

**Comparative Study of the Performance of Trained  
Primary School Teachers with and Without  
In-service Training and Development of  
a Strategy for Future**

**Syed Manzoor Hussain Shah  
Roll No.J-7658827**

**Submitted in partial fulfillment of the requirement for the  
Degree of Master of Philosophy in Education,  
Educational Planning & Management Department  
Faculty of Education,  
Allama Iqbal Open University,  
Islamabad  
May 2003**

*In the Name of*

**Allah**

*The most Beneficent*

*The most Merciful'*

## ***DEDICATION***

***This dissertation is dedicated to my parents (who are not alive) who had continuously supported me during my whole education carrier. They had a vision about my future higher education since along. This dream would have not been reality without their precious and loveful support and contribution.***

## FORWARDING SHEET

The thesis entitled “A Comparative Study of the Performance of Trained Primary School Teachers with and Without Inservice Training in Hazara Division and Development of a Strategy for Future”. Has been completed under my guidance and I am satisfied with the quality of students research work.

*Supervisor*

***Dr. R.A. Farooq***

**APPROVAL SHEET**

The thesis entitled “A Comparative Study of the Performance of Trained Primary School Teachers with and Without Inservice Training in Hazara Division and Development of a Strategy for Future” is accepted in partial fulfillment of the requirements for the Degree of Master of Philosophy in Education with (Specialization in Educational Planning & Management).

*sd*  
**Advisor/Supervisor**  
**Dr. R.A. Farooq**

**External Examiner**

*sd*  
**Chairman**  
**Educational Planning & Management Deptt.**  
**Allama Iqbal Open University, Islamabad**

*sd*  
**Dean**  
**Faculty of Education,.**  
**Allama Iqbal Open University, Islamabad**

**Dated:** \_\_\_\_\_

# CONTENTS

		<b>Page No</b>
<b>Chapter 1 INTRODUCTION</b>		
<b>1.1</b>	Introduction	1-5
1.2	Statement of Problem	5
1.3	Objectives of The Study	5
1.4	Significance of The Study	6
1.5	Hypothesis	8
1.6	Procedure of The Study	8
1.6 .1	Population	8
1.6.2	Sample	8
1.7	Instruments	9
1.8	Data Collection	9
1.9	Analysis & Interpretation Of Data	9
1.10	Delimitation Of Study	10
<b>CHAPTER 2 REVIEW OF LITERATURE</b>		
2.1	Review of Literature	11
2.2	Introduction	11
2.3	Importance Of Primary Education	13
2.4	Project And Plan Provisions For Primary Education In Pakistan	17
2.5	System Of Primary Education	20
2.6	Teachers Education	21

2.7	Teachers Education In Pakistan	28
2.8	Primary Teachers Training	30
2.9	Training Of Elementary School	33
2.10	Teachers (P-Sec)	33
2.11	In Service Teachers Training	34
2.12	Teachers Training Methods	40
2.13	Primary Schools in N.W.F.P	40
2.14	Primary Education at District level (upto June 2001)	41
2.15	Primary Education at District level from (July 2001 todate)	42
2.16	Teachers Training Programme in N.W.F.P.	43
2.16.1	Short Term Course	43
2.16.2	Education Extention Center	43
2.16.3	Government Colleges of In-service education	44
2.16.4	Primary & Non Formal Wing (Ministry Of Education)	44
2.16.5	New Primary Teachers Orientation Programme	45
2.16.6	PIP- ILE	47
2.16.7	Pep (Ministry of Education)	49
2.16.8	Teachers Training Project	50
2.16.9	Nazia Quran Training Project	51
2.17	Research in some In-service Training Programmes	51
2.17.1	Zamirul Haq	51
2.17.2	Khalid Mehmood	52

2.17.3	Misbah Khurshid	53
2.17.4	Dr. Tayyab Alam	54
2.17.5	Nighat Hashmi	54
2.17.6	Semiotics Consultants Pvt Ltd	54
2.17.7	N-PTOC Project	55

### CHAPTER 3

3.1	Method & Procedure of Study	56
3.2	Population	56
3.3	Sample 57	
3.4	Sample Select	58
3.5	Instruments	58
3.5.1	Structure of instrument	59
3.5.2	Pilot Testing	59
3.5.3	Finalization	59
3.6	Questioner	60
3.7	Procedure Of Data	60
3.8	Analysis & Implementation Of Data	61

### *ACKNOWLEDGEMENT*

I am highly grateful to Prof. Dr. R.A. Farooq, University Institute of Educational Research, University of Arid, Rawalpindi supervisor/advisor of the thesis, for his enriched professional and valuable guidance and suggestion in the completion of this study.

I am also thankful to all the EDO's, Head Masters and Teachers of Primary Schools in Hazara Division for their kind co-operation which they served in the process of data collection. My thanks are for Mr. Imtiaz Ali, Raja Shahid Mehmood of Haripur, Qazi Nadeem Sultan, Razia Khatoon of Abbotabad, Anwar Khurshid and Abdul Latif of Mansehra and Noor Habib Fida and Fida Muhammad for their cooperation in the process of data collection in respective districts.

I am also grateful to Dr. Aisha Akbar and Dr. Hamid Khan Niazi EPM Department, Allama Iqbal Open University, Islamabad for their guidance and encouragement throughout my course work as well as research work. I am especially thankful for Dr. Muhammad Rashid, Dean Faculty of Education, Allama Iqbal Open University, Islamabad for his special guidance regarding finalizing of this thesis.

**S. Manzoor Hussain Shah**

# CHAPTER I

## INTRODUCTION

Education is a continuous process which changes the behavior of an individual towards certain objectives. It is mainly concerned with teaching-learning programme. As our society is changing rapidly, so new techniques are being adopted in education to meet these needs. Education has become more important in the modern world and is a base for over all development especially of developing countries.

Education is accepted as a fundamental right of all members of a society. The purpose of education is not merely to inculcate new knowledge and skills in the individuals but also to prepare children for social responsibility and to meet the challenge of the time.

It is quite evident that the development of nation is greatly depends on the development of education. No country can march forward without taking into consideration the demands of changed circumstances. Every nation develops its education system keeping in view the developmental needs of its people. According to Guruge,A.W.P (1981 p.83.84)

For development, a country needs people with a variety of skills. It needs farmers to produce food; mineralogists and miners to tap the natural resources; hydrologists to tame its water resources; doctors and medical personnel to ensure health, engineers, architects, designers and construction workers to built roads and railways, bridges, houses, ports and airports, hospitals, etc; scientists to conduct research, to discover new products, to invent machines and equipment, industrialists and factory workers to produce machinery automobile, ship and airplanes etc, police and armed forces for defense and maintenance of law and order managers

and administrators to coordinate organize, direct and control enterprises and teachers, writers, entertainers and host of other skilled personnel of all kinds of service. One can imagine how could any country exist without them. Development of a country is directly proportional to expansion of education and especially primary education, as it is a stepping stone-towards higher education i.e. general, technical and vocational.

Education at any stage has a number of related objectives. Education is an essential tool for human resource development and a necessary ingredient for sustainable socio-economic growth. Economic Survey of Pakistan 2001-2002 (p.159) provides that;

Education especially basic (primary and lower-secondary) education helps reduce poverty by increasing the productivity of the poor, by reducing fertility and improving health, and by equipping people with the skills they need to participate fully in the society. More generally, education helps strengthen civil institutions and build national capacity and good governance in the implementation of sound economic and social policies. Education has a positive impact on individual earnings and also yields substantial externalities: parents education and mother's literacy and education is associated with low infant mortality rates, higher enrolment and achievement rates of children and less gender differences in enrollment of children.

Education Policy 1998-2010 (1998, p.25) conceded "that Education is a process through which a nation generally develops its self-consciousness by sensitizing individuals who compose it. Education plays a vital role in determining the destiny of a nation. It provides mental, physical, ideological and moral training to the individuals of the nation".

In recent decades, elementary education has been gradually increasing specially in developing countries. It is a fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is also a fact that the teacher is a changing agent of the society. The challenges of the present century can be met if our teacher is dedicated to his profession and is well equipped with modern teaching techniques. Today

the task of a common teacher has become challenging. The third regional conference of Ministers of Education of Asian Countries (1976) observed that as long as education is needed and knowledge about education and children continues to increase, the teacher has always something new to learn.

Within the education system, elementary education has special importance and consideration therefore, it has been recognized as a fundamental right throughout the world. According to the Universal Declaration of Human Rights (1948) everyone has the 'right to education'.

The early period of formal education is known as elementary education and its duration vary from country to country. Primary education is the basis of any education system. Completion of primary education is the unquestionable right of every child. The primary education is the foundation for a child to built up his career. It has two functions to perform. One is to prepare child for higher formal education and thereby to lay the foundation for his future life and the other is to make the individual literate and bring the minimum required development in different aspects. This is essential and helpful to become a good and useful citizen in later life.

Since its inception, Pakistan is making efforts to eradicate illiteracy and promote primary education. All educational policies and plans have been based on the provisions of primary education irrespective to urban/rural disparity, improving its quality, expanding access for out of school children, capacity building and institutional development.

Pakistan Educational Conference (1947, p.20) emphasizing primary education remarked, “There is now general agreement that in its own interest the state should provide for its boys and girls universal compulsory and free basic education which is the primary requisite of training in democracy”.

The National Education Conference (1989, p.62) states that primary education should be recognized as a basic fundamental right of every Pakistani child, and primary education should be made free and compulsory forthwith. For the quality aspect of education it was recommended that a separate directorate of teacher training should be established. Chances of upward mobility should be provided for PTC Teachers. The quality of teachers should be improved by gradually increasing the period of training for PTC, CT and B.Ed.

The Education Policy 1998-2010 (p.28) provides that access to elementary education should be increased through effective and optimum utilization of existing facilities and services as well as provision of new facilities and services. Teacher competence should be improved and the relevance of training programs for teachers should be ensured.

Attainment of free and universal primary education is the immediate objective of the Government of Pakistan. Therefore the objectives of elementary education in our country have recently been set in view of national needs and requirements as well as international commitments, such as, World Declaration on Education For All (1990), Delhi

Summit Declaration (1993), and subsequent E-9, Ministerial Review Meetings, and UN Convention on the Rights of the Child (1989).

It is a widely accepted phenomenon that making education universalized and more meaningful, one thing that always prominently matters is the teacher, the quality of his preparation and his maintenance as a professional. His performance is the most crucial input in the field of education. In educational process the teacher has a pivotal role. The PTC teachers join the Government service after one year pre-service training being imparted by different Colleges of Elementary Education and Allama Iqbal Open University (AIOU) and afterwards they receive different in-service training to develop their knowledge and teaching skills. Though the pre-service training is considered to be sufficient for the teacher but today every one needs to update his knowledge and renew his skills in order to enable himself/herself to prove competitively, effective and acceptable in the society. The Elementary Colleges provide pre-service training as well as in-service training with different packages and duration. Similarly in NWFP under the Primary Education Programme, Improvement of the Learning Environment (PIP-ILE) efforts have been undertaken to divide the province into zones for cluster based information and training opportunities for teachers/head teachers and L Cs. The Asian Development Bank assisted Middle School Project(MSP), Girls Primary Education Programme (GPEP) and the Teachers Training Project (TTP)working through out the country which have elements of addressing quality through decentralized arrangement by establishment of various training outposts in selected areas. Apart from them different foreign agencies, are also involved in the in-service training to primary school teachers. Amongst them the NORAD

(1991-1999) has major contributions. Similarly Primary Education Development Programme (PEDP) NWFP (1989-99) sponsored by Federal Government and USAID has also contributed for teachers training as well.

Keeping in view the pivotal role of the primary teachers and the difference in-service training programme, this research was designed to study the performance of trained primary school teachers with pre-service and in-service training and trained primary school teachers without in-service training and to develop a strategy for future.

### **1.1 STATEMENT OF THE PROBLEM**

This study was designed to observe class room performance of trained primary school teachers with and without in-service teacher training in Hazara Division and to make a comparison between the two groups in order to develop a strategy for future in-service teachers training.

### **1.2 OBJECTIVES OF THE STUDY**

Following were the objectives of the study;

1. To observe the class room performance of trained primary school teachers with and without in-service training in Hazara division.
2. To compare the application of teaching skills by the trained primary school teachers with and without in-service training in Hazara division.
3. To elicit opinion of the heads of schools about the performance of trained primary school teachers with and without in-service training.

4. To develop future strategy for in-service training of primary school teachers.

### 1.3 SIGNIFICANCE OF THE STUDY

The study is significant because of the following;

1. This study would provide insight of innovative techniques to improve the teaching-learning environment, teaching skills and to enhance the professional competence of teachers and to restructure the traditional set up of the system.
2. The study is hoped to provide guidelines to all the concerned with the development of teacher teaching skills
3. The study is likely to be useful for foreign agencies and the students who are interested to study the problems and issues related with elementary education in Pakistan.
4. This research study will be of value to researchers with respect to the evaluation of effectiveness of trained primary school teachers with and without in-service training
5. This research study will also help the administrators, organizers and all the agencies of both pre and in-service teacher training programs at primary level, their staff and teachers to review their existing programs and to meet the future educational challenges.

