

EVALUATION REPORT

ON

THE USE AND MAINTENANCE OF

NATIONAL TEACHING KIT

IN N.W.F.P.

BUREAU OF CURRICULUM DEVELOPMENT  
AND EDUCATION EXTENSION SERVICE  
NWFP., ABBOTABAD.

## INTRODUCTION

The Government of Pakistan is committed to universalise Primary Education (For Classes I-V) for boys by 1987 and for girls by 1992 and has designed the system of Education in such a way that the Education at this level is improved in quantity as well as in quality. Primary Schools are opened every year, the Curriculum has been revised in different subjects keeping in view our future requirements and the teachers training programme both In-Service and Pre-Service have been strengthened in order to achieve this goal.

It is also intended that the students who drop out before 6th Class should possess basic knowledge, skills and attitudes which may help them in their future vocations. Thus the Government is trying to make our Education meaningful and productive. But following the old traditional methods of teaching, we can neither achieve our goal of universalization nor can we improve the quality of education. This goal can only be achieved through effective use of A.V.Aids and by applying innovative instructional techniques.

In order to make our system of education more fruitful and to achieve desired goals, the Federal Ministry of Education, in collaboration with the UNICEF and Provincial Bureaux, launched the Project of National Teaching Kit with a view to provide "minimum essential activities for Primary School Children" and improve the quality of education at the elementary level. The rationale behind it was to replace our traditional "Chalk and Talk" methods by activity oriented methods, which would help in improving our Teaching learning process. Through these activities our students will handle and observe things, make experiments, explore facts and find solutions. Thus the subjects will be transformed into interesting activities.

## NATIONAL TEACHING KIT

The Teaching Kit contains one hundred items which are based on the concepts of the Primary School Subjects such as Science, Mathematics, Social Studies and language. These items are mostly made of plastic, paper, hard board and steel.

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There is also provided a well designed guide bookd for teachers which can help them how to use kit items. About 5000 Teaching Kits have been distributed among the Primary Schools in N.W.F.P., through the District Education Officers concerned. A large number of Teachers have also been trained and more are being trained every year because the use and maintenance of National Teaching Kit has become a component of our Inservice and Pre-Service Teachers Training Programme in order to make the Class room teaching effective.

### EVALUATION

Evaluation of National Teaching Kit was a part of the Policy to be carried out by the Federal Ministry of Education. It is, however, not known whether any evaluation has been done by the Federal Ministry. The Bureau of Curriculum Development has not done any evaluation independently on National Teaching Kit due to busy schedule of work. But while assessing our regular Inservice Training Programme, some questions on the availability and use of National Teaching Kit are also included in the questionnaire, the results of which are reflected in each report on the Inservice Training Programme.

However, it was desired by the Education Department to assess the usefulness and relevance of the Teaching Kit items with the Curriculum and some check points were provided by the Department which are as under:-

1. Whether the Teaching Kits are being actually used.
2. Whether they have brought any improvement in the Teaching Learning Process.
3. Whether during inspection the use of National Teaching Kit was also being checked by the Inspecting Staff.
4. Whether the Teaching Kits items are relevant to the Curriculum.
5. Whether any improvement is required in the Teaching Kit.

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Keeping in view these points a questionnaire was prepared (Questionnaire given at Annexure-I) which was sent to the District Education Officers and Sub Divisional Education Officers in N.W.F.P., in order to collect some facts, seek their views about the usefulness of the Kit items and their relevance with the curriculum and to know the factual position. The questionnaire was sent to all the Supervisory staff especially S.D.E.Os in N.W.F.P., who are supposed to visit each Primary School and see the working of the teachers specially with regard to the effective use of National Teaching Kit in their jurisdiction. It took a period of about two months in the collection of the questionnaire from them. It can be seen from the list that only 32 out of 47 S.D.E.Os and 3 out of 21 S.D.E.Os returned the questionnaire. The results of 35 responses are interpreted.

It is however, stated that these results do not provide sound basis for drawing concrete conclusions specially in case of numbers & figures, because it is not an imperical study based on scientific lines. This is merely a survey study which is based on the opinions of the field staff. Therefore, it should be treated as such. It can provide better foundation for any acientific study undertaken in future for the evaluation of National Teaching Kit.

