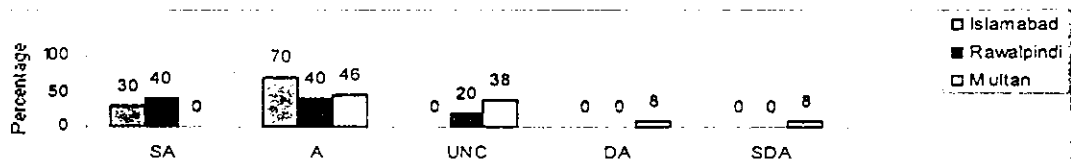
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	2	-	-
Percentages	20	60	20	-	-
RAWALPINDI	4	5	1	-	-
Percentages	40	50	10	-	-
MULTAN	2	8	3	-	-
Percentages	15	62	23	-	-



Statement 27

The teacher (s) contributes to the effective functioning of the school management committees

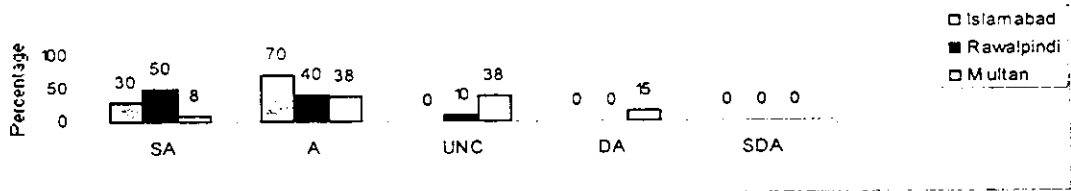
	SA	A	Unc	DA	SDA
ISLAMABAD	3	7	-	-	-
Percentages	30	70	-	-	-
RAWALPINDI	4	4	2	-	-
Percentages	40	40	20	-	-
MULTAN	-	6	5	1	1
Percentages	-	46	38	8	8



Statement 28

The teacher (s) completes tasks and assignments in a timely and responsible manner.

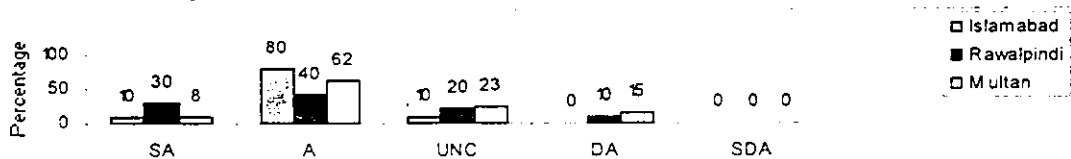
	SA	A	Unc	DA	SDA
ISLAMABAD	3	7	-	-	-
Percentage	30	70	-	-	-
RAWALPINDI	5	4	1	-	-
Percentage	50	40	10	-	-
MULTAN	1	5	5	2	-
Percentage	8	38	38	15	-



Statement 29

The teacher(s) monitors student learning.

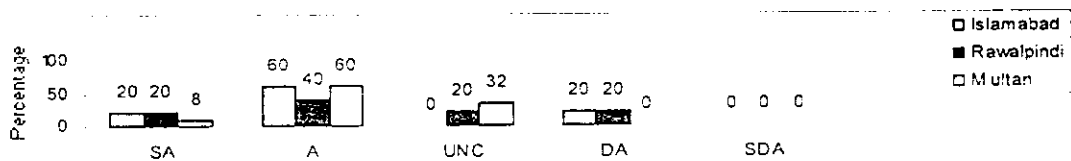
	SA	A	Unc	DA	SDA
ISLAMABAD	8	1	-	-	-
Percentage	10	80	10	-	-
RAWALPINDI	3	4	2	1	-
Percentage	30	40	20	10	-
MULTAN	1	8	3	2	-
Percentage	8	62	23	15	-



Statement 30

The teacher(s) implements assessment for learning.

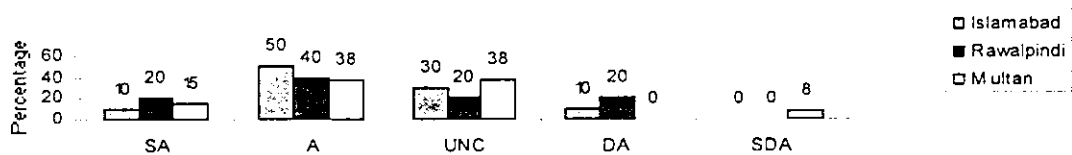
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	-	2	-
Percentage	20	60	-	20	-
RAWALPINDI	2	4	2	2	-
Percentage	20	40	20	20	-
MULTAN	1	8	4	-	-
Percentage	8	60	30	-	-



Statement 31

The teacher(s) understands and uses formal and informal assessment strategies.

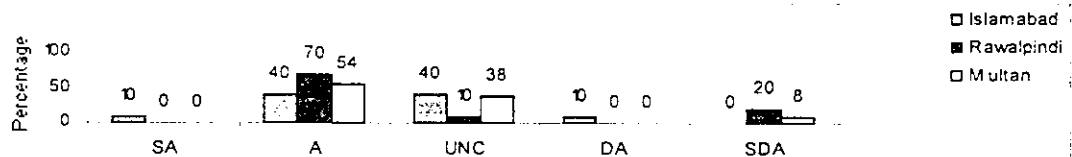
	SA	A	Unc	DA	SDA
ISLAMABAD	1	5	3	1	-
Percentage	10	50	30	10	-
RAWALPINDI	2	4	2	2	-
Percentage	20	40	20	20	-
MULTAN	2	5	5	-	1
Percentage	15	38	38	-	8



Statement 32

The teacher(s) is a reflective practitioner who continuously evaluates the effects of his/her choices and actions on others.