### 1.4 HYPOTHESES

1. There is no significant difference in the performance of the trained primary school teachers with in-service training and trained primary school teachers without in-service training
2. There is no significant difference in the performance of the PIT male teachers and PIT female teachers.
3. There is no significant difference in the performance of the PIT urban teachers and PIT rural teachers.
4. There is no significant difference in the performance of the PIT urban male teachers and PIT urban female teachers.
5. There is no significant difference in the performance of the PIT rural male teachers and PIT rural female teachers.
6. There is no significant difference in the performance of PIT and NIT teachers in accordance with their head's views.
7. There is no significant difference in the performance of PIT male teachers and PIT female teachers in accordance with their head's views.
8. There is no significant difference in the performance of PIT urban teachers and PIT rural teachers in accordance with their head's views.
9. There is no significant difference in the performance of PIT Urban male teachers and PIT Urban female teachers in accordance with their head's views.
10. There is no significant difference in the performance of PIT Rural male teachers and PIT Rural female teachers in accordance with their head's views.

## 1.5 DELIMITATIONS OF THE STUDY

The study was delimited to the following;

1. Only Government Primary schools (male and female) were included in the study
2. Primary School teachers with secondary school certificate and PTC were included in the study
3. Trained primary school teachers with in-service training of at least two weeks after 1995 were included in the study.
4. Only those schools were taken for the study where one teacher has the required in-service training at his/her credit and another trained teacher without in-service training was also available there.

## 1.6 METHODOLOGY AND PROCEDURE OF THE STUDY

The following methodology and procedure was adopted for this study.

### 1.6.1 Population

Following was the population of the study;

1. All districts of Hazara Division
2. All Government primary schools in Hazara Division
3. All trained primary school teachers (male and female) without in-service training (NIT)
4. All trained primary school teachers(male and female) with in-service training of at least 2 weeks (PIT)

## 5. All Heads of Primary schools in Hazara division

### 1.6.2 **Sample**

The sample consisted of 210 trained primary teachers with and without in-service training for the period from 1995 to 2002 with at least 2 weeks in-service training. Name of primary schools included in the sample are given at Appendix 'A'

### 1.7 **Description of Instruments**

For the collection of required data of the study, an observation schedule was developed. The observation schedule comprised eight items. The main teaching skills/concepts of pre-service and in-service primary teachers training programme were included in the observation schedule. Each item of the observation schedule consisted of three to eight statements in the area of each skill. Each statement had five point scale having strongly agree, agree, uncertain, disagree and strongly disagree. The observation schedule is given at Appendix 'B'

A questionnaire was developed for the head teachers comprising ten different essential items of different teaching skills pertaining to the teacher concerned. The purpose was to know the general views and observations of the head teachers regarding the overall performance of concerned primary teacher. Each item was based on five point rating scale. The questionnaire is given at appendix 'C'.

### 1.8 **Data Collection**

The data was collected by the researcher and research associates from the four districts of Hazara Division selected randomly. The research associates were formally briefed about the study. They were M.Ed and B.Ed having sufficient teaching experience at primary level and familiar with in-service and pre-service training structure. The list of research associate is given at Appendix 'D'. They visited different randomly selected schools and observed the class room performance of the teachers included in the sample. Similarly data from the heads was collected by administering the questionnaire.

### 1.9 **Analysis and Interpretation of Data**

The data was obtained through field visits and observing the performance of trained teachers with and without in-service training. A questionnaire was also administered to the head teachers of the respective schools. The data collected through observation schedule and questionnaire was tabulated and interpreted in percentage, mean score. Besides, the tabulated data was given t test to see the significant difference of various groups. On the basis of findings of research, recommendations were formulated and future strategy was developed.

## **DEFINITION OF IMPORTANT TERMS**

ADO	Assistant District Officer
AIOU	Allama Iqbal Open University
B.Ed	Bachelor of Education
BT	Bachelor of Teaching
CT	Certificate in Teaching
DEO	District Education Officer
DO	District Officer
EDO	Executive District Officer
INSET	In-service Education and Training
INSTOP	In- service Teachers Orientation Programme
JV	Junior Vernacular
LCs	Learning Coordinators
NIT	Not provided in-service training
NORAD	Norwegian Aid Agency
NPTOC	New Primary Teachers Orientation Course
OT	Oriental Teacher
PC-I	Project Cycle -I
PEP	Primary Education Project
PIT	Provided in-service training
PITE	Provincial Institute of Teacher Education
PEP-ILE	Primary Education Programme Improvement of Learning Environment
PTC	Primary Teaching Certificate
PTOC	Primary Teachers Orientation Course
SV	Senior Vernacular
TRC	Teachers Resource Center
TTMDC	Teacher Training and Material Development Cell
TTP	Teachers Training Project

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter contains discussion on related literature. The discussion is focused on importance of education, different aspects of teacher education with special reference to N.W.F.P. and research work carried out in the relevant field.

#### **2.1 IMPORTANCE OF EDUCATION**

Education is an indispensable ingredient of development and a fundamental right of every individual. Education is a power-catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human needs.

Generally it is believed that education is a process by which individual's socialization takes place. Education is a socializing factor. It is consciously controlled process where by changes in behavior is produced in the person and through the person within the group. The statement that "Man is a social animal" is a famous saying. A man is born in a society and lives in a society. He breathes in the social atmosphere. Society is around him and within him. Speaking broadly education is the process of transferring man's original nature into human and therefore social nature directed toward the goal of making living in the world good and worth while.

Education is a social process, which ensures the development of an individual from a similar and lower position to a more complex and higher one. Various aspects of human development are kept under consideration during an educational process. Goraha, M.A. (1981, p.2) states that;

Every society in the world organizes education in the light of its aims and philosophy of life, its social system and traditions. But the world is so diverse in pattern and belief that general consensus on the goals of education is hard to discern. The Muslim education aimed at producing pious and practicing Muslims. American education is wedded by and large to the production of democratic individuals while the socialist system endeavors to produce true "Socialists". Typical stamp can be seen in the end products of various systems of education; thus goals vary from society to society and efforts are made to achieve them through education.

Education must inculcate the people needs in order to take effective part in the fast development taking place all over the globe. Education refers to the needs of the individual and society. According to Ali S.A. and H.S. (1979, p.ix) "Education is a process involving three references; the individual, the society or national community to which he or she

belongs, and the whole content of reality, both material and spiritual, which plays a dominant role in determining the nature and destiny of man and society”.

Education ensure the preservation and transformation of the human culture and heritage towards future which is uncertain. Its function of preparing people for development has, therefore become all the more difficult to discharge because of the extremely rapid changes taking place and the constantly increasing complexity and diversity of their forms.

Jafar N. (1990, p.14) says that:

Foremost principle of education is that it should be harmonious, coordinated and a synthetic experience as a result of mutual and co-operative effort of the society, the teachers and the educated men. It should be an accepted and agreed form of activity of individual as well as of collective nature, and in essence should amount to an idealistic interpretation of the cultural experience or of the social heritage of the existing generation to the coming ones.

Education has been playing its role in the development of the individual and society constantly. According to Siddiqui S.A. (1982, p.i)

The meaning and scope of education is much wider than that of literacy. A highly literate person can be illiterate as well. This obviously sounds paradoxical but this is a fact known to all scholars in different fields of knowledge. General literacy is not enough in the world of today. Several other specialized forms of literacy are essential for meaningful effective dealing in life. Education is responsible for overall development of individual and society.

Education is called human capital as it directly promotes the quality and capability of human being. In the process of production, which is the key to development, the quality

of human beings accounts, as it is this quality which makes physical capital what it is worth. According to Gupta, S.M. (1997, p.47),

Education improves productive skills and this development of human resources increases the national product and national wealth. So it can be said that education produces a society which has more productive power. It is the responsibility of teacher education institution to produce teachers who can explore the creative potential of students and can direct this potential towards appropriate channels.

The purpose of education, according to Rohidekar, S.R. (1997, p.79) is “to convert savage into sage by providing opportunities and guiding each to develop to the maximum his/her potential abilities and aptitudes into appropriate knowledge, skills and qualities of head and heart. Only quality education can achieve this goal”. If education is to built nation builders, teacher education should concern itself with providing master builders, well equipped physically, intellectually, emotionally and spiritually.

## **2.2 IMPORTANCE OF PRIMARY EDUCATION**

The education and especially primary education is backbone and basic foundation of further education. An ignorant society resists change. It rejects all innovational methods, which guarantee development and prosperity. History of the nation proves the veracity of the claim. Education and to be more precise, primary education is a reasonable and cheaper means, which inspires the people to accept the change and enjoins them to think critically. It simulates the capabilities of the individuals by which they change economical, social, political, moral and cultural systems, prevailing the society and summon for independent and prosperous life.

While considering the concept of quality education our attention is usually focussed on the higher institutions of learning, whereas primary education is the foundation of every learning. The better the foundation, better the edifice. Moreover, it has been analyzed through extensive research studies that return of primary education is higher than that of higher education. Therefore, primary education needs more attention and inputs to raise its standards and quality. Universities, Colleges and other institutions of technical education are no doubt, important in their own right, but personality of men and women gets its shape from early childhood. Primary education plays a vital role in the producing civilized citizen and pioneers to lead the nation through crises.

There is general consensus among economists of the world that for economic development, the material resources are not enough: the importance of human resources cannot be underestimated. Examples do not want those nations with less material resources but with the proper training and use of human resources, made progress by leaps and bounds. However it is possible when primary education is properly planned and provided to all children corresponding to age group (5-11).

### **2.3 POLICY AND PLAN PROVISIONS FOR PRIMARY EDUCATION IN PAKISTAN**

Emergence of Pakistan as an independent nation brought new hopes, expectations, problems and responsibilities, in the wake. Reconstruction needed not only utilization of existing facilities but also to extend benefits of education to vast majority, who were illiterate. The conference of educationists held in November 1947 at Karachi surveyed the existing and future opportunities in educational field in the light of national requirements

and priorities. The conference announced that it was the responsibility of the state to provide free and compulsory education to the people at the primary level within the shortest possible time. The objective of free and compulsory primary education was accepted as a basic policy of the state.

Fazal ur Rehman (1951, p.1) the then Central Minister for Education in his address to the Pakistan Educational Conference expressed the desire as follows:

Our first and foremost concern must invariably be determined and vigorously attacked on the formidable problems of illiteracy and its evil consequences. It goes without saying that the existence of a large bulk of illiterate population constitutes a grave menace to the security and well being of the state. There is now general agreement that in its own interest, the state should provide for its boys and girls universal, compulsory and free basic education which is the primary requisite for training in democracy.

The Commission on National Education (1959, p.185) recommended compulsory primary education. It considered education necessary at elementary level as indispensable for the skilled manpower and educated citizenship. The commission for the first time provided guidelines to look for alternative means in view of the financial constraints to achieve the goal of universalization of primary education but these means were assumed ambitiously as a result additional finances could not be provided to achieve the goals.

The commission also recommended that the target of five years compulsory schooling should be achieved within a period of ten years instead of eight years. Consequently, the “Asian Model” of planning compulsory education up to seven years was drawn up in 1965 but in the case of Pakistan the estimate was only 45% of primary school age children were in schools, so “Asian Model” was not applicable for implementation in Pakistan.

After Pakistan Educational Conference 1947, Six Year Plan (1951-57) was formulated to implement the recommendations of the conference. Zaki, W.M, (1969, p. 57) referring to the plan said that the six year plan was a planned attempt to spell out the educational needs of the country in terms of money, men and material but it did not make provisions for universal primary education and the problem was left unsolved to the development efforts in future.

Haq (1970, p.238) showing his concern for the same issue analyzed first five-year plan 1955-60 and agreed that education was treated as an important field and was accorded as a separate sector but no suitable guidelines were provided for universal primary education.

The goals set by the Commission on National Education, 1959 for the development of education and for providing universal primary education were to be achieved through a national plan. It was for this reason that the educational reforms recommended by the commission were reflected in the Second Five-Year Plan. According to Haq (1970, p.80) "the progress in the field of primary education, during the plan period was encouraging. Facilities for primary schools were substantially increased and annual growth ration was 7.2 percent".

Efforts in this respect continued and the Third Five-Year Plan 1965-70 envisaged an annual ratio of increase of 12.4 percent in the enrolment of children at primary level.

Similarly Education Policy 1972 (p.6) which is considered target oriented policy, also highlighted the significance of primary education and "envisaged universalization of primary education by 1979 in cases of boys and by 1984 for girls".

National Education Policy 1979 (p.2) dealing with the universalization of primary education recommended new strategies which were set out in the Fifth Five Year 1978-83. The policy envisaged the programme of achieving universalization of primary education for boys by 1987 and for girls by 1992, which like previous efforts proved to be too ambitious and failed to achieve the desired target.

The Sixth Five Year Plan 1983-88 (1983, p.383) recognized that "Pakistan had lagged behind in educational development with literacy rate of only 25% and half of the primary school age children were out of school". The plan proposed a sharp change in sectoral priorities by rephrasing primary and secondary education. The plan particularly emphasized the primary education.