So far as responses to question No.9 and 11 are concerned it can safely be said that these responses are dependable as the field staff has applied their knowledge as well as experiences in reply to these questions.

INTERPRETATION:-

1. Almost 32 S.D.E.Os and 3 D.E.Os ( M & F ) have responded.  
(The names of the participants are given at Annexure-II)
2. The total number of Primary Schools in N.W.F.P., according to the responses comes to 5914 which does not seem to be correct as the statistical chart prepared by the Directorate

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of Education indicates that there were 6846 Primary Schools by the end of year 1982. This number does not include the increase made during 1983.

It can be interpreted that some of S.D.E.Os could not send the questionnaire and so the number of such Sub Divisions was dropped out causing decrease in the number.

3-4. From the responses it is calculated that there are only 3220 Schools where Teaching Kits exist and that there are 2276 Schools which do not possess National Teaching Kit. These figures are also alarmingly uncertain, because the figures already communicated by the D.E.(S) during 1982 show that about 5954 Teaching Kits have been distributed in the Province. The reasons of these variations can be the same as mentioned under S.No.2 above. However we can easily conclude how difficult it is to obtain dependable numbers from the respondents by way of correspondence.

5. The respondents indicate that about 2754 Schools actually use the Kits while teaching in the classes. If converted into % it comes to light that about 86% of the Schools actually use National Teaching Kit because according to the figures there are 3220 schools where teaching kit exists and 2754 is fairly a large number.

6. The figures show that 34% of the respondents feels that the National Teaching Kit has improved teaching learning process to a great extent and 66% indicate that teaching learning process has been improved to some extent but one of them has viewed that Teaching Kit has not brought any improvement in this process.

7. To a response whether they actually saw the teachers using National Teaching Kit. The responses are given in the table below:-

No.of the Responses:	3	1	3	1	9	1	1	2	1	1	1	1	1	9
Stated Percentage:	100	86	75	60	50	45	40	33	30	25	20	5	1	0

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The above table indicates the 3 of the respondents stated that 100% of the teachers used National Teaching Kit at the time of their inspection, one says 86%, 3 claims 75% one 60% and 9 of them say that they saw 50% of the teacher using it. One states 45%, one 40%, 2 indicate that 33% used it in their presence. One 30%, 1 25%, 1 5% 1 1% and 9 of them say that no teaching kit was used in their presence.

8. They were asked to indicate if they asked any question based on Kit item. 49% of them replied that their question based to a great extent on kit items and 49% indicated it to some extent whereas 2% said that they could not ask any question about kit items.
9. To a question whether the kit items are relevant to the curriculum subject wise results are as under:-
  - a) Urdu:- 77% of the respondents have expressed that the Kit items for Urdu are completely relevant to the contents when 23% say that these items are relevant to some extent. None has viewed them irrelevant.
  - b) Science:- 83% viewed that the items for Science are completely relevant while 17% are of the view that items are relevant to some extent. None thought them to be irrelevant to the subject matter.
  - c) Arithmetic:- About the items relating to Arithmetic, 86% expressed their opinion that the items are completely relevant while 12% thought them to be relevant to some extent when one of the respondents thought them to be irrelevant but he has neither been able to point out which item is irrelevant nor he could give any substitute for any irrelevant item.
  - d) Social Studies:- About the items on Social Studies 66% took them completely relevant & 34% viewed them to be relevant to

some extent.

10. No single respondent has supplied any response against this question.

11. SUGGESTIONS OF THE RESPONDENTS.

Some suggestions in response to the last item are as under:-

1. More Aids be included for Urdu, Social Studies & Islamiyat.
2. Mosque Schools should also be supplied teaching kits.
3. Learning coordinators should have a meeting with S.D.E.Os to discuss the problems and assess the achievement.
4. The Teachers Guide may be improved.
5. The teaching materials may not be upto class 4th only but should also be extended to higher classes.
6. Material about the subjects may be increased.
7. More and more teachers should be given training.
8. Some more items such as coins, photographs, maps charts and toys should be included in the Kit.
9. Training of teachers may be arranged for its proper use.
10. New material according to present syllabus be added.
11. Quantity of the material be increased in proportion to the increasing number of the students.
12. Most of the teachers have not undergone training. District level training courses be arranged for teaching kit.
13. Proper training should be given in training Institutions.
14. A large numbers of schools need supply of teaching Kits.
15. Most of the items have become un-servicable and need repair. Sufficient budget may be provided for the purchase and repair of these items.
16. Training in the use of Teaching Kit be arranged during vacations.
17. Courses for all Primary School teachers be arranged every year.
18. Kit boxes should be complete and according to list of items given in the teachers guide.