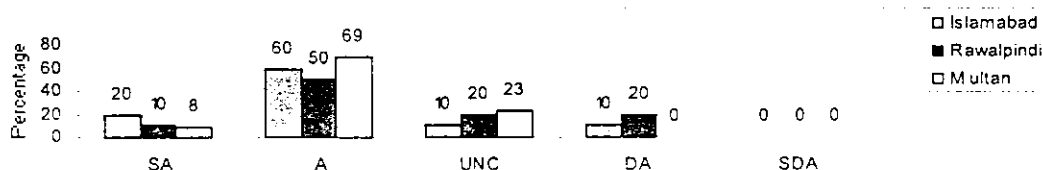
	SA	A	Unc	DA	SDA
ISLAMABAD	1	4	4	1	-
Percentage	10	40	40	10	-
RAWALPINDI	-	7	1	-	2
Percentage	-	70	10	-	20
MULTAN	-	7	5	-	1
Percentage	-	54	38	-	8



Statement 33

The teacher(s) effectively utilizes student assessment technique and procedures.

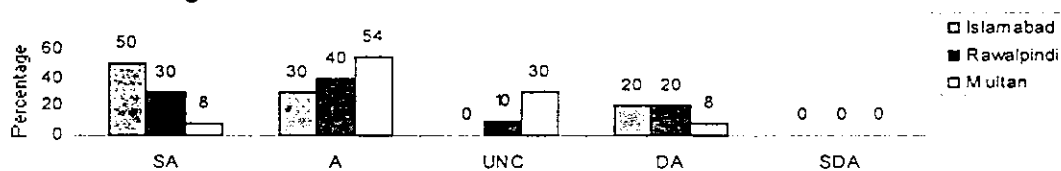
	SA	A	Unc	DA	SDA
ISLAMABAD	2	6	1	1	-
Percentage	20	60	10	10	-
RAWALPINDI	1	5	2	2	-
Percentage	10	50	20	20	-
MULTAN	1	9	3	-	-
Percentage	8	69	23	-	-



Statement 34

The teacher(s) communicates with and obtains feedback from students' in a manner that enhances student learning and understanding.

	SA	A	Unc	DA	SDA
ISLAMABAD	5	3	-	2	-
Percentage	50	30	-	20	-
RAWALPINDI	3	4	1	2	-
Percentage	30	40	10	20	-
MULTAN	1	7	4	1	-
Percentage	8	54	30	8	-



Open ended questions and their responses

Question No.35: What are the qualities of your teacher(s) in your view?

- They use variety of effective teaching strategies.
- Knowledge of Content.
- The quality of their teaching is satisfactory.

- He is better educated, brilliant, hard-working and cooperative.
- Knowledge of content.
- He is punctual and administratively strict.
- They are able and understanding and use formal and informal evaluation techniques.
- Use better assessment techniques.
- Effective lesson presentation.
- Able, active and smart.
- Dedicated and has commitment to his job.
- Professionally poor.
- Hard worker, punctual, and devotees
- Always used different teaching methods
- They know how to manage and monitor the class
- They used different teaching additional materials
- They know how to monitor the class
- The teachers understands and uses formal and informal assessment strategies they achieve their good of teaching by using different teaching material
- They are regular, hard working and organized
- They are obedient and follow instruction willingly.
- They are trained and qualified, they use interactive teaching methodology
- They are competent and well qualified.
- Clearance of topic, deliver model lecture.
- They use Oral and writing communication, obtain feed back from student
- They are regular hardworking and organized.
- Professional competence
- Knowledge of combination, Resourceful topic delivery.
- Official, Professionally skill full, regular teacher

Question No.36: How do you expect your teacher(s) to teach in the best way?

- They can effectively use oral and written communication.

- Endeavor for maximum learning.
- Use varieties of instructional methods.
- He can do so by keeping his students by giving them suitable assignments.
- Use of appropriate evaluation techniques.
- Give Home Work regularly and check it.
- They should communicate with their students and get feedback for enhanced learning.
- Should be cooperative with colleagues.
- Give activities to the students.
- Should make use of AV aids.
- Should be dedicated and should have command of their subject.
- Need more training.
- By using different teaching methods
- By using different teaching technologies
- They should act as leadership role
- They should evaluate students on merits
- The teacher should be use effective teaching techniques.
- They should always professional
- To come prepared with the lesson and be initiative with students
- They should be built confident to use new techniques.
- If he applies the principles of student growth and development opportunity
- They are already trying their best to teach their students.
- New teaching techniques should be use, they should be hard work.
- They should built their confident
- They should be use new techniques and be professional

Question No.37: What kind of difficulties in learning do you face with your teacher(s)?

- They cannot use variety of teaching methods in accordance with their subjects.

- They are not cooperative.
- Flexible attitude.
- Social evils and interference of un-educated people in the educational system.
- Non-cooperation of parents.
- They do not achieve the educational objectives fully.
- There are large classes of 70-80 students.
- Uncertain Government Policies.
- Lack innovative approaches.
- Often teacher ill treat with slow learners
- They often use lecture methods in science subjects
- They do not provide counseling to students
- They often show carelessness in evaluation process
- They must know the different assessment techniques
- They are unable to change they monody of class room
- They are unable to communicate confidently and fervently.
- Lack of use of additional resources
- They are unable to change teaching method
- Problem creates when teacher does not catch the frequency of students and fail to deliver at their level.

Question No.38: In your view what are the differences between the competencies of teachers qualified from a conventional or formal system and distance education?

- Teacher qualified from a conventional system can provide better learning opportunities than those from Non-Formal/Distance System.
- Distance Teacher teaches the students in a friendly way.
- The Distance Educated teacher is more friendly with his students.
- Competence is equal but there is need for some face-to-face contact in D.E.
- Formal system trained teachers understand problems of students better than those of DE.