During Seventh Five Years Plan 1988-93 (1988, p.209) involvement of private sector in the universalization of primary education was provided from 30% to 40%. But schools in private sectors could not serve the general masses due to high fee.

All these efforts, however, remained unsuccessful and according to National Education Policy, 1998-2010 (p.27) "the participation rate in primary education had not improved inspite of targets set out in the education policies and plan of the country". According to this policy about 5.5 million primary school age (5-9) children were out of school.

The Eighth five-year Plan laying emphasis on primary education states that primary education would be given the highest priority during the plan period. By the end of the plan period, all boys and girls of 5-9 age group would be enrolled in primary or mosque schools.

The Eighth five-year Plan 1993-98 (p.308) also emphasized the importance of teacher training both pre-service and in-service for the improvement of quality of education and stated,

One of the major reasons for low participation rate at the primary level is high drop out rate. Many children who enroll in the primary schools dropout because they do not find the school environment congenial to their basic needs. Some of them dropout due to uninteresting curricula and harsh attitude of teachers. Other leaves on account of poverty to become earning members of the family or to extend help to the family. During the Eighth Plan, the facilities in the primary schools will be improved by providing adequate shelter, furniture, portable water, latrines, teaching aids etc. Activity oriented instructional material will be developed and provided to teachers to make the learning process interesting. Quality of teachers will be improved through better pre-service and in-service training. A strong institutional campaign will be launched to persuade the parents to send their children to the schools.

The plans and policies have been formulated by the Government of Pakistan and by our planning experts right from Pakistan Educational Conference in 1947 to the vision 2010. Even very recently the National Reconstruction Bureau has formulated a next vision. But still the plight of primary education in Pakistan is in distress due to huge dropping out of the students at initial level and low quality of education. Hence reconciliation with the changing trends of the modern world still required.

#### **2.4 THE SYSTEM OF PRIMARY EDUCATION**

The present system of education of Pakistan is the heritage of the pre-partitioned British India. The system of education followed in colonial India was introduced by the British, primarily for turning out clerks and subordinates necessary for carrying on the administration of the country under the British masters in the colonial set up. The system of education was designed by Lord Macaulay to produce “your most obedient servant”. The cardinal principle of this system was to quote the words of Lord Macaulay, “We want Indians in color but Englishmen in taste and aptitude.” At least that was the objective at the initial stage after replacement of Persian by English as the Court language in 1935. The aim gradually expanded after the establishment of the Calcutta University in 1958 and other Universities later on. The consensus of opinion has been that since the existing system was designed by the alien rulers to serve their own imperialistic ends, it can hardly be expected to cater for the requirements of an independent and democratic Islamic state. Thus the existing system of education is not the result of a natural growth but was transplanted root and branch by foreign rulers, as we have already seen to serve their own purpose. It has outlined its utility and does not suit the genesis of Pakistan.

In Pakistan, the administration of education is a provincial responsibility. This is so far school education as well as in the field of teacher education. The Federal Ministry of Education exercises over all policy control with the detailed administration of the services being devolved to the four provincial governments.

At the Federal level there is a curriculum wing whose functions include over all development of the national curriculum for schools and teacher education institutions. At provincial level the respective ministries also have their curriculum bureau. In short

primary education is a subject, placed on the concurrent list of the Federal Government for policy formulation, coordination, and development and administration rest with the provinces.

Primary education covers the first five grades for age group 5-9. A primary school for a locality of 500 population is envisaged in different policies, however the target in practical has never been achieved so far.

Supervision of primary education rests with the provinces. The administrative models differed from province to province, however the lower echelons was same for all the provinces. With the devolution of power at district level, now the supervisory structure of primary education in each province is the same i.e. Executive District Officer (EDO) is responsible to run the day to day affairs of the primary education with the assistance of his subordinates in a defined hierarchy.

The responsibilities of evaluating and promoting of students from class I to V still lies with the ADO. A student is certified to join 6<sup>th</sup> class in elementary or secondary if he qualifies the final examination at the end of 5<sup>th</sup> class.

## **2.5 TEACHER EDUCATION**

In recent decades, elementary education has been gradually increasing specially in developing countries. It is a fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is also a fact that the teacher is a changing agent of the society. We can meet the challenges of the present century if our teacher is

dedicated to his profession and is well equipped with modern teaching techniques. Today the task of a common teacher has become challenging.

Education is a dynamic force and is controlled by a teacher. The teacher holds a central position in education system. He contributes significantly in character building of the individuals and through them in building the nation. He helps in transmitting values held by the adult generation to next generation. He plays key role in educating the citizens. Hence the future of the nation depends, to a very large extent upon the quality of the teachers.

No doubt quality of education is closely related to the improvement of educational objectives, policies programs, curricula, facilities, equipment and administrative structure but it is only the teacher who puts life into this skeleton. In the words of Ryan, Y. (1994, p.200)

If competent teacher can be obtained, likelihood of attaining desirable educational outcomes is substantial on the other hand, although schools may have excellent material resources in the form of equipment, buildings and textbooks, and although curricula may be approximately adopted to community requirements if the teacher is misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

Keeping in view the pivotal role of teachers due attention should be paid while recruiting them. Only those candidates be preferred who have high commitment to the teaching profession. The quality of education is directly related to the quality of its teachers. The Commission on National Education (1959, p.265) provides that;

The keystone of the arch of the national commission is the efficient, hard working honest teacher who is fully conscious of the fact that he is the

thrust of his nation's stability progress and reputation. Because the training and upbringing of the nation's youth have been placed in his hands. It is quite obvious that the education of a country cannot be better than its teacher. A good teacher is able to break through the poorest system and even an excellent system would get corrupted if the teacher is not conscious of his responsibilities or does not care to discharge them properly. That is why it is said, "no system of education better than its teacher."

Qualitative improvement in education depends upon proper training of teachers. The teacher cannot play any of the role unless properly trained. To meet the expectations and aspiration of the nation a teacher therefore, must possess creative abilities and professional skills to enable him/her to discharge his duties according to needs of society and nation for that he has to undergo special sort of training and education. Since teaching is a lifetime profession and there is a rapid explosion of knowledge it is not sufficient to provide training to teachers once in their life span. Therefore continuous education for teachers has become necessary. Lawton, D. (1990, p.151) has emphasized the need for continuous education of teachers as following;

The professional teachers need opportunities for continuous education not only to update their subject expertise and rethink their methods, but also to develop as human beings and professionals in a variety of ways. Part time research into the process of teaching and learning should be a high priority for them. Only if measures such as these are taken will young people get the quality teaching that they need and deserve.

According to Siddiqui, M.A. (1991, p.3) "teacher education is perceived as a continuous process, which consist of three distinct but closely interrelated consecutive stages (a) pre-service education (b) Induction and (c) in-service education and training"

Teacher education must cover various aspects of teacher's profession being a multi dimensional activity. Aggarwal, J.C. (1990, pp.270-271) also looks at teacher education as

a continuous process. For him it is a life long process of many dimension and facts. He described teacher education as provision of;

Knowledge, skill and ability which is relevant to the life of teacher as a teacher. This definition implies that teacher education is a multidimensional activity and encompasses various aspects of a teacher's life and work. Its aim is not to teach the teacher how to teach, but to make an effort to enkindle his initiative, to reshape his attitude and to remodel his habits in such a way that the personality of the teacher is molded in the right form.

According to Sharon, F.R. and Rossman, G.B. (1995, p.6) a good teacher education programme must be dynamic so that it can produce teachers who are:

Moral stewards, constructors and philosophers 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 and are tried in experience, their professional practice is guided by philosophy of reflection, action and accountability

Regarding the teacher knowledge, his method of teaching and his feelings Anderson, L.W. (1987, pp.83-84) is of the view that:

In order to prepare teachers for 'affective 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. The concept presented in this approach puts equal emphasis on knowledge and skills of teachers as well as teacher's awareness of student's emotional reactions and their ability to respond to these reactions.

Referring to the same aspects, Dunkin, J.M. (1987, p.672) says;

Approaches to the development of professional skills and competencies in pre-service teachers revolve around the provision of guided experience in school or school-like situations. Almost universally this involves the placement of student teachers in actual school and classroom for using periods of time and at varying stages in their preparation.

It is important, as well that the teacher training should not only be effective, but it should also be compatible with the value system of the society. In this way the effectiveness of teacher training and its relevance with social setup are both equal important.

According to Iqbal, M.Z. (1996, p.125):

In a country like Pakistan, which owes its very existence to an ideology based on religious faith, it is even more important that the teacher education is planned and directed in accordance with the tenants of its faith. The teacher training should produce teachers who fear God, comply with Shariah, possess sound personal character and are a model personality for the student.

According to Ryan, Y. (1994, p.200) a competent teacher can enhance the likelihood of attaining desirable educational outcomes while on the other hand, although the schools may have excellent material resources in the form of equipment, buildings and textbooks but incompetent and indifferent teachers can make the whole programme ineffective and largely wasted.

Referring to teacher education, however, Eighth Five Year Plan 1983-88 (p.313) under the teacher education states that “teacher has a pivotal role in improving the quality and efficiency of education system for which pre-service and in-service training programs of high quality are essential”. The quality of pre-service training for most of the teacher training institutions is out-moded and low and there is an urgent need to update the knowledge and skills of master trainers engaged in teachers training.

The targets set in the Eight Plan are, no doubt, quite interesting and could have contributed a lot in improving the quality of education at the primary level provided proper

implementation would have carried out. A review of the performance of eight plan will, however, reveal that the majority of targets are yet to be achieved.

The National Education Policy (1992, p.12) on teacher education says that;

1. A separate unit for organizing teacher training shall be set up by each provincial education department and at the federal level.
2. Mobile training units may be set up for on the job training of teachers
3. Teacher training institutions will be equipped and strengthened, and their faculty will be provided training to update their knowledge and skill.
4. A regular in-service training program will be launched for teachers at all levels. Distance education method will be used for in-service training. Techniques and methods of community motivation towards education will be emphasized in training programs. Computer education will be a compulsory component of all teacher-training programs.
5. Deficiency of science, mathematics and languages teachers shall be removed. Also special scholarship scheme will be started for those holding secondary or higher secondary qualification in order to attract them to teaching profession.
6. A system of incentives will be created to encourage teachers to undergo in-service training. Special awards will be instituted for inventions and creative work.
7. The private sector will be encouraged to set up teacher resource centers (TRC's) to which government schools teachers may be nominated for training.

8. Teacher training curricula will be updated and the need for increasing the duration of teacher training will be assessed.
9. Teaching practice will be made compulsory and necessary part of pre-service training programs. It will be a separate head of passing. No B.Ed degree will be awarded to those appearing as private candidates unless the "Teaching Practice" part is completed to the satisfaction of examiners. Similar conditions may apply to B.Ed programs conducted through distance education.
10. A national commission for teachers will be set up for examining the problems of teachers and for suggesting ways and means for their solution.

The Objectives of teacher education as narrated in National Education Policy 1998

(p. 29) are:

To create a matching relationship between demand and supply of teachers; to increase the effectiveness of the system by institutionalizing in-service training of teachers. Teacher trainers and education administrators: to upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post secondary and post-degree levels; to make the teaching profession attractive for the young talented graduates by institutionalizing a package of incentives: to develop a viable framework for policy planning and development of teacher education programs both in-service and pre-service and to provide for management training of educational administrators at various levels.

## **2.6 TEACHER EDUCATION IN PAKISTAN**

According to Siddiqui, M.A. (1991, p.21); "teacher training in Pakistan can be traced back to 1904 when two teacher training institutions were established at Lahore and Karachi and these two institutions provided non formal teacher training programs". In 1954 the institution at Karachi was made a normal school and it began to offer J.V (Junior

Vernacular) certificate. The institution at Lahore was made a normal school and offered J.V certificate in 1956.

Pakistan Educational Conference 1947 (p.21) expressed concern about teacher education and recommended revision of teacher education programs to make them compatible with changing needs.

In 1947 when Pakistan came into being the following were the programs for training of the teachers for different stages:

1. J.V (Junior Vernacular (8+1 for primary classes (1-5)
2. S.V.(Senior Vernacular ) 10+1 for class 1-8
3. C. T (Certificate in Teaching ) 12+1 for class 1-8 including English
4. O.T (Oriental Teacher) One year training after a certificate in oriental language for the instruction of oriental languages.
5. B.T (Bachelor in Teaching ) 14+1 for class 6-10

Commission on National Education in 1959, made a serious effort to rationalize the system of education. The Commission recording the fact that teacher education played an extremely vital role in an educational system conceded, “No system of education can be better than the teachers who serve it.” The Commission recommended the following academic and professional standards for teachers of different standards.

<b>Classes to Teach</b>	<b>Qualifications for Admission</b>	<b>Duration of Training</b>
1-5	Matriculate	1 year
6-8	Intermediate	2 years

9-10	Bachelor's degree	2 years
11-12	Master's degree	A short training course

After the 1971 crisis, the entire education system was reviewed. Curricula were revised to match the age requirements and to fulfill the aspirations of the people of Pakistan.