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19. All the items are relevant however the number of items be increased in a way that all students may use them frequently.
20. Training of ASDEOs is also essential.
21. Many items of the Teaching Kits already supplied have been used or damaged. Such items need to be replaced.
22. There should be one teaching kit for each class. The number of items be increased in the Box and teachers be trained.
23. " Surriya-Ki-Gurhya " a concept of ' Parri ' can not be clarified as no provision for it exists in the Teaching Kit it should either be eliminated or some aid should be provided to clarify this concept.
24. In social studies and Science more simple aids be provided according to text-books.
25. Teachers be trained at Tehsil level.
26. Cards of figures and digits should be made of plastic so that it may not become dirty. Size of the cards should be larger.
27. Assistant Sub Divisional Education Officers & Sub Divisional Education Officers should be trained in the use of National Teaching Kit.

#### C O N C L U S I O N S :-

Keeping in view the check points of the Education Department the following conclusions can be drawn.

1. If we take the response of the Question at S.No.5 and 7 together we can easily conclude that there is a large number of schools where National Teaching Kit is actually used. According to the respondents there are 3220 schools in their jurisdiction out of these 2754 schools actually use the kit as they have indicated against question No.5. Again most of

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the respondents have actually seen at the time of their inspection that the teaching Kit was used by the teachers in their presence. The figure laid down against Q.No.7 can depict a true picture of the situation. It is pointed out here that few teachers dare to teach a lesson in the presence of their superiors. Keeping this all in view it is concluded that majority of the teachers actually use National Teaching Kit.

2. **The point** whether improvement has been brought in the teaching learning process by the National Teaching Kit, can be assessed by the responses to a question against S.No.6. It can be concluded that there has been an improvement in the teaching learning process to some extent. This "some extent" needs further clarification. May be it is due to the un-proportionate number of teaching Kits and that of the students, the training of teachers or the attitude of the Inspecting Staff or the teachers. However, it is encouraging to note that none has indicated that the teaching kit has not eased the teaching learning process.
3. Majority of the inspecting officers checked and saw that National Teaching Kit was being used. As indicated to question against S.No.7 about 26 respondents have checked it where only 9 of them have not checked it.
4. The kit items are based on four Primary School subjects i.e., Science, Urdu, Arithmetic and Social Studies for Classes 1-5 a large majority of the responses indicate that all of the items are completely relevant with the Curriculum contents whereas very few of them have expressed that these items are relevant to some extent. But none of them has remarked negatively. We can conclude that the items are quite relevant with the Curriculum contents and need no replacement.

#### RECOMMENDATIONS

Keeping in view the fact that the Teaching Kit is improving the teaching learning process it should be supplied to all Primary Schools in the Province as early as possible.

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2. It should also be supplied to the Mosque Schools as well as to the Maktab Schools so that the students of these schools may also be benefited from it.
3. As the Inspecting Staff is frequently replaced either by transfer or promotion therefore, a three days duration Course in the use of training for the Supervisory Staff must be arranged at least once in three years so that each newly appointed ASDEO/SDEO may get training in the use of National Teaching Kit.
4. Similarly Short Courses of three days duration in NTK may be arranged at each Tehsil level for Primary School Teachers with the help of Inspecting Staff so that maximum number of teachers may get training in a short time.
5. The Inspecting Staff should be asked to check the use of NTK frequently so that newly appointed staff may also be acquainted to the use of Teaching Kit.
6. Schools with large enrolment should be supplied more than one teaching kit so that all students may have an opportunity to be benefited from it.
7. Most of the items have become un-servicable but are still on the record. The SDEO/ASDEO should be authorised to strike off such items observing necessary formalities.
8. The Department should provide the recommended amount of sufficient funds @ Rs.50/- per kit annually for the maintenance and purchase of the used item so that these items are replaced or more useful items are added by the teachers.
9. The staff of our Teachers Training Colleges should be encouraged to make additions/improvement in the National Teaching Kit so that more useful items are added in it.