- Teacher trained by DE is better in using assessment techniques.
- DE trained are more hard-working.
- AIOU trained teachers are more knowledgeable.
- Evaluation system of formal system is better than that of non-formal system.
- No difference.
- The distance teachers stress on self learning
- They stress on assignment work and written work
- They stress on team and group work
- They know how to monitor the class activities
- Nothing special
- They get lesser chances to practical field
- I think there is no difference
- There is no very sharp difference between them
- In the formal system the teachers do not teach and explain directly to students
- Many teachers qualified from formal system and also not professionally
- They get lesser chances to practical field.

Question No.39: Any other opinion you want to give:

- The teacher should seek feedback from colleagues and students.
- AIOU should also train the in-service teachers.
- Duration of teaching practice should be increased.
- The teacher should prepare his lessons fully and monitor his own teaching and try to improve through self-evaluation.
- The class size should be reduced.
- Marked assignments of the DE students should be monitored so as to reduce favoritism on part of the tutors.
- AIOU assignment system and Tutorial need improvement.
- A computer course may be introduced in B.Ed program
- Duration of work shop and teaching practice be increased

- There should be trained tutors/supervisors
- They must have training certificate in a recognized institution
- Commitment professional, commitment must be instilled, ingrained in teachers.

APPENDIX-IX

DATA REGARDING AIOU ACADEMICS OF AIOU

QUALIFICATION

DEGREE	NUMBER OF ACADEMICS
M.A/M.Sc /M.Ed	1
M.Phil	4
Ph.D	6
No response	2

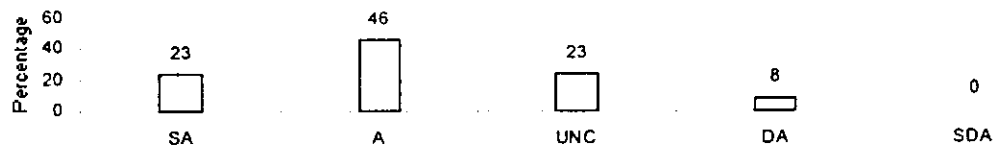
TEACHING EXPERIENCE AT AIOU YEARS

YEARS	NUMBER OF TEACHERS
0-05	1
05-10	2
10-15	4
15-20	3
More than 20	1
No response	2

Statement 1

The B.Ed trainee should be able to describe the national policies and priorities

	SA	A	Unc	DA	SDA
Frequency	3	6	3	1	-
Percentage	23	46	23	8	-



The source(s) used for developing the competency

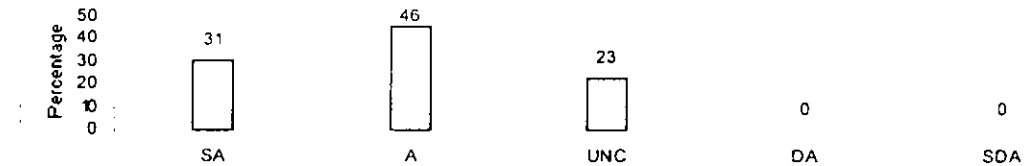
SOURCE	FREQUENCY
-Radio Programme	13
-TV Programme	13
-Computer	2
-Internet	-
-Study guide/Allied material	13
-Assignment	--
-Self-assessment activities	--
-Tutorials	--

- Workshop --
- Other(s) --

Statement 2

The B.Ed trainee should be able to explain the policies and procedures pertaining to classroom discipline and management

	SA	A	Unc	DA	SDA
Frequency	4	6	3	-	-
Percentage	31	46	23	-	-



The source(s) used for developing the competency

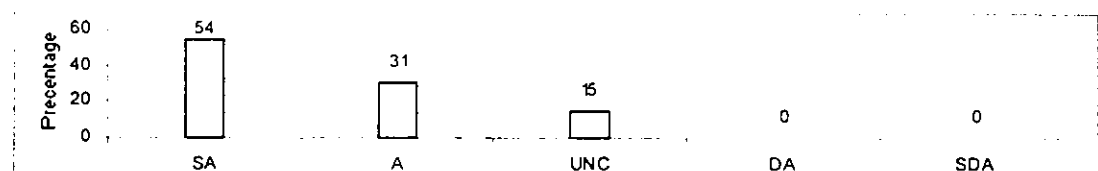
SOURCE FREQUENCY

-Radio Programme	4
-TV Programme	6
-Computer	3
-Internet	-
-Study guide/Allied material	13
-Assignment	13
-Self-assessment activities	13
-Tutorials	7
-Workshop	9
-Other(s)	--

Statement 3

The B.Ed trainee should be able to give explanations of major concepts that are central to the discipline they teach.

	SA	A	Unc	DA	SDA
Frequency	7	4	2	-	-
Percentage	54	31	15	-	-



The source(s) used for developing the competency

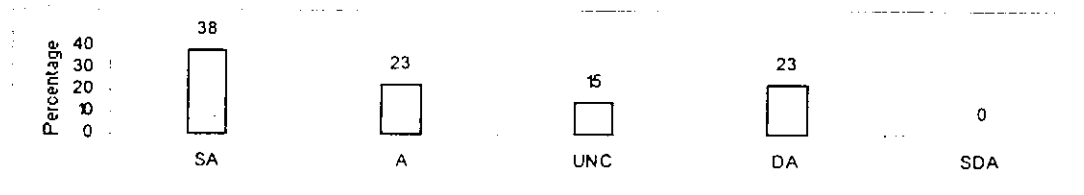
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	6
-Computer	-
-Internet	-
-Study guide/Allied material	13
-Assignment	13
-Self-assessment activities	10
-Tutorials	12
-Workshop	12
-Other(s)	--

Statement 4

The B.Ed trainee should be able to explain the ways in which their teaching areas relate to the broad curriculum.