The Education Policy 1972-80 (pp.34-35) suggested that “in order to meet the massive requirements of teachers at all stages, facilities for teacher education should be increased by reorganizing teacher education programs and by introducing innovative techniques.” It was also recommended that all teachers training courses be revised and reformulated. As a first step the curriculum for the elementary and secondary stage was revised. Allama Iqbal Open University was assigned the task of providing teacher education by using the innovative technique of distance education.

The National Education Policy 1979 (p.44) also remarked, “that teacher was the pivot of the entire educational system and suggested to strengthen the teacher education in the country”. Under the policy all the primary teacher training institutions and normal schools were upgraded to Elementary Colleges of Education for elementary teachers

The National Education Policy 1998-2010 (pp.47-54) 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 programs by institutionalizing parallel programs of longer duration at post-secondary and post-degree levels.
3. To make teaching profession attractive for the young talented graduates by institutionalizing a package of incentives.
4. To develop a viable framework for policy, planning and development of teacher education programs both in service and pre-service.

Above objectives shows the realization that teacher education is important for educational system and that it needs to be revised and improved. All the policies and plans have contributed towards certain objectives, but even now teacher education in Pakistan is far from perfect.

## **2.7 PRIMARY TEACHERS TRAINING (PRE-SERVICE)**

Teaching is an art and like all other arts it can be learned with varying degrees of proficiency. Some teachers are born teachers and they can be good teachers without learning the art of teaching. Just as some singers have brilliant musical careers without studying voice culture. On the other hand, there are individuals who are naturally so handicapped for a teaching career that instructions in the teaching art could do as little for them. Hence like every artist a teacher requires sufficient amount of practical training in his/her future job.

The origin of pre-service training programme goes back to the establishment of the normal school the latter half of the 19<sup>th</sup> century. The inadequacy of one year of training was recognized long ago and the duration of training was extended to two years. Policy changes took place and the duration of the training courses was reduced again to one year throughout the country.

Pre-service teacher education is offered in two different kinds of institutions. Teachers entering the primary sector are trained in the Government Elementary Colleges. The award granted by the institutions is the Primary Teaching Certificate (PTC). In practice there are variations in this pattern. In the province of Baluchistan for example, there are no pre-service primary courses available. There, training is offered to untrained teachers after some time in their teaching careers. Even then in Punjab and N.W.F.P. examples are there that majority of untrained teachers were trained through refresher/short courses.

Pre-service training is needed to provide the formal and informal activities and experiences that help to qualify a person to assure the responsibilities of a member of the educational profession or to carry out his responsibilities more effectively. The major purpose of initial or pre-service training is to familiarize teachers with the general school atmosphere and to develop in them some basic professional skills. In this way the teacher education is a continuous process

Elementary Colleges are under the control of the provincial governments. Colleges of Education operate under the control of the board of studies of the relevant university to which they are affiliated. These boards of studies operate independently of each other. Provincial boards of examinations exist to examine candidates externally for the PTC and C.T Programmers

The PTC programme is for the teachers who are trained to teach the primary classes (I-V). This programme is of 39 weeks duration. According to Farooq, R.A. (1993, pp, 36.37)

Pupil's teachers of the PTC class study the following subjects.

1.	Principles of education and methods of teaching	100 marks
2.	Child development and counseling	100 marks
3.	School organization and management	100 marks
4.	Health and physical education	100 marks
5-10	Six methods of teaching courses in sub areas	100 marks
11.	Short term practice of teaching	050 marks
12.	Long term practice of teaching	150 marks
	Total marks	1200 marks

## 2.8 IN-SERVICE TEACHERS TRAINING

The inadequacies of pre-service teacher training programs and the presence of a substandard weak force with no training makes in-service training even more important. It is self evident that changes in the content and even more so in the methods of teaching learning can be effected only if a large number of existing teachers especially in the primary school are adequately prepared through a systemic process of retraining. In-service training aims at promoting the continuous professional growth of the teachers after they have joined the profession. The need for further study is directly related to the ability of teachers to perform teaching tasks in a variety of educational settings. The more the nature of their role changes the more frequently the teacher must receive in service

training. Experienced teachers may need such training to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Bolam, R. (1980, p.3) defines in-service education and training of teachers as “those education and training activities engaged in by teachers following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge skills, and attitudes in order that they can educate children more effectively”.

Dave, R.H. (1978, p.22) also has similar views but he calls it "the application of the concept of lifelong learning, to in-service teacher education with a view to encourage teachers to refine their competencies and responsibilities in a long term framework of professional responsibility"

Sharif, M.S. (1965, p.183) also has similar perception. He says, “In-service education refers to those activities which help teachers improve their teaching learning competencies while on Job”. He further adds that in-service education denotes all activities and experiences that are provided for teachers on the job to promote their personal, academic, and professional competence in order to equip them with increasingly better ways of discharging their professional responsibilities. (p.212)

Childress, R.J. (1982, p. 12) highlights the need of in-service education of teachers and states that “that there is importance of in-service education for the teachers in profession accepted in popular articles, in text books, in special publications and in research studies." There has been explosion of knowledge which has resulted in the

change of methodology and to develop suitable technology for the classroom teachers due to which in-service education of this group necessary.

Letson, T.W. (1971, pp.79-80)) in his article, “In-service Training” stated the following:

In-service education is designed to promote the continuous development of the teacher after he enters the teaching profession by providing planned and systematic instruction within the educational setting. The need for further study is directly related to the ability of a teacher to perform his teaching tasks. The more the nature of his role changes, the more frequently the teacher must receive in-service education. An experienced teacher may need such added training because of a change in his assignment for example, a change from independent to team teaching, a move to a new location, or the introduction to the curriculum of new subject matter or techniques, such as the new Maths, or the radical change in the socio-economic and /or ethnic composition of the school population. In-service courses may also help beginning teacher in applying theory learned in college programme to actual class room situation.

Erant, M. (1988, pp.73-74) states that the national governments have been giving increasing attention to the in-service education and training of teachers (INSET) firstly because teachers, like other adults, need continuing education to keep abreast of changes in modern society. Secondly there is growing concern in some countries about the quality of teaching and career development of these who have basic education and training than current requirements of teaching and thirdly because demographic trends have reduced the demand of new teachers in some countries, cutting of one important source and finally because there is a general feelings that education has failed to fulfill the hopes of the expansionists who have created a public pressure for improved school performance.

The initial preparation of teacher is critically important task in teacher development. The role of the teacher should be reflection of the community's expectations as well as the skills and abilities of individuals needed for the profession.

Induction was identified as the weakest link in the system of teacher training all over the world, even the most advanced countries. It can be observed from the press release of the Department of Education and Science of Oxford University, D.S. (1992, p. 348) which said, "Induction should be a planned extension of initial teacher training. It should help newly qualified teachers to become confident and competent as rapidly as possible, with guidance from more experienced colleagues"

The purpose of in-service education is to increase the efficiency of teachers who are on jobs. Singh, S.A. (1980, p.43) thinks that "teaching is a life time profession and there is rapid explosion of knowledge, it is not enough to provide training to teachers once for all. Facilities should be provided for retraining of teachers periodically through out their career"

The in-service training of all working teachers was duly emphasized in the National Education Policy 1979 (p.62). It states that " In order to ensure continuous professional growth all teachers would be required to undergo at least one in-service training course during five years"

The Government efforts for the improvement of the teacher's input at different level of education are also seen in the latest education policy, 1998-2010. Similarly the

Education Sector Reforms (ESR) also speaks about the teachers quality through different in service teachers training programmes.

## **2.9 NEEDS OF INSERVICE TRAINING**

The success of any educational reform depends on the quality of teacher which, in turn, depends to a large extent on the quality of the teacher training programme. It is essential to develop national consciousness regarding necessary improvements to be brought about in teacher education.

The change in the curriculum brings about innovation both in content of the subjects and methods of teaching. The changes in methods of teaching include education technology, programme learning, modular approach and discovery approach etc. This all necessitates that a teacher should under go in service training periodically.

It is observed that teachers cannot teach effectively certain subjects unless she/he under goes to some sort of in-service training to keep herself/himself abreast of these new changes and to provide the knowledge.

The attitude of the teachers also changed with passage of time and experience in teaching. They develop new interest in special fields for example working teaching to maladjusted child, on new method teaching, techniques of evaluation etc. All such needs of teachers can be met through in-service courses. Here the teachers get opportunities to share their experiences with the colleagues, instructors and resource persons. In-service training helps the teachers to grow and keep growing professionally. It must re-enforce

and refresh the knowledge, skills, techniques and attitudes acquired by the teachers during their initial training.

The report of the Commission on National Education 1959 (p.271) stressed the need of in-service training of teachers in following words;

It must be recognized that no teacher once trained can throughout his career be regarded as fully competent without periodic refresher courses. This can be accepted in all the advance countries where provisions are made for the teachers to refresh his knowledge and ideas at given intervals. It is time for us also to stop treating refresher courses as a luxury and to accept them as a necessity of education standards are to be raised and maintained. To enforce this we proposed that once facilities are made available and courses organized, increments should be withheld from teachers who have not attended a refresher course at least once in five years.

The National Education Policy 1979 also requires every teacher to undergo at-least one in-service training course during every five years of his/her service.

To meet the demand of the in-service training of the teachers, the policy further recommended that all the provincial education extension centers and in-service training centers in the country would be strengthened.

The implementation programme of National Education Policy (1979, p.63) also included the following:-

- a) In order to re-orientate the massive number of existing teachers in the ideology of Pakistan and in their respective fields of specialization in-service training course will be conducted throughout the country.
- b) Strengthening of the provincial education extension center so as to enable them to provide at least one in-service training facilities to every teacher during five

years. The training of teachers of classes XI-XII will also be the responsibility of the education centers.

National Education Policy and Implementation Programme (1992, p.26) recommended a regular in-service training programme to be launched for teachers at all levels. For this purpose distance education method was recommended.

The latest National Education Policy (1998-2010, p.30) provides that “in-service training for existing teachers shall be revamped and over a period of five years, all elementary school teachers shall be provided with in-service training opportunities and resultantly in-service training on a 3-year cycle basis shall be institutionalized”.

Most of the recommendations of teacher training involve re-deploying training material, and the staff and so do not entail significant cost to the extent that the teacher training materials and staff located at the government teacher training colleges can be re-deployed and rationalized as part of the reforms.

## **2.10 TEACHERS TRAINING METHODS**

This topic is discussed here because the study aims at evaluating the teaching methods of Primary School teachers.

There is a wide variety of methods available to the administrative hierarchy. Generally these can be grouped into on the site and off the site methods. Teachers training courses of Pakistan Education Foundation,(2000) provides that;

One of the oldest and most widely used methods of training consists of assigning new teacher to experienced teachers. These techniques must be chosen for teaching particular skills. The competent and experienced teachers should have the ability to teach the job to some body etc. The teachers should be trained in the proper methods of instruction including use of reinforcement knowledge of results and distributed practice. These experienced teachers should be convinced that the training of new teachers in no way would threaten their job security, seniority of status.

## **2.11 PRIMARY SCHOOLS IN NWFP**

In 2001, there were approximately 62,000 teachers and approximately 22,200 primary schools in NWFP. Primary schools in NWFP offer six classes. Grade I for junior is usually called “kachi” and “packi” grade and Grade II for senior is for classes 2-6. No school may refuse access to a child on gender grounds. Boys are attending girl’s schools, if the school is considered better than the male school. In the opposite case, i.e. girls attending boy’s schools is even more frequent i. e 12% of the pupils in boys schools are actually girls but for different reasons that might show,

there is no girl’s school around or it shows the demand of parents for education for girls too.

## **2.12 PRIMARY EDUCATION AT DISTRICT LEVEL (UPTO JUNE, 2001)**

According to EDO’s office Haripur District, in 24 districts of NWFP, the District Education Officers (male) and their staff were in charge of the boy’s primary schools and the DEO (female) headed each district as in charge of the girls primary schools. A District Education Officer was supposed to have one Dy. District Education Officer, (Dy. DEO),

one or two Sub Divisional District Education Officers (SDEO), three to four Assistant District Education Officers (ADEO), several Assistant Sub Divisional Education Officers (ASDEO), and one Learning Coordinator (LC) for approximately 30 to 80 schools or even more in some female schools. L.C.s were supposed to reach out their schools for supervision and guidance. Male District Education Offices were considerably better staffed than female offices due to a more favorable location of posts and because female posts often remained vacant for lack of suitable and interested female candidates.

### **2.13 PRIMARY EDUCATION AT DISTRICT LEVEL FROM JULY 2001 TODATE**

In the course of power devolution, several changes were introduced. Two subdivisions were given the district status and now there are 24 districts in NWFP. The district structure has been totally changed. An EDO (Executive District Officer) who is in charge of primary and secondary schools in the district now heads the education department in respective districts. There are three District Officers (DO) posts, (DO primary education and Literacy DO Administration and Development and DO secondary education). This means, male and female primary schools are managed on district level by the same DO. Each DO is supported in his/her work by three ADOs, Assistant District Officers. The SDEO posts are replaced by DDO (Dy/ District Officer male and female), managing the previous sub divisional offices. On sub-divisional level, 771 LCs posts are abolished. There are now posts for ADDOs (Assistant Deputy District Officers) 220 ADDOs for all over the province i.e. one ADDO/TT and one ADDO (insp) for approximately 100 schools.