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Questionnaire for the Evaluation of National Teaching Kit  
to be filled in by the inspecting officers in N.W.F.P.

Please fill in this Questionnaire and return to the Bureau.

1. Name of the District \_\_\_\_\_
2. No. of Primary Schools in your jurisdiction \_\_\_\_\_
3. No. of Schools where the Teaching Kits exist. \_\_\_\_\_
4. No. of Schools where the Teaching Kit does not exist. \_\_\_\_\_
5. No. of Schools where the Teaching Kit is actually used. \_\_\_\_\_
6. To what extent do you see, there has been an improvement in the teaching learning process?

(Tick one of the following)

- a) To a great extent \_\_\_\_\_
  - b) To some extent. \_\_\_\_\_
  - c) No improvement \_\_\_\_\_
7. Did you actually see the teachers using the Teaching Kits during your inspection? (Indicate in approximate %)
  8. Did you ask questions based on the items of the Teaching Kits?  
(Tick one of the following)
    - a) To great extent. \_\_\_\_\_
    - b) To some extent \_\_\_\_\_
    - c) Could not ask any question. \_\_\_\_\_
  9. Are the items of the kit relevant to the Curriculum (Tick one in each case).

S.No.	Subject	Completely relevant	To some extent relevant.	Irrelevant
a)	Urdu	_____	_____	_____
b)	Science	_____	_____	_____
c)	Arithmetic	_____	_____	_____
d)	Social Studies	_____	_____	_____

10. If irrelevant can you point any (given name).
  - a) Urdu \_\_\_\_\_
  - b) Science \_\_\_\_\_
  - c) Arithmetic \_\_\_\_\_
  - d) Social Studies \_\_\_\_\_
- 11) What improvement do you suggest- - - - -  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_  
 Designation \_\_\_\_\_

LIST OF THE RESPONDING STAFF WITH SDEO ANSWERS FOR QUESTION FROM  
S.NO.1-5 & 7 OF THE QUESTIONNAIRE

Sl. No.	NAME OF DISTRICT	NO. OF SCHOOL EXISTING.			NO. OF SCHOOL WITH NO T/KIT	NO. OF SCHOOL WHERE T/KIT IS ALREADY USED.	TEACHING KIT SEEN BEING USED.	NO OF SCHOOL WITH T/KIT
		3	4	5				
1.	SDEO (F) Charsadda.	79	29	10	10	1%	53	
2.	SDEO (F) Tank/Kulachi(DIK)	50	30	20	20	-	20	
3.	SDEO (F) Lakki, Distt: Bannu.	65	30	35	35	100%	35	
4.	SDEO (M) Vari, Distt: Dir.	111	59	15	15	30%	52	
5.	SDEO (M) Dir	146	87	30	30	-	59	
6.	SDEO(M) Saidu Sharif Swat.	318	87	231	231	5%	231	
7.	SDEO (M) Abbottabad.	391	10	381	381	100%	381	
8.	SDEO (M) Kohat.	146	61	142	142	100%	142	
9.	SDEO(M) Tank D.I.Khan.	128	72	40	40	50%	50	
10.	SDEO (F) Peshawar.	367	157	150	150	-	150	
11.	SDEO (M) Lakki Marwat.	230	70	160	160	Yes	160	
12.	SDEO (F) Saidu Sharif Swat.	144	110	25	25	20%	25	
13.	SDEO (F) D.I.KHAN.	116	31	85	85	75%	85	
14.	SDEO (F) Kohat.	79	24	50	50	25%	55	
15.	SDEO (F) Mansehra.	204	156	All	All	Yes	48	
16.	SDEO (M) Dargai Swat.	145	58	87	87	75%	87	
17.	SDEO (F) Abbottabad.	287	135	152	152	50%	152	
18.	SDEO(F) Kohat.	161	22	139	139	86%	139	
19.	SDEO (M) Chitral.	102	51	25	25	50%	51	
20.	SDEO (F) Haripur.	84	58	26	26	50%	26	