	SA	A	Unc	DA	SDA
Frequency	5	3	2	3	-
Percentage	38	23	15	23	-



The source(s) used for developing the competency

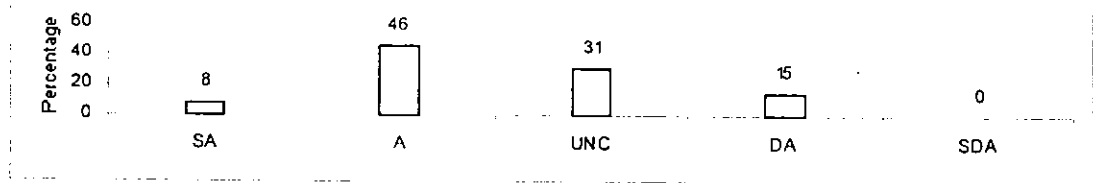
SOURCE FREQUENCY

-Radio Programme	10
-TV Programme	12
-Computer	-
-Internet	-
-Study guide/Allied material	13
-Assignment	13
-Self-assessment activities	7
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 5

The B.Ed trainee should be able explain the impact of cultural, economic, political and social environments upon their discipline.

	SA	A	Unc	DA	SDA
Frequency	1	6	4	2	-
Percentage	8	46	31	15	-



The source(s) used for developing the competency

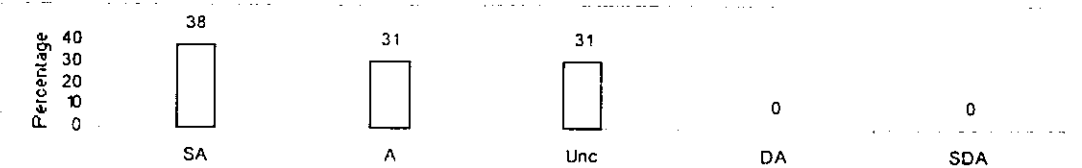
SOURCE FREQUENCY

-Radio Programme	10
-TV Programme	10
-Computer	3
-Internet	--
-Study guide/Allied material	11
-Assignment	9
-Self-assessment activities	7
-Tutorials	8
-Workshop	6
-Other(s)	--

Statement 6

The B.Ed trainee should be able to plan, manage and exercise leadership by taking personal responsibility for the progress of all students.

	SA	A	Unc	DA	SDA
Frequency	5	4	4	-	-
Percentage	38	31	31	-	-



The source(s) used for developing the competency

SOURCE FREQUENCY

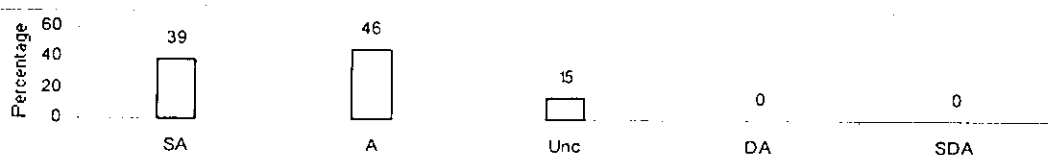
-Radio Programme	5
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	13

-Assignment	7
-Self-assessment activities	6
-Tutorials	9
-Workshop	10
-Other(s)	--

Statement 7

The B.Ed trainee should be able to meet the requirements of the curriculum, while recognizing and focusing on those concepts, in the curriculum which are fundamental to student learning.

	SA	A	Unc	DA	SDA
Frequency	5	6	2	-	-
Percentage	39	46	15	-	-



The source(s) used for developing the competency

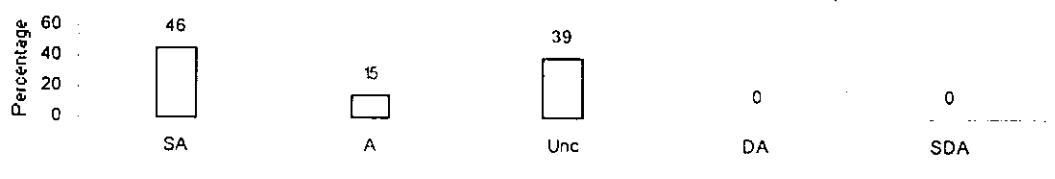
SOURCE FREQUENCY

-Radio Programme	2
-TV Programme	3
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	13
-Self-assessment activities	8
-Tutorials	8
-Workshop	10
-Other(s)	--

Statement 8

The B.Ed trainee should be able to clarify when and how to use current educational technology.

	SA	A	Unc	DA	SDA
Frequency	6	2	5	-	-
Percentage	46	15	39	-	-



The source(s) used for developing the competency

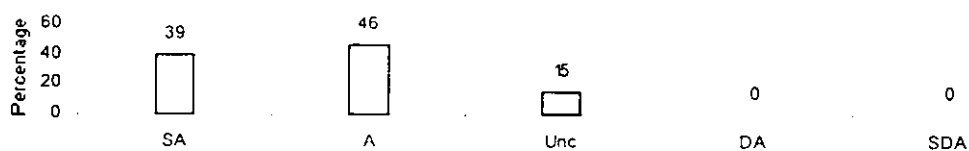
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	8
-Assignment	6
-Self-assessment activities	7
-Tutorials	7
-Workshop	8
-Other(s)	--

Statement 9

The B.Ed trainee should be able to explain the most appropriate type of technology to use to maximize student learning