## **2.14 TEACHER TRAINING PROGRAMMES IN NWFP**

Teacher education is the most neglected area in the education sub-sector of the country. Therefore this sub-sector needs special attention. Besides the regular steps taken for the staff development by the Directorate of Primary Education NWFP, a number of projects funded by foreign agencies in the form of loans/grants are also engaged in imparting training to the teachers and educational administrators at primary level.

According to EDO, Abbottabad report, in NWFP there are different programs of teacher training being offered in colleges/institutes/departments of education for the training of primary school teachers, secondary school teachers and supervisors. Colleges of Education offer two kinds of programs such as PTC (Primary Teaching Certificate), a C.T (Certificate in teaching) for the training of elementary level teachers. There are two types of programs being offered for the training of secondary schools teachers i.e. one year B.Ed programme (14+1) Model and three year BA/B.Sc. + B.Ed programme (12+3) Model. Supervisors and administrators are also being trained in the institutes of education and research and departments of education in the universities. These institutes/departments offer courses leading to M.Ed or M. A (Education) degree. In N.W.F.P. following teacher programs have been functioning till 2002.

### **2.14.1 Short Term Courses**

Training and Supervision Cell, NWFP, provided the background of short-term courses in N.W.F.P. that during the period 1982-90 the untrained teachers who had three years continuous service at their credit were allowed to under go short-term courses of

three months during vacations in high schools. Trained teachers of high schools acted as instructors. After completion of course they had to pass the external examination in theory and practice of teaching for earning for PTC certificate. Certificate holders of this programme were considered trained and at par with those who have undergone proper pre-service training. Ratio between the number of trainees who have undergone pre-service and short-term courses were about 1:3 respectively. In NWFP cost for pre-service training was Rs.700/- per trainee, where as for short-term courses the cost was Rs.300/- only. The education extension center Abbottabad trained about 2066 untrained teachers during the year 1982-83 to 1989-90.

#### **2.14.2 Education Extension Centre**

According to a report of Education Extension center, Abbottabad, the center established in 1964 at Abbottabad works under the direct control of Director Curriculum Bureau. The centre arranges in-service training programmes either on their own premises or at regional centers established for the purpose. Short-term courses of two to four week's duration were held throughout the year depending upon the resource availability.

The aim of this training was to develop the competency of working teachers in teaching methods and techniques as well as improving their mastery of content. The topics covered in the courses also included lesson planning and presentation, the use of text books and home assignments evaluation, guidance, and discipline and co curricular activities. The education extension center mission was:

1. To help working teachers to refresh their knowledge

2. To develop teachers skills in order to improve class room teaching
3. To enable teachers to formulate instructional objectives for their lessons
4. To enable teachers to prepare valid achievement test
5. To change teachers attitude towards accepting innovations and changes in the field of education.

The policy requires that training be imparted to all teachers with in a cycle of five years but output of these centers revealed that this could not be achieved due to financial and staff constraints. Education extension centers have limited capacity and resources to provide in-service training for all the teachers.

### **2.14.3 Govt. Colleges of In-service Education**

In NWFP, there are two in-service colleges of education, one for male and other for female teachers. They have conducted only orientation/refresher courses of three months duration for two to three years. The number of teachers given in-service training by these institutions is almost negligible as compared to total number of existing strength.

### **2.14.4 Primary Orientation Course Project**

Through the distance education system of AIOU, a Project i.e. Primary Teachers Orientation Course was launched in 1976. Through this course 83,000 in-service primary teachers including N.W.F.P. were enrolled upto 1985. Out of these teachers 32,000 teachers could pass the course. The course was theoretical in nature. The course had a limited impact on the quality of primary education in Pakistan. A need was felt to develop

and launch a course with necessary practical component so that primary education in country could be improved.

#### **2.14.5 New Primary Teachers Orientation Project**

This Project was launched by AIOU with the collaboration of Royal Norwegian Government with a capital cost of Rs.57.346 million which was raised to Rs.97.346 million in December, 1996 with increase in its target i.e. 51000 teachers. The main aim of the project was to enhance the quality of working primary teachers with respect to selected teaching competencies supported with media i.e. T.V, Radio, Video on Micro-teaching and thus to improve their teaching skills. Through this project in-service primary teachers who have not had any previous orientation in the new methodologies and teaching skills were trained.

The New PTOC was unique in the sense as it was directly related to the objectives of primary educational curriculum, which was an integrated part of the teachers training programme at the primary level. It emphasized both the content and the methodology of primary level programme, which deemed to be essential for the qualitative improvement of primary education in Pakistan. According to AIOU, N-PTOC. (1991, p.3) it has following objectives;

- i. Up-dating 50,000 primary teachers to the current teaching strategies and methodology and relate them to cognitive development with special emphasis on reading, guidance and counseling.
- ii. Integrating the teaching techniques with the current curriculum and textbook.
- iii. Enriching the New PTOC by adding a practical component of two workshops, one in the middle of semester and one at the end.

- iv. Enriching the New PTOC course work with media support i.e. T.V, Radio and Video on microteaching.
- v. Monitoring the tutoring and supervision aspects of the course.

Through this Project the teachers were trained with special reference to:

1. The current teaching strategies and methodologies
2. Integrating the teaching techniques with the current curriculum
3. The practical component was emphasized through workshops

The cost per trainee was Rs.2276/- as indicated in different reports of the NPTOC project. Text Material of New PTOC comprised 18 units which were organized in the following 5 blocks.

<b><u>Block No.</u></b>	<b><u>Name of block</u></b>
1.	Expository block
2.	Pedagogy Block
3.	Humanities Block
4	4. Mathematics block
5	5. Science Block

In order to make New PTOC affective: the course was supplemented with two T.V and five radio programs. These programs were related to different units of the text. After every fortnight a tutorial was held. During tutorials, students asked questions from their respective tutors. These questions were based on the difficulties faced while studying the units. There were six tutorials altogether and attendance in four was obligatory. During each semester, every trainee was expected to complete four assignments and at the end of

semester written examination was held. The trainees thus completing four assignments successfully, pass written examination and have attended two workshops were awarded completion certificates. Two training workshops were held one in the middle of the course, which was of three days while the other was held at the end of the course and was of six days. Micro teaching was one of the important components of these workshops.

#### **2.14.6 Primary Education Programme Improvement Of Learning Environment (PEP-ILE)**

According to Shah, M.H. (2001, pp.7-11) This programme was an initiative of the Government of NWFP, Directorate of Primary Education, with technical assistance from GTZ and NEDA and was designed to improve the quality of learning outcomes in primary class room through the inputs in teaching learning materials and teachers training. The programme become operational in the year, 1997-98 for a term of five years, extendable to such time span as it may take to reach the whole of NWFP primary schools, covering all the six grades of primary school. Starting with materials and training input in kachi grade of five districts in 1997, it has been expanding each year to other districts and another grade of children schools (kachi to grade-5)".

PEP-ILE ventured to provide inputs for quality of primary education in NWFP through improved teaching/learning materials and teacher behavior more conducive to learning, imparted through a series of training. The task is over awing both in nature and

size. Addressing as many as 17,000 schools, 52,000 teachers and about 1,800,000 children demands an unlimited source of energy and strength, which could only be sought through phasing it over a period of four years for reaching all the districts and five years in covering all the school grades.

A team of experts at TTMD (teacher training and material development cell) developed material for the programme, another organ of the primary directorate, PEP-ILE designs, develops and disseminates the training with the active involvement of the district level management. Each year a grade-specific batch of teachers is trained three times, and by the end of the academic year, 1998-99, PEP-ILE, had trained as many as 17,000 teachers from 11 districts in pupil-active methodology, which is a part of an improved learning environment.

The PEP-ILE through repeated testing and review developed an approach to in-service training suitable for the teachers of NWFP in Pakistan. The approach was three-pronged:

- Development of new teaching-learning material (new textbooks and work books, teacher guides)
- Training of teachers in the proper use of the new material, in content matters and in general teaching skills
- Support of districts in the implementation of the new approach by monthly review meeting school visits and general logistics.

The aim of the training through this programme was to help as many teachers as possible to make their teaching more effective and attractive. The programme offered a varied methodology, i.e. using group work, asking interesting questions, involving pupils actively through learning games, observations, dealing with objects, telling stories,

introducing and concluding each topic properly assisting pupils achievements and assisting pupils individually. Objectives of PEP-ILE training according to Semiotics Consultants (Pvt) report (1999, p.26) were:

1. To help the teachers make the children active participants in the learning process instead of being passive recipients of knowledge as practiced in traditional methods.
2. To improve the competence level of the teachers on the subject and the active learning methodology.
3. To familiarize them with new materials, curriculum, primers, and teachers' guide.
4. To practice what has been learnt.

#### **2.14.7 Primary Education Project**

In this Project the component of learning coordinators were included with a view to strengthen supervision and ensuring the continuous updating of teacher knowledge. The learning coordinators provided academic guidance to the teachers; having been entrusted the supervision of only six to nineteen schools. The headmasters and the learning coordinators took a great load of that education centers. They really facilitated in service training bringing it to the very doorsteps of the teachers. But in NWFP learning coordinators were not given any training and most of the learning coordinators did not know what their specific duties were and how their assignments differed from the ADEOs. Being ignorant of the task assigned to them and having been given no training they were unable to provide any professional guidance to the teachers. Thus this revolutionary step of in-service training programme failed to achieve any thing substantial.

### **2.14.8 Teachers Training Project (TTP)**

Primary Teachers Training Project (TTP) was initially launched in the year, 1992-93. The Project has trained 9000 teachers during the first three years of its operation. During the remaining two years, 4230 teachers were expected to be trained. A total of 13,230 teachers (23%) could get training under TTP out of total number of 56,667 teachers on completion of the project. Per unit cost of training was Rs.1912/-. The curriculum for in-service teachers training was developed through this project. The objectives of this project according to Semiotics Consultants (Pvt) report (1999, p.25) were as under: -

1. To enhance the professional competence of the teachers
2. To acquaint the teachers with the modern teaching methodology.
3. To clarify the difficult concepts of the contents of various subjects.
4. To explain the primary curriculum
5. To prepare and discuss the list of difficult concepts of the subjects taught at the primary level
6. To provide additional information on different concepts of the various subjects included in the course
7. To make better use of the teaching kit
8. To help prepare the low cost and no cost teaching materials
9. To prepare specimen of topic review in various subjects.
10. To help prepare lessons plan and make practice.

One of the main achievements of the TTP is that of the establishment of Provincial Institute of Teacher Education (PITE) at Peshawar, which is an apex-training institute and it has started functioning in new situation.

### **2.14.9 Nazira Quran Training Project**

This project was launched in various districts of N.W.F.P. The majority of the participants of this training project were in position to read Holy Quran before attending the course. Cost per trainee is not available. According to Semiotics Consultants (Pvt) report (1999, p.26) The objectives of the Project were to trained the teachers with the following aspects:

1. To familiarize teachers with effective teaching practices, evaluation and co-curricular activities.
2. To encourage student teacher interaction in the class room
3. To familiarize the teacher with the decorative procedure of the classrooms, maintenance of school record and proper use of registers.
4. To help the teacher develop a good relation among community parent's teacher and school kids.
5. To acquaint the participants with modern teaching techniques.

## **2.15 RESEARCH IN IN-SERVICE TRAINING**

Some studies at different levels have been carried out about various aspects of in-service teachers training programmes in Pakistan. This also includes term paper at M. Ed and M. Phil level at AIOU and an independent study of Private Organizations. Brief detail of some of them is given below:

**2.15.1.** Satti, Z.H, (1998) conducted a study of the effectiveness of N-PTOC Programme in District Haripur N.W.F.P. He conducted the study for Master of Education at the University of ARID Agriculture, Rawalpindi. The main objective of his study was to find out the effectiveness of N-PTOC programme in improving the teaching skills of primary schools teachers. He compared the performance of the N-PTOC teachers and Non PTOC

teachers in the male primary schools of district Haripur. Twenty-three N-PTOC teachers enrolled in Spring, 1997 were taken as sample. The researcher in their actual classroom observed performance of these N-PTOC trained teachers. For the purpose of comparison the same Nos. of Non-PTOC Teachers with equal qualification were also observed in their classroom. Observations were made on the basis of checklist prepared by the PTOC Project. It was observed that the PTOC trained teachers performed better teaching with the use of the following skills.

1. Set Induction
2. Effective Questioning
3. Listening
4. Re-enforcement
5. Gestures
6. Closing of lesson
7. Re-planning

The researcher recommended that wider samples might be taken to further evaluate the effectiveness of this in-service training programme.