	SA	A	Unc	DA	SDA
Frequency	5	6	2	-	-
Percentage	39	46	15	-	-



The source(s) used for developing the competency

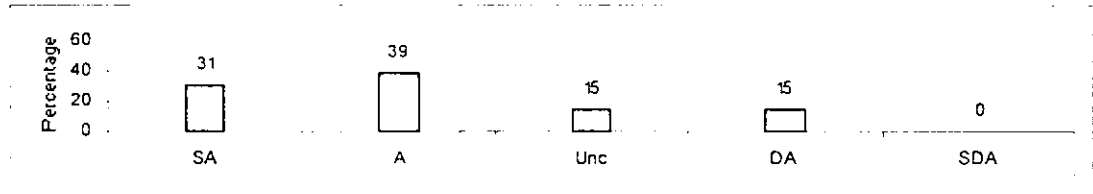
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	10
-Assignment	6
-Self-assessment activities	7
-Tutorials	10
-Workshop	11
-Other(s)	--

Statement 10

The B.Ed trainee should be able to discuss the influence of ethnicity, gender, religion and other aspects of culture on their students learning and behavior.

	SA	A	Unc	DA	SDA
Frequency	4	5	2	2	-
Percentage	31	39	15	15	-



The source(s) used for developing the competency

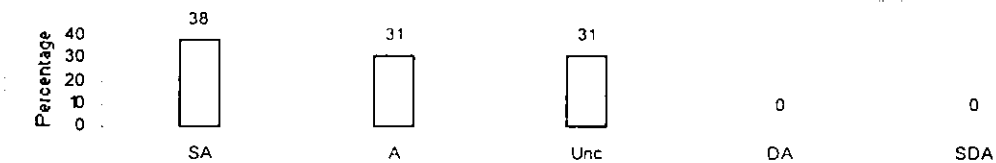
SOURCE FREQUENCY

-Radio Programme	4
-TV Programme	4
-Computer	--
-Internet	--
-Study guide/Allied material	10
-Assignment	8
-Self-assessment activities	8
-Tutorials	11
-Workshop	11
-Other(s)	--

Statement 11

The B.Ed trainee should be able to engage in professional development activities.

	SA	A	Unc	DA	SDA
Frequency	5	4	4	-	-
Percentage	38	31	31	-	-



The source(s) used for developing the competency

SOURCE FREQUENCY

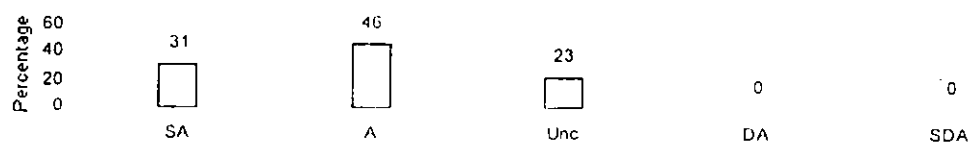
-Radio Programme	4
-TV Programme	4
-Computer	--
-Internet	--
-Study guide/Allied material	12
-Assignment	11
-Self-assessment activities	9
-Tutorials	13

-Workshop	10
-Other(s)	--

Statement 12

The B.Ed trainee should understand and discuss their subject matter considerably beyond the content they are expected to teach.

	SA	A	Unc	DA	SDA
Frequency	4	6	3	-	-
Percentage	31	46	23	-	-



The source(s) used for developing the competency

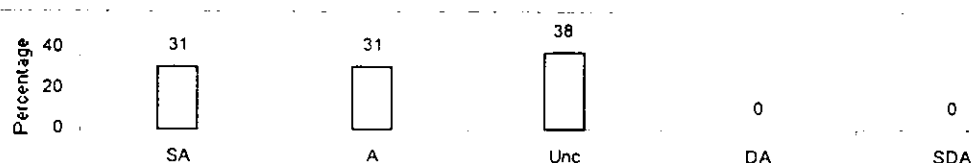
SOURCE FREQUENCY

-Radio Programme	4
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	10
-Assignment	10
-Self-assessment activities	9
-Tutorials	12
-Workshop	13
-Other(s)	--

Statement 13

The B.Ed trainee should be able to apply information from their discipline to real-life situations.

	SA	A	Unc	DA	SDA
Frequency	4	4	5	-	-
Percentage	31	31	38	-	-



The source(s) used for developing the competency

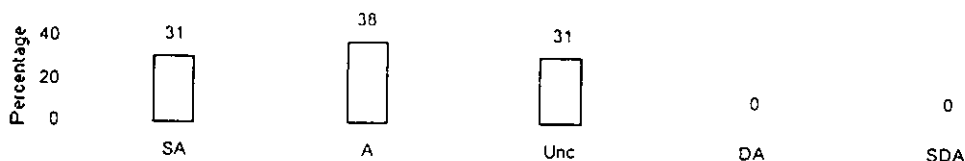
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	9
-Self-assessment activities	8
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 14

The B.Ed trainee should be able to justify how students acquire knowledge and acquire skills.

	SA	A	Unc	DA	SDA
Frequency	4	5	4	-	-
Percentage	31	38	31	-	-



The source(s) used for developing the competency

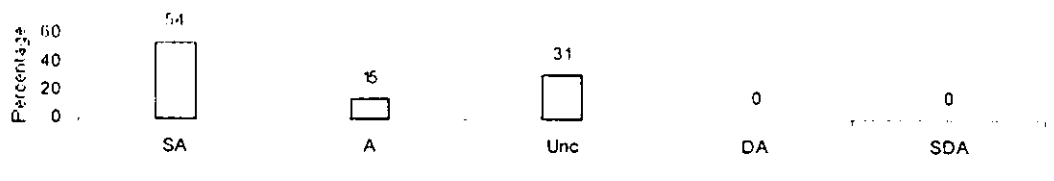
SOURCE FREQUENCY

-Radio Programme	2
-TV Programme	3
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	13
-Self-assessment activities	9
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 15

The B.Ed trainee should be able to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

	SA	A	Unc	DA	SDA
Frequency	7	2	4	-	-
Percentage	54	15	31	-	-



The source(s) used for developing the competency

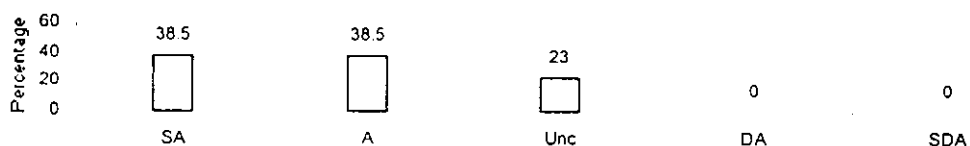
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	4
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	11
-Self-assessment activities	10
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 16

The B.Ed trainee should be able to employ multiple teaching and strategies to engage students in active learning.

	SA	A	Unc	DA	SDA
Frequency	5	5	3	-	-
Percentage	38.5	38.5	23	-	-



The source(s) used for developing the competency

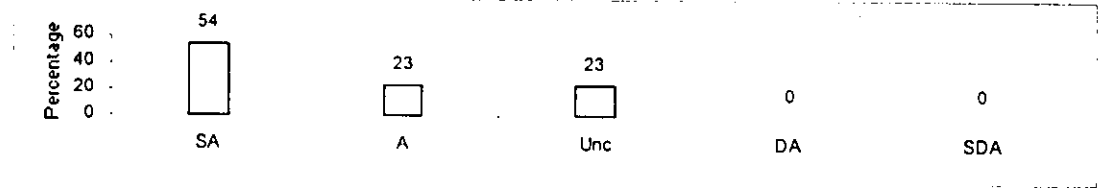
SOURCE FREQUENCY

-Radio Programme	5
-TV Programme	6
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	9
-Self-assessment activities	12
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 17

The B.Ed trainee should be able to communicate ideas and information effectively.

	SA	A	Unc	DA	SDA
Frequency	7	3	3	-	-
Percentage	54	23	23	-	-



The source(s) used for developing the competency

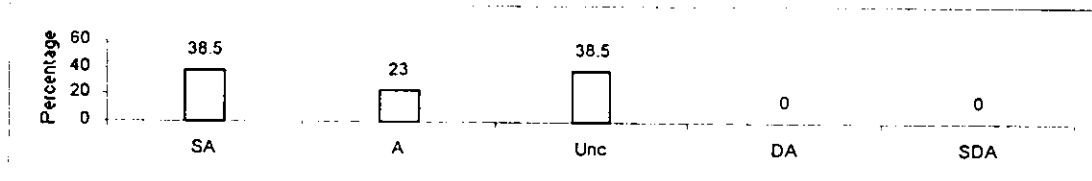
SOURCE FREQUENCY

-Radio Programme	7
-TV Programme	7
-Computer	--
-Internet	--
-Study guide/Allied material	9
-Assignment	11
-Self-assessment activities	9
-Tutorials	12
-Workshop	13
-Other(s)	--

Statement 18

The B.Ed trainee should be able to modify teaching strategies and behavior in relation to student success, modifying plans and instructions approaches accordingly.

	SA	A	Unc	DA	SDA
Frequency	5	3	5	-	-
Percentage	38.5	23	38.5	-	-



The source(s) used for developing the competency

SOURCE FREQUENCY

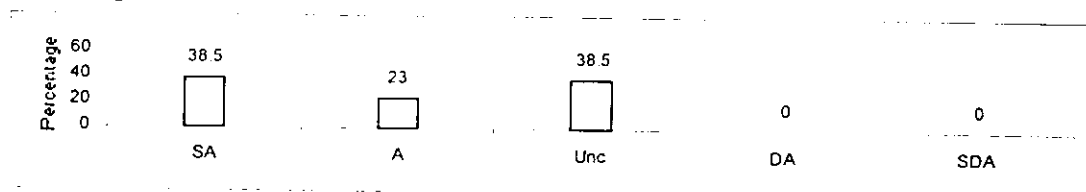
-Radio Programme	4
-TV Programme	5
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	9

-Self-assessment activities	8
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 19

The B.Ed trainee should be able to use formal tests, responses to quizzes, evaluation of class work, students' performance to understand what students know.

	SA	A	Unc	DA	SDA
Frequency	5	3	5	-	-
Percentage	38.5	23	38.5	-	-



The source(s) used for developing the competency

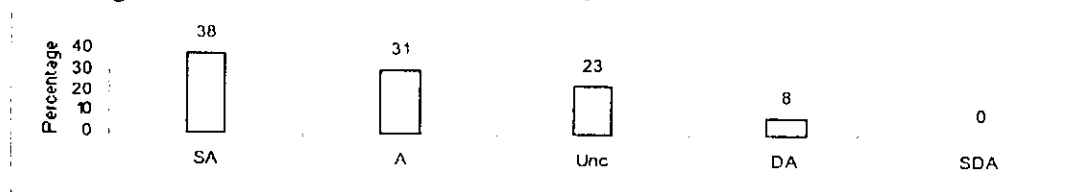
SOURCE FREQUENCY

-Radio Programme	7
-TV Programme	6
-Computer	--
-Internet	--
-Study guide/Allied material	10
-Assignment	12
-Self-assessment activities	11
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 20

The B.Ed trainee should be able to communicate with students, parents, and other colleagues based on appropriate indicators; maintain records of students work and performance.