**2.15.2** Mehmood, K. (1999) conducted study on; “Effectiveness of In-service Imparted Through Teacher Training Project”. He conducted this study for his M.Phil Education at the Department of Teacher Education, AIOU Islamabad. The main objectives of his study were to identify the inputs achievements and methodology of in-service teacher training programme. District Kasur and Sialkot of Punjab were included in the study and in-service training of primary school teachers in the subjects of General Science and Mathematics provided under Asian Development Bank were taken into consideration. Achievement

test, attitude scale, observation schedule and opinionnaire were developed to find the difference between the performance of experimental and controlled groups students.

Consequent the difference between the effectiveness of the teaching class-I behavior of experimental and control group was investigated. The study revealed that there was a significant difference between the achievement of the students of experimental groups and control groups. The performance of the experimental group was better than the performance of the students in control group. It was further revealed that nominations for in-service training were not made in time; the participants of the training were satisfied with the performance of the master trainers and the facilities provided to them.

**2.15.3** Khurshid, M. (1998) conducted a study on “Effectiveness of PTOC Training on the Classroom Performance of Female School Teachers in Rawalpindi District”. She conducted the study of her M.Phil at AIOU. The main purpose of her study was to find out the effectiveness of N-PTOC in-service teachers training programme launched by AIOU Islamabad under the sponsorship of Norwegian Government. Classroom performance of female primary teachers was observed. Only those teachers were taken who had been enrolled for N-PTOC during the cycle of 1994-95 and 1995-96. A structured Performa was used for the observations of classroom performance of PTC teachers with PTOC training. One observation was made before the launching of N-PTOC 1994-95 and 1995-96 semester. The 2<sup>nd</sup> observation was made after the completion of PTOC programme. Classroom observation of the same teachers was made. In this way the pre-test and post-test experimental design was used. It was clearly observed that N-PTOC in-service training programme was effective with respect to different teaching skills. It was recommended that

questioning technique should be given more emphasis in the future launchings of N-PTOC programme.

It was also recommended that the achievements based teaching might be used by the N-PTOC. It was recommended to use the teaching kit during in-service training by the concerned institutions.

**2.15.4** Bukhari, T.A. (2000) conducted a study, “Development a model for In-service Training of Teachers in Pakistan”. He completed this thesis for his Ph.D. in Education at the University Institute of Education and Research Rawalpindi. The main purpose of the study was to study the experiences of in-service teacher trainers in Pakistan and to develop a model for in-service training of teachers in future. For this purpose a questionnaire was developed on the basis of the study of literature on the prevalent in-service teachers training programme. This questionnaire was administered to 240 teacher trainers in Pakistan. The data collected was discussed in the seminars held with primary in-service teachers training experts in Pakistan. On the basis of these discussions, model INSTOP (in-service teachers' orientation programme) was developed. This model was designed on the basis of content, input, process and product.

The main recommendation of this study was to develop the future in-service teachers training orientation programme on INSTOP Model with respect to objectives, content process and evaluation.

**2.15.5** Hashmi, N. (1998) conducted a M.Phil research on the “Effectiveness of N-PTOC Programme of AIOU”. For this purpose she observed the N-PTOC female graduates

working in the Primary schools in Bahawalpur and its surroundings villages and found that the N-PTOC in-service training programme was effective in achieving the teaching skills provided in the N-PTOC training programme. She recommended an intensive and in-depth studies in the area by taking wider sample.

**2.15.6** Semiotics (Pvt.) Islamabad (1999) conducted a study on “Study of the Effectiveness of In-service Training Programs offered to Primary School Teachers in N.W.F.P.” The agency conducted the study of different projects on in-service teachers training programme in N.W.F.P. Provincial Implementation Unit, Teacher Training Project, Education Department and Asian Development Bank sponsored the study. Teachers Training Project, like PEP-ILE, GPEP and Nazira Quran Training Projects were included in the study. The main objectives of the study were to know the objectives, procedures and modalities of in-service training programs and also to know effects of in-service training. To observe the performance of teachers with in-service training a checklist comprising 36 points was developed in line with objectives of in-service training programs. Another instrument i.e. structured interview was developed to get the views of trained teachers regarding the merits and demerits of the in-service training and from the organizations responsible for in-service training programme. The research team observed those teachers in the classrooms who had got in-service training from any organization and compared their performance with those who did not attend any course.

The research showed that there was a positive change towards improvement of the performance of the trained teachers. Different ongoing projects were recommended to be re-organize and redefine by the organizations working for in-service teachers. The study

recommended to coordinate the activities of all these organizations so that an integrated training approach could be useful instead of effort in piece meal. The practical aspect of the in-service training programme was recommended to be strengthened.

**2.15.7** Khan, R. (2003) conducted a study on “Effectiveness of PEP-ILE Programme in Tehsil Swabi”. He submitted his research thesis at M.Ed. level in the Department of Teacher Education AIOU Islamabad. The main objectives of his study were to evaluate the implementation of the program with respect to training, content, methodology, supervision and assessment. The study also focused on effectiveness of PEP-ILE programme in the educational development of Tehsil Swabi. The researcher developed a questionnaire composed of 37 items. Items from 1 to 32 were related to different skills and other information about students, whereas items from 32 to 37 were mostly related to general atmosphere of the school. The questionnaire was distributed to 300 teachers of different trained, untrained, high qualified, low qualified high experience and low-experienced teachers. The questionnaire consisted different skills of the teachers such as presentation skill, expression skill, written skill and their level/standard before and after PEP-ILE training with respect to teacher's performance.

The findings of the study showed some improvement in the performance of the trained teachers. Similarly there was significance difference between qualified and low qualified teachers. The researcher recommended extension in training programme also at middle and secondary level.

**2.15.8** Project, N-PTOC (2001) conducted a study on the “Effectiveness of New

Primary Teachers Orientation Programme of Allama Iqbal Open University". The study was carried out at the completion of the said project. The main objective of the study was to see the effectiveness of the N-PTOC programme. For this purpose an observation schedule was developed with necessary items. For the purpose of data collection the researchers visited various regional offices of AIOU and constituted teams of observers who were provided training for making observations. Decision about the effectiveness of PTOC program was made on the basis of the difference of the means.

The findings of the study showed that there was a significant difference between the performance of N-PTOC Teachers and Non PTOC Teachers with respect to application of different teaching skills. The study also recommended the extension of the project to train the remaining teachers through out the country.

**2.15.9** Sinha, P. (1982) conducted a study, "Evaluative study of teacher education in Bihar" for his Ph.D. The main objective of the study was to evaluate innovative programmes of teacher education in Bihar and to see the impact of these programmes on the quality of output. About forty-four primary teacher education colleges were randomly selected for study. A questionnaire consisting forty items was prepared for the study. The researcher through his personal visits to the relevant institutions and persons collected the data. The main finding of the study was that in-service teachers training programmes were not carried out effectively and there was little attention paid to follow up programme. He recommended that objective oriented monitoring of the teachers training programmes should be emphasized

**2.15.10** Mohn, J.R. (1992) conducted a study on "Effectiveness of Teacher Training Programmes in India". He conducted this study for his Ph.D. The main purpose of the study was to see the effectiveness of on going teachers training programmes. The sample of the study included ten teachers training colleges. Data was collected through questionnaires. The finding of the study indicated problems in the area of physical facilities, teachers educators, admission process, duration of teachers training programmes, teaching practices and finally the examination process. The findings of the study revealed that the efficiency of the programmes was not upto the mark. The researcher recommended that the in-service teachers training programmes should be continued in future by overcoming the deficiencies in the relevant areas.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND PROCEDURE**

This chapter deals with the discussions of method and procedure of the study. For the purpose of collecting relevant information and educational investigations following method and procedure was adopted.

#### **3.1 POPULATION**

The Population of the study consisted of the following;

1. All five districts of Hazara Division
2. All 3609 (2331M and 1278F) Government primary schools in Hazara Division
3. All 2208 (1435M and 773F) trained primary school teachers (male & female) without in-service training
4. All 7828 (5166M and 2662F) trained primary school teachers (male & female) with in-service training.
5. All Heads of 3609 Primary schools in Hazara Division

#### **3.2 SAMPLE**

1. Four districts i.e. Abbottabad, Batagram, Haripur and Mansehra from Hazara Division were randomly selected.
2. 28 schools from each district were randomly chosen with equal number of male and female schools and equal number of rural and urban schools. However in some places the number of school varied.

3. Two teachers one with in-service training and one without in-service training were taken from each school. In this way a total of 105 schools and 210 teachers formed the sample of the study.
4. Head of each of the sampled school was taken for his general views/comments regarding the overall performance of the selected teacher.

Table 3.1 Profile of Primary Schools Teachers of Four Districts of Hazara Division

DISTRICT	AREA	PIT TEACHERS		NIT TEACHERS		NO OF TEACHERS
		MALE	FEMALE	MALE	FEMALE	
MANSEHRA	URBAN	7	7	7	7	28
	RURAL	7	7	7	7	28
HARIPUR	URBAN	7	7	7	7	28
	RURAL	7	7	8	8	30
ABBOTABAD	URBAN	7	7	7	7	28
	RURAL	7	7	7	7	28
BATGRAM	URBAN	5	5	5	5	20
	RURAL	5	5	5	5	20
	Total					210

### 3.3 SAMPLE SELECTION

Following procedure was adopted in the process of sampling:

The sample consisted four districts of Hazara Division, which were selected randomly. 28 schools were taken randomly from each district with equal numbers of male and female schools and equal numbers of rural and urban schools. In some districts the number of schools varied. Hence total sample consists of about 210 teachers. Two teachers one with in-service training and one without in-service training were taken from each school. In this way the sample consisted 105 groups/schools and 210 teachers (male and female) from the respective districts. From these schools one head teacher was also taken for the purpose of getting his comments about the overall performance of the primary teacher.

The researchers with a letter of supervisor (Annex "E") approached the EDO's of four districts of Hazara Division on different dates in the year 2002. The total number of primary schools (Male, female, Urban and Rural) were obtained with their detail addresses. Besides the numbers and addresses of the schools, atleast one PIT one NIT teacher was ensured there by probing into the available record in the concerned EDO's office. After having sufficient information regarding primary schools and teachers, the EDO's letters was obtained for permission to visit the said schools and for seeking cooperation of the concerned teachers and head teachers. The researchers selected the primary schools with PIT and NIT teachers randomly. Some of the schools were however identified by the EDO office, which were convenient i.e. their contact by road and availability of both type of teachers.

There were some limitations for the researcher and research associates as in some of randomly selected schools, the teachers were not available on the visit day. therefore they decided to visit some other schools in that area. In some schools the head teachers were not available therefore such schools were also differed as without the head teachers comments the process was not completed. It was however ensured strictly that in each school there must be PIT and NIT teachers with their heads.

Similarly some limitations were about the subject being taught by the teachers. The researchers were not in a position to propose any lesson or subject to a teacher for his/her demonstration. Hence they had to depend on the teacher choice and preferences.

In some of the cases the teachers avoided to give model lesson with their thinking that perhaps this might be a departmental proceedings for checking their performance after getting training. In such cases the researchers had to differ the said school.

Generally, the teachers both PIT and NIT voluntarily demonstrated lessons and they cooperated with the researcher either due to EDO's directives, head teacher instructions or the researcher's motivation. However some of the teachers challenged the observation process as they think it was not a proper way to see the efficiency of both the groups (PIT and NIT). In some cases the head teachers were biased in giving their comments regarding a particular teacher. They count for the teacher's general dealing instead of his professional teaching. However the researchers had the limitations to depend on the head comments

### **3.4 INSTRUMENTS**

The following instruments were used for the collection of required data:

### **3.4.1 Observation**

For the purpose of observing teacher's performance, an observation schedule was prepared. The observation schedule consisted three to eight statements in the area of each skill and each statement has a 5 point scale i.e. Strongly agree, Agree, Uncertain, Disagree and Strongly disagree and having 5,4,3,2,1 as the score on these each point respectively for the purpose of recording the observation.

The observation schedule covered the following main teaching skills of pre-service and in-service training programs:

1. Set Induction
2. Presentation
3. Effective Questioning
4. Listening
5. Pupil reinforcement
6. Teachers' liveliness
7. Closing of lesson
8. Planning

#### **3.4.1.1 Improvement and finalization of observation**

The researcher and research associates pilot tested the observation schedule on the teachers included in population but not included in the sample. The observation schedule

was revised in the light of the feedback received as a result of pilot testing. In its final form the observation schedule had eight items.

### **3.4.2 Questionnaire**

A questionnaire was developed to get the opinions of the Head Teachers regarding the overall performance of trained primary school teachers with and without in-service training. The questionnaire was based on the following aspects:

1. Command on subject matter
2. Proper lesson planning before teaching lesson
3. Use of management skills in class
4. Use of A.V Aids in the class
5. Use of different teaching methods
6. Use of teaching kit
7. Partial re-capitulation of the lesson
8. Total re-capitulation of the lesson
9. Evaluation of the taught lesson
10. Assignment of home work to the students

#### **3.4.2.1 Improvement and finalization of questionnaire**

The researcher and research associates pilot tested the questionnaire on the head teachers of primary schools included in population but not included in the sample. The

questionnaire was revised in the light of the feedback received as a result of pilot testing. In its final form the questionnaire had 14 items.