	SA	A	Unc	DA	SDA
Frequency	5	4	3	1	-
Percentage	38	31	23	8	-



The source(s) used for developing the competency

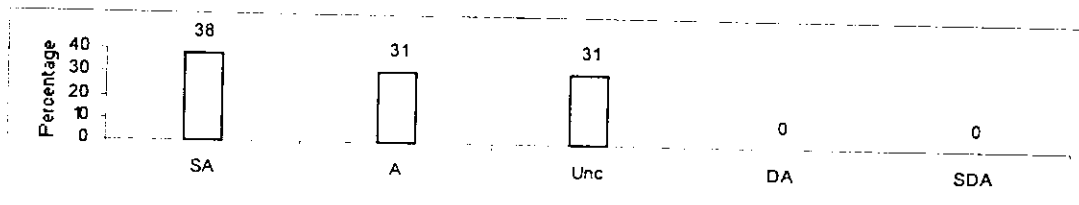
SOURCE FREQUENCY

-Radio Programme	4
-TV Programme	3
-Computer	--
-Internet	--
-Study guide/Allied material	13
-Assignment	10
-Self-assessment activities	11
-Tutorials	13
-Workshop	13
-Other(s)	--

Statement 21

Teachers should be reflective about their practice.

	SA	A	Unc	DA	SDA
Frequency	5	4	4	-	-
Percentage	38	31	31	-	-



The source(s) used for developing the competency

SOURCE FREQUENCY

-Radio Programme	3
-TV Programme	6
-Computer	--
-Internet	--
-Study guide/Allied material	8
-Assignment	11
-Self-assessment activities	12
-Tutorials	12
-Workshop	13
-Other(s)	--

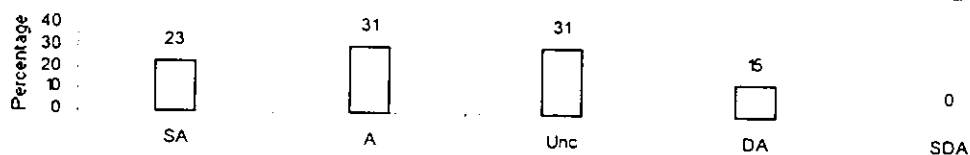
DISTANCE EDUCATION

Statement 22

Radio programmes are developed for the trainee teachers.

	SA	A	Unc	DA	SDA
Frequency	3	4	4	2	-

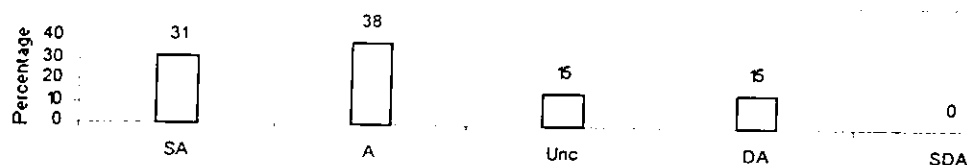
Percentage 23 31 31 15 -



Statement 23

Television programmes are being telecast for B.Ed students.

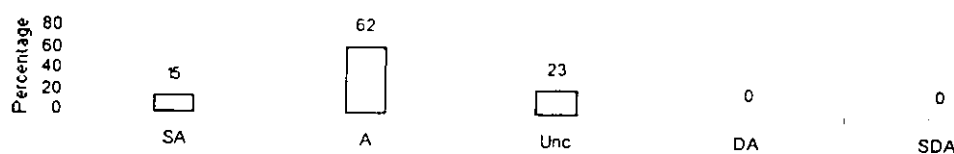
	SA	A	Unc	DA	SDA
Frequency	4	5	2	2	-
Percentages:	31	38	15	15	-



Statement 24

The instructional material provides interaction for the students in their studies

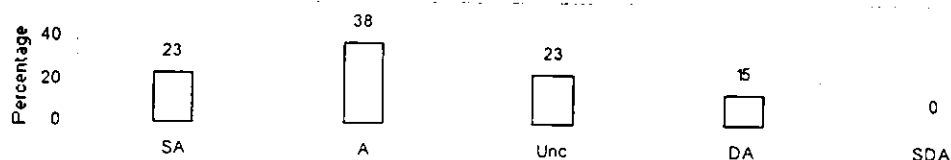
	SA	A	Unc	DA	SDA
Frequency	2	8	3	-	-
Percentage	15	62	23	-	-



Statement 25

Students' assignments are meant for formative evaluation.

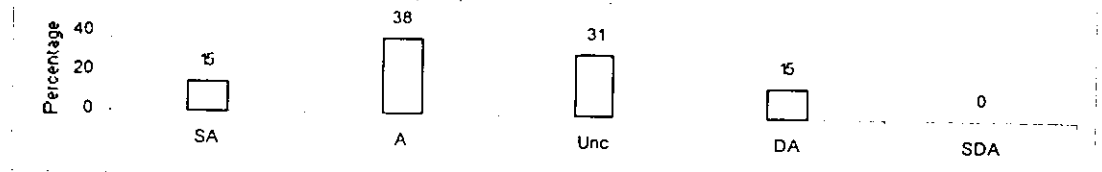
	SA	A	Unc	DA	SDA
Frequency	3	5	3	2	-
Percentage	23	38	23	15	-



Statement 26

In the distance education system the teachers are prepared according to the needs of curriculum of their corresponding school level.

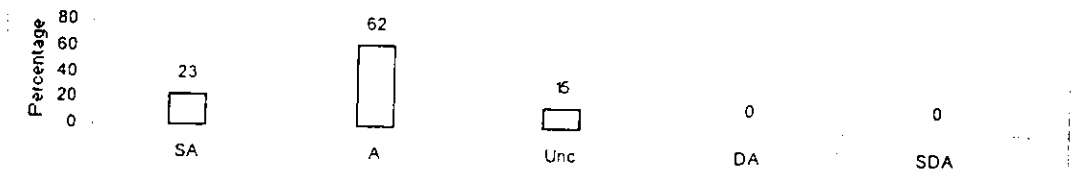
	SA	A	Unc	DA	SDA
Frequency	2	5	4	2	-
Percentage	15	38	31	15	-



Statement 27

The B.Ed course has been standardized keeping in view the objectives and scheme of studies.

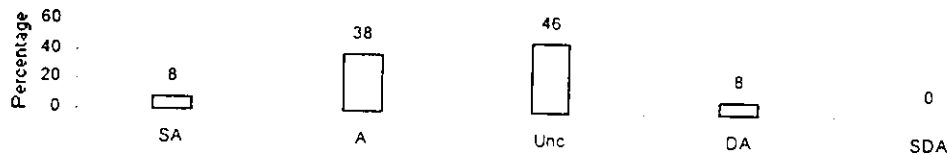
	SA	A	Unc	DA	SDA
Frequency	3	8	2	-	-
Percentage	23	62	15	-	-



Statement 28

The B.Ed programme is supplemented by essential components of educational technology.

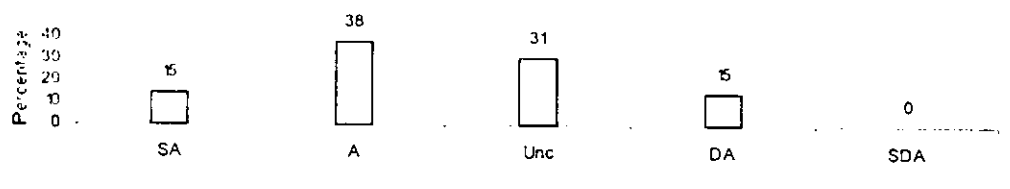
	SA	A	Unc	DA	SDA
Frequency	1	5	6	1	-
Percentage	8	38	46	8	-



Statement 29

Information provided by radio helped the students to grasp their topic.

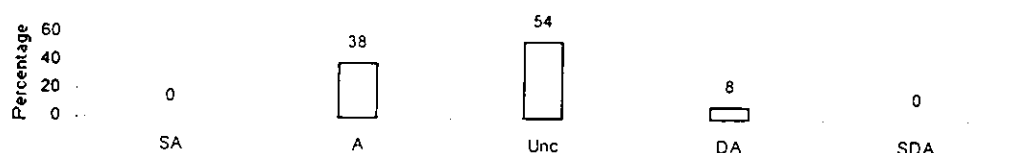
	SA	A	Unc	DA	SDA
Frequency	2	5	4	2	-
Percentage	15	38	31	15	-



Statement 30

Teaching with the help of T.V was found to be effective.

	SA	A	Unc	DA	SDA
Frequency	-	5	7	1	-
Percentage	-	38	54	8	-



Open ended questions and their responses

Question No.31: What are your expectations from B.Ed graduates of your university?

- Compatible
- To apply knowledge and skills, they acquired in the Bed training.
- They should have sound knowledge of the subject.
- They should be aware of new development in teaching and should be able to apply innovative methods of teaching sciences
- They should have enough knowledge and practical skills for successful teaching
- They should be competent enough to teach effectively in their respective
- A confident emotionally stable, Mata cognitively aware, competent and friendly teacher.
- They should be able to apply the skill and knowledge, they have learnt at the university.
- May be better teacher in order to develop professional attitude of the teacher,

- The out put of the teacher in Allama Iqbal Open University (AIOU) are found up to the level.

Question No.32:

What problems did you face while developing instructional material of B.Ed?

- Arrangement resources.
- Lack of resources.
- Lack of resource material, No access to net resources, dearth of government writers.
- No opinion.
- Scarcity of resources
- Language, local example, creating interactive unites is tough at this level
- Shortage of up to date resources
- There was no series problem in this matter. (i)Funds are not sufficient course (ii) coordinator are not trained. (ii) Writer is not trained.
- Duration of material prepared is not enough.

Question No.33:

What considerations did you keep in mind while developing courses of B.Ed students?

- Level of the course and objective and clientele.
- Questions should be according to the mental level of the students.
- They should be effective teachers
- Should fulfill the objectives
- Should help to improve the teaching skill
- Should address the problems and issues of education in Pakistan
- Latest development at global level.
- Integration of content and methodology, objectives and providing knowledge and skill required for teaching at secondary school level

- Should equate to national values
- Should have enough information
- Should be interactive
- Should be practicable
- Contents of the courses should be consistent with school courses.
- Curriculum may be up to date

Question No.34:

In your view, what is the significant difference between the teachers being trained through distance education and conventional education?

- B.Ed programme of AIOU is cheaper than formal.
- Distance education system provides better teacher training than conventional education.
- The AIOU pass outs have job opportunities.
- Time duration for the courses is short and study contents are easily available.
- The trainee at formal institution can get regular guidance.
- The formal education students have an edge of strong practical skills
- AIOU teacher trainee are provided with self explanatory material, intensive training through workshops and teaching practice component
- Personality factors need to be compared, self respect, self actualization and self efficiency.
- They have better practical skills, as they can practice teaching throughout during their own studies in the formal institutions.
- Teachers being trained through distance education face many problems and can't devote enough time to study.
- Teacher being trained through have variety of learning experiences than clearly what is expected to them. Where they are and why they are studying.

Question No, 35 Any other opinion you want to give:

- More use of educational technology will facilitate the training of teacher through distance education.

- Monitoring of tutors /tutorials and monitoring of assignment is strongly needed.
- University is now working at large for media support (TV or radio) but still learning is not much focused.
- Strict criteria for admission.
- Strict criteria for induction.
- A fellow up study is essential for B.ED teachers.
- B.ED curriculum of AIOU may be research based; future oriented and has logical sequence.
- Teaching practice should be strengthened.