### **3.5 PROCEDURE OF DATA COLLECTION**

For the purpose of collection of required data nine research associates in four districts were identified. Those research associates were preferred who had enough time for data collection and were familiar with primary education and specially the primary teachers. The observation schedule and questionnaire were discussed with them in detail in joint meeting and after wards these tools were tried out through their effective involvement. All aspects of both the research tools were analyzed with their input. They were formally briefed about the administration of the research tools.

The research associate I was BA B.Ed. plus M.A. Urdu serving as SET and having more than 15 years teaching experience. The researcher was familiar with primary education. The researcher visited different schools both male and female in Haripur district and collected data.

The research associate II was M.Sc. Botany, M.Ed and M.Phil student of AIOU having about eight years teaching experience at primary level and presently serving as SET in a Boys High School. He collected data from the urban rural, male and female schools of Haripur.

The research associate III was M.A M.Ed having seven years teaching experience at primary level and presently working as SET. The researcher collected data from urban/rural and male/female schools of District Abbottabad.

The research associate IV was MA. M.Ed., Senior Tutor of N-PTOC Project and Principal, GGHS, Abbottabad. The researcher was herself interested in such type of study. She collected data from female schools of Abbottabad district.

The research associate V was M. Sc. Pakistan Study, M.Ed. and was serving as Head master GMS (Boys). The researcher collected data from urban, rural and boys/girls schools of Mansehra district.

Research associate VI was M.A. M.Ed. and EPM graduate serving as Assistant District Officer, in EDOs Office, Mansehra. He collected required data from district Mansehra.

Research associate VII was M. A, B.Ed serving as SET in GMS (girls) Mansehra. She was involved in the data collection from Mansehra district.

Research associate VIII was M.A. M.Ed. and serving as SET at GHS (Boys) Battagram. The researcher collected data from urban/rural areas of Battagram

Research associate IX was M.Sc. /M.Ed. and ADO in Battagram district having more than 10 years teaching and administrative experience in primary education. He collected data from urban/rural and boys/girls schools of Battagram.

The researcher X was M.A. Pol. Sc., M.A EPM and was serving as Lecturer in EPM Department. The researcher has the experience of working as master trainer in

different in-service training programme of AIOU. The researcher visited all the districts of Hazara Division and collected data by both the means.

The researcher and research associates visited all the randomly selected primary schools of four districts of Hazara Division. The performance of the PIT and NIT teachers in various subjects from Class I to Class V was observed by the researchers on the developed instrument i.e. observation sheet. List of primary school teachers PIT and NIT were collected from the EDO's office of the relevant districts. Permission was also sought from the respective EDO's office to observe the class room performance of the primary teachers in their respective schools. Before proceeding on for observation of classroom performance, the purpose was explained to the concerned teacher. Whatever, a subject/class the primary teacher was to teach, the class room performance during that period was observed. The researcher was seated at the back of the classroom and tick marked the activity / performance of the teacher on the structured observation sheet.

The heads of the selected primary schools (i.e. from where the performance of the PIT and NIT teachers was being observed) were also distributed a questionnaire containing 14 items. These items were about the overall performance of the concerned teachers. The Head teachers were properly briefed to fill-in the said proforma and return on the spot.

### **3.6 ANALYSIS AND INTERPRETATION OF DATA**

The performance of the teachers was observed according to the developed observation schedule. The opinions of the head teachers regarding the overall performance of their subordinate teachers were also got through the questionnaire including there in

necessary aspects of pre and in-service training. The data obtained by both the tools was tabulated, interpreted and analyzed according to the standard design of research i.e. mean score and t-test.

According to the Gay, L.R (2000, p.449) formula for the mean score is as under:-

$$i) \quad \bar{X} = \frac{\sum X}{N}$$

To calculate the mean score, the following scale was used:

SA	= 5 points
A	= 4 points
UNC	= 3 points
DA	= 2 points
SDA	= 1 point

The mean score was calculated as following:

$$\text{Mean score} = \frac{F_{SA}X5 + F_A X4 + F_{UNC}X3 + F_{DA}X2 + F_{SDA}X1}{N}$$

Where

$F_{SA}$  = Frequency of the strongly agreed responses

$F_A$  = Frequency of the agreed responses

$F_{UNC}$  = Frequency of the uncertain responses

$F_{DA}$  = Frequency of the disagreed responses

$F_{SDA}$  = Frequency of the strongly disagreed responses

ii) According to the Gay, L.R. (2000, p.487) formula for the independent t test is as under:-

$$\bar{X}_1 - \bar{X}_2$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

taking  $\alpha = 0.05$

The results were tabulated and analysed statistically as under:

- i. Scores of group A were taken as  $X_1$  and scores of group B were taken as  $X_2$
- ii. Means of  $X_1$  and  $X_2$  were calculated.
- iii. Sums and sums of squares for both were calculated then t test for independent sample was applied.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF DATA

This chapter contains presentation and analysis of the data collected for the study.

The chapter is divided into three Parts.

Part-I consists of analysis of data collected through observation schedule. The data in this part has been presented in 40 tables (Table No. 4.1.1 to table No.4.5.8)

Part-II consists of analysis of data collected through the Questionnaire from the Head teachers. The data has been presented in 50 tables (Table No. 4.6.1 to 4.10.10)

Part-III shows the result of t test applied to both types of data.

#### Part-I Analysis of data collected through observation schedule

In this section the data has been analyzed to compare the performance of PIT teachers and NIT teachers, by gender, by region and by both gender and region simultaneously. The observation schedule focused on eight teaching skill with three to eight sub-items of each skill. The data collected through observation schedule has been presented in tabular form. The tabulated data has been analyzed by calculating mean scores and applying t test.

## Part-II Analysis of data collected through questionnaire from Heads of primary schools.

This part contains analysis of data based on the comments of the Head teachers regarding the overall performance of PIT teachers and NIT teachers, by gender, by region and by both gender and region simultaneously. The questionnaire used to get the comments of the head teachers had 14 items covering all the essential aspects of the teaching (methodology and content). Analysis of the data of about 10 items has done in tabular form with relevant description. The tabulated data has been analyzed by calculating mean scores and applying t test.

## Part-III Application of t test to both types of data

This part contains the results of application of t test to find out if the differences in the groups under study were significant.

**A. PART-I**

Table 4.1.1 indicates better performance of PIT teachers with respect to different aspects of teaching skill i.e. "Set Induction" than those of NIT teachers. The mean score of PIT teachers is between 3.9 and 4.2 whereas mean score of NIT teachers is between 3.3 and 3.5.

**TABLE 4.1.1 Comparison of PIT and NIT teachers with respect to application of different aspects of "Set Induction"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN score		
1.1	The method of introduction of lesson was interesting	PIT	URBAN	Response	21	17	14	3	0	4.0		
				score	10	5	68	42	6		0	
				%age	38	31	25	5	0			
			RURAL	Response	19	20	7	6	0	4.0		
				score	95	80	21	12	0			
				%age	37	38	13	12	0			
		NIT	URBAN	Response	4	24	14	7	5	3.3		
				score	20	96	42	14	5			
				%age	7	44	26	13	9			
RURAL	Response		5	15	17	8	2	3.3				
	score		25	60	51	16	2					
	%age		11	32	36	17	4					
1.2	The keen interest of the students in the lesson was due to the method of introduction	PIT	URBAN	Response	26	26	12	2	1	4.1		
				score	13	10	0	4	36		4	1
				%age	39	39	18	3	1			
			RURAL	Response	24	27	12	4	4	3.9		
				score	12	10	0	8	36		8	4
				%age	34	38	17	6	6			
		NIT	URBAN	Response	9	23	21	8	4	3.4		
				score	45	92	63	16	4			
				%age	14	35	32	12	6			
			RURAL	Response	11	24	20	10	3	3.4		
				score	55	96	60	20	3			
				%age	16	35	29	15	4			
1.3	The introduction	PIT	URBAN	Response	21	21	13	0	0	4.1		

of the lesson and the relation of actual lesson was clear to the students			score	10	5	84	39	0	0	4.2		
			%age	38	38	24	0	0				
		RURAL	Response	22	21	9	1	0	4.2			
			score	11	0	84	27	2			0	
			NIT	URBAN	Response	5	19	20	7		2	3.3
					score	25	76	60	14		2	
		NIT	RURAL	%age	9	36	38	13	4	3.5		
				Response	5	23	17	6	1			
				score	25	92	51	12	1			
				%age	10	44	33	12	2			

Table 4.1.2 reveals better performance of PIT teachers with respect to the application of different aspects of teaching skill i.e. "Presentation". The mean score of PIT teachers is between 3.9 and 4.2 whereas mean score of NIT teachers is between 3.3 and 3.5.

**Table 4.1.2 Comparison of the performance of PIT and NIT teachers with respect to different aspects of "Presentation"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN score
2.1	Explanation was fully comprehensive to the students	PIT	URBAN	Response	19	27	9	2	0	4.1
				score	95	108	27	4	0	
				%age	33	47	16	4	0	
			RURAL	Response	19	22	8	3	0	4.1
				score	95	88	24	6	0	
				%age	37	42	15	6	0	
		NIT	URBAN	Response	5	16	21	8	2	3.3
				score	25	64	63	16	2	
				%age	10	31	40	15	4	
RURAL	Response		5	17	16	11	1	3.3		
	score		25	68	48	22	1			
	%age		10	34	32	22	2			
2.2	The students were impressed by the explanation.	PIT	URBAN	Response	15	30	7	3	0	4.0
				score	75	120	21	6	0	
				%age	27	55	13	5	0	
			RURAL	Response	20	24	6	1	0	4.2
				score	100	96	18	2	0	
				%age	39	47	12	2	0	
		NIT	URBAN	Response	6	19	20	7	1	3.4
				score	30	76	60	14	1	
				%age	11	36	38	13	2	
RURAL	Response		4	20	20	4	0	3.5		
	score		20	80	60	8	0			
	%age		8	42	42	8	0			
2.3	Explanation covered the	PIT	URBAN	Response	17	23	13	1	0	4.0
				score	85	92	39	2	0	

	important points		RURAL	%age	31	43	24	2	0	4.3	
Response				23	20	8	1	0			
score				11 5	80	24	2	0			
		NIT	URBAN	%age	44	38	15	2	0	3.3	
Response				3	19	21	8	1			
score				15	76	63	16	1			
		RURAL	RURAL	Response	5	19	24	1	1	3.5	
score				25	76	72	2	1			
%age				10	38	48	2	2			
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
2.4	Demonstrated models, pictures and examples were source of interest to the students	PIT	URBAN	Response	20	22	11	2	0	4.1	
				score	10 0	88	33	4	0		
				%age	36	40	20	4	0		
			RURAL	RURAL	Response	20	21	9	0	0	4.2
		score			10 0	84	27	0	0		
		%age			40	42	18	0	0		
			NIT	URBAN	Response	3	19	22	10	1	3.2
		score			15	76	66	20	1		
		%age			5	35	40	18	2		
	RURAL	RURAL	Response	5	21	18	5	1	3.5		
score			25	84	54	10	1				
%age			10	42	36	10	2				
2.5	Demonstrated models, pictures and examples were up to the mental level of the students	PIT	URBAN	Response	16	26	6	2	0	4.1	
				score	80	10 4	18	4	0		
				%age	32	52	12	4	0		
			RURAL	RURAL	Response	22	19	9	0	0	4.3
		score			11 0	76	27	0	0		
		%age			44	38	18	0	0		
			NIT	URBAN	Response	6	17	21	8	1	3.4
		score			30	68	63	16	1		
		%age			11	32	40	15	2		
	RURAL	RURAL	Response	3	28	15	3	1	3.6		
score			15	11 2	45	6	1				
%age			6	56	30	6	2				

Table No.4.1.3 indicates better performance of the PIT teachers in the area of "Questioning". The mean score of PIT teachers is from 3.9 to 4.3 whereas mean score of NIT teachers is 3.1 to 3.4.

**Table 4.1.3 Comparison of the performance of PIT and NIT teachers with respect to different aspects of "Questioning"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
3.1	Questions were asked clearly	PIT	URBAN	Response	17	25	13	1	0	4.0
				score	85	100	39	2	0	
				%age	30	45	23	2	0	
			RURAL	Response	20	23	7	2	0	4.2
				score	100	92	21	4	0	
				%age	38	44	13	4	0	
		NIT	URBAN	Response	3	16	23	9	1	3.2
				score	15	64	69	18	1	
				%age	6	31	44	17	2	
RURAL	Response		1	16	22	8	1	3.2		
	score		5	64	66	16	1			
	%age		2	33	46	17	2			
3.2	Questions were generally comprehended by the students	PIT	URBAN	Response	19	22	13	1	0	4.1
				score	95	88	39	2	0	
				%age	35	40	24	2	0	
			RURAL	Response	20	19	11	1	0	4.1
				score	100	76	33	2	0	
				%age	39	37	22	2	0	
		NIT	URBAN	Response	4	15	26	6	1	3.3
				score	20	60	78	12	1	
				%age	8	29	50	12	2	
RURAL	Response		0	21	18	8	2	3.2		
	score		0	84	54	16	2			
	%age		0	43	37	16	4			
3.3	After questioning the students were	PIT	URBAN	Response	14	27	13	2	0	3.9
				score	70	108	39	4	0	

	given time for thinking answer		RURAL	%age	25	48	23	4	0	4.2		
Response				21	20	9	1	0				
score				10	5	80	27	2	0			
		NIT	URBAN		%age	41	39	18	2	0	3.2	
Response					3	19	21	8	2			
score					15	76	63	16	2			
			RURAL		%age	6	36	40	15	4	3.4	
Response					2	22	20	5	1			
score					10	88	60	10	1			
				%age	4	44	40	10	2			
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
3.4	Both easy and difficult questions were asked	PIT	URBAN	Response	16	28	7	3	0	4.1		
				score	80	11	2	21	6		0	
				%age	30	52	13	6	0			
			NIT	RURAL		Response	21	21	9	0	0	4.2
		score				10	5	84	27	0	0	
		%age				41	41	18	0	0		
				URBAN		Response	5	14	23	6	4	3.2
		score				25	56	69	12	4		
		%age				10	27	44	12	8		
	RURAL		Response	5	16	21	7	1	3.3			
score			25	64	63	14	1					
%age			10	32	42	14	2					
3.5	The questions provided the students to think deep over for Response	PIT	URBAN	Response	17	24	13	1	0	4.0		
				score	85	96	39	2	0			
				%age	31	44	24	2	0			
			NIT	RURAL		Response	20	19	12	2	0	4.1
		score				10	0	76	36	4	0	
		%age				38	36	23	4	0		
				URBAN		Response	2	15	24	9	2	3.1
		score				10	60	72	18	2		
		%age				4	29	46	17	4		
	RURAL		Response	3	21	23	3	1	3.4			
score			15	84	69	6	1					
%age			6	41	45	6	2					
3.6	Maximum	PIT	URBAN	Response	17	24	2	1	0	4.3		

	students were asked questions in the given time		RURAL	score	85	96	6	2	0	4.2	
%age				39	55	5	2	0			
Response				15	19	6	1	0			
score			75	76	18	2	0				
%age			37	46	15	2	0				
Response			4	14	21	2	0				
NIT		URBAN	score	20	56	63	4	0	3.5		
			%age	10	34	51	5	0			
			Response	4	13	18	2	0			
		RURAL	score	20	52	54	4	0	3.5		
			%age	11	35	49	5	0			
			Response	4	13	18	2	0			
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.7	Questions were relevant to the under study lesson	PIT	URBAN	Response	20	26	9	1	0	4.2	
				score	10	10	27	2	0		
				%age	36	46	16	2	0		
			RURAL	Response	21	21	9	2	0	4.2	
				score	10	5	84	27	4		0
				%age	40	40	17	4	0		
		NIT	URBAN	Response	10	17	16	5	3	3.5	
				score	50	68	48	10	3		
				%age	20	33	31	10	6		
			RURAL	Response	6	18	18	6	1	3.4	
				score	30	72	54	12	1		
				%age	12	37	37	12	2		
3.8	Questions were asked only to check the memory	PIT	URBAN	Response	24	12	17	2	1	4.0	
				score	12	0	48	51	4		1
				%age	43	21	30	4	2		
			RURAL	Response	13	19	8	2	2	3.9	
				score	65	76	24	4	2		
				%age	30	43	18	5	5		
		NIT	URBAN	Response	5	10	20	8	3	3.1	
				score	25	40	60	16	3		
				%age	11	22	43	17	7		
			RURAL	Response	1	20	17	2	1	3.4	
				score	5	80	51	4	1		
				%age	2	49	41	5	2		

Table 4.1.4 exhibits better performance of PIT teachers with respect to different aspects of teaching skill I.e. "Listening". The mean score of PIT teachers ranges from 3.8 to 3.9 whereas mean score of NIT teachers ranges from 3.0 to 3.3.

**Table 4.1.4 Comparison of the performance of PIT and NIT teachers with respect to different aspects of "Listening"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
4.1	Realized the problems of the students on time	PIT	URBAN	Response	11	20	19	6	0	3.6
				score	55	80	57	12	0	
				%age	20	36	34	11	0	
			RURAL	Response	7	27	16	1	2	3.7
				score	35	108	48	2	2	
				%age	13	51	30	2	4	
		NIT	URBAN	Response	2	11	28	9	2	3.0
				score	10	44	84	18	2	
				%age	4	21	54	17	4	
			RURAL	Response	2	15	17	14	1	3.1
				score	10	60	51	28	1	
				%age	4	31	35	29	2	
4.2	The students were guided with respect to their problems	PIT	URBAN	Response	8	27	15	4	0	3.7
				score	40	108	45	8	0	
				%age	15	50	28	7	0	
			RURAL	Response	13	23	15	1	1	3.9
				score	65	92	45	2	1	
				%age	25	43	28	2	2	
		NIT	URBAN	Response	2	14	24	9	2	3.1
				score	10	56	72	18	2	
				%age	4	27	47	18	4	
			RURAL	Response	2	15	25	7	1	3.2
				score	10	60	75	14	1	
				%age	4	30	50	14	2	
4.3	Steps were taken	PIT	URBAN	Response	10	26	15	4	0	3.8

	to maintain the interest of students during teaching			score	50	10	4	45	8	0	
				%age	18	47	27	7	0		
			RURAL	Response	18	19	12	4	1	3.9	
				score	90	76	36	8	1		
				%age	33	35	22	7	2		
			NIT	URBAN	Response	3	14	26	8	1	
		score			15	56	78	16	1		
		%age			6	27	50	15	2		
		RURAL		Response	3	12	32	2	1	3.3	
				score	15	48	96	4	1		
				%age	6	24	64	4	2		

Table 4.1.5 indicates better performance of PIT teachers in the application of teaching skill i.e. "Motivation" and its different areas. The mean score of PIT teachers ranges between 3.7 to 4.2 whereas mean score NIT teachers ranges between 3.1 to 3.4.

**Table 4.1.5 Comparison of the performance of PIT and NIT teachers with respect to different aspects of "Motivation"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
5.1	Words, phrases like "correct", "good", "very good", "fine" and "excellent" were used during question/ answer session.	PIT	URBAN	Response	10	22	16	6	0	3.7	
				score	50	88	48	12	0		
				%age	19	41	30	11	0		
			RURAL	Response	16	24	12	1	1		4.0
				score	80	96	36	2	1		
				%age	30	44	22	2	2		
		NIT	URBAN	Response	4	9	30	5	4	3.1	
				score	20	36	90	10	4		
				%age	8	17	58	10	8		
			RURAL	Response	3	23	17	8	1		3.4
				score	15	92	51	16	1		
				%age	6	44	33	15	2		
5.2	Responses like "yes", "right" and "good" were used on the correct response of the students for their encouragement	PIT	URBAN	Response	12	21	16	4	0	3.8	
				score	60	84	48	8	0		
				%age	23	40	30	8	0		
			RURAL	Response	21	20	10	0	0		4.2
				score	105	80	30	0	0		
				%age	41	39	20	0	0		
		NIT	URBAN	Response	6	17	20	7	2	3.3	
				score	30	68	60	14	2		
				%age	12	33	38	13	4		
			RURAL	Response	3	22	17	8	1		3.4
				score	15	88	51	16	1		
				%age	6	43	33	16	2		

5.3	For the encouragement of the students multiple gestures like, "given smile" "yes yes" "now say" and "this is good idea" were used	PIT	URBAN	Response	13	22	12	4	0	3.9
				score	65	88	36	8	0	
				%age	25	43	24	8	0	
			RURAL	Response	18	24	7	2	0	4.1
				score	90	96	21	4	0	
				%age	35	47	14	4	0	
		NIT	URBAN	Response	6	19	24	4	1	3.5
				score	30	76	72	8	1	
				%age	11	35	44	7	2	
			RURAL	Response	4	18	21	5	1	3.4
				score	20	72	63	10	1	
				%age	8	37	43	10	2	
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
5.4	The students were provided help for suitable answer	PIT	URBAN	Response	10	27	11	2	2	3.8
				score	50	108	33	4	2	
				%age	19	52	21	4	4	
			RURAL	Response	16	21	11	3	0	4.0
				score	80	84	33	6	0	
				%age	31	41	22	6	0	
		NIT	URBAN	Response	3	15	21	12	2	3.1
				score	15	60	63	24	2	
				%age	6	28	40	23	4	
			RURAL	Response	2	16	19	7	1	3.2
				score	10	64	57	14	1	
				%age	4	36	42	16	2	
5.5	With the help of simple instructions the students were encouraged for correct response, e.g. "think over again"	PIT	URBAN	Response	12	26	8	6	1	3.8
				score	60	104	24	12	1	
				%age	23	49	15	11	2	
			RURAL	Response	13	27	10	3	0	3.9
				score	65	108	30	6	0	
				%age	25	51	19	6	0	
		NIT	URBAN	Response	3	16	20	6	2	3.3
				score	15	64	60	12	2	
				%age	6	34	43	13	4	
			RURAL	Response	3	16	20	6	3	3.2
				score	15	64	60	12	3	
				score	15	64	60	12	3	

				%age	6	33	42	13	6	
5.6	Students were encouraged for correct part of answer	PIT	URBAN	Response	15	22	10	4	1	3.9
				score	75	88	30	8	1	
				%age	29	42	19	8	2	
			RURAL	Response	16	20	15	0	0	4.0
				score	80	80	45	0	0	
				%age	31	39	29	0	0	
		NIT	URBAN	Response	3	19	21	6	6	3.1
				score	15	76	63	12	6	
				%age	5	35	38	11	11	
			RURAL	Response	2	19	20	5	2	3.3
				score	10	76	60	10	2	
				%age	4	40	42	10	4	

Table 4.1.6 establishes better performance of PIT teachers in performing teaching skill i.e. "Teacher's Liveliness". The mean score of PIT teachers is from 3.8 to 4.3 whereas of NIT a teacher is from 3.0 to 3.4.

**Table 4.1.6 Comparison of the performance of PIT and NIT teachers with respect to different aspects of "Teacher Liveliness"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
6.1	The teacher moved on proper time on teaching place	PIT	URBAN	Response	20	21	11	2	0	4.1	
				score	10	0	84	33	4		0
				%age	37	39	20	4	0		
			RURAL	Response	11	22	17	2	0	3.8	
				score	55	88	51	4	0		
				%age	21	42	33	4	0		
		NIT	URBAN	Response	7	12	20	8	3	3.2	
				score	35	48	60	16	3		
				%age	14	24	40	16	6		
RURAL	Response		3	13	19	13	1	3.1			
	score		15	52	57	26	1				
	%age		6	27	39	27	2				
6.2	The teacher has made the teaching method more effective with the posture and gesture i.e. "hands", "body", "head", "face",	PIT	URBAN	Response	21	23	8	4	0	4.1	
				score	10	5	92	24	8		0
				%age	38	41	14	7	0		
			RURAL	Response	17	21	12	0	0	4.1	
				score	85	84	36	0	0		
				%age	34	42	24	0	0		
		NIT	URBAN	Response	3	24	14	6	3	3.4	
				score	15	96	42	12	3		
				%age	6	48	28	12	6		
RURAL	Response		3	16	20	9	1	3.2			
	score		15	64	60	18	1				
	%age		6	33	41	18	2				
6.3	There was rise and fall in the	PIT	URBAN	Response	18	22	11	1	0	4.1	
				score	90	88	33	2	0		

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
	teacher's tone	NIT	RURAL	%age	35	42	21	2	0	4.2
Response				19	26	5	2	0		
score				95	104	15	4	0		
%age			37	50	10	4	0	3.4		
Response			7	14	21	8	1			
score			35	56	63	16	1			
%age		14	27	41	16	2	3.4			
Response		8	15	14	10	0				
score		40	60	42	20	0				
%age	17	32	30	21	0					
6.4	The teacher adopted different teaching methods for attention and motivation purposes e.g. teachers students and students' teachers group were made	PIT	URBAN	Response	12	21	10	6	0	3.8
score				60	84	30	12	0		
%age				24	43	20	12	0		
Response			20	17	12	1	0	4.1		
score			100	68	36	2	0			
%age			40	34	24	2	0			
Response		2	16	18	11	2	3.1			
score		10	64	54	22	2				
%age		4	33	37	22	4				
Response		3	13	17	9	2	3.1			
score		15	52	51	18	2				
%age		7	30	39	20	5				
6.5	Provision of short interval. The students were provided time to give attention and think over the important points	PIT	URBAN	Response	14	22	11	3	0	3.9
score				70	88	33	6	0		
%age				28	44	22	6	0		
Response			23	16	7	2	0	4.3		
score			115	64	21	4	0			
%age			48	33	15	4	0			
Response		3	16	21	10	2	3.2			
score		15	64	63	20	2				
%age		6	31	40	19	4				
Response		2	11	20	9	2	3.0			

				score	10	44	60	18	2	
				%age	5	25	45	20	5	

Table 4.1.7. indicates better performance of PIT teachers in the area of "Closure of the Lesson". The mean score of the PIT teachers ranges between 4.0 to 4.3 whereas of NIT a teacher is between 3.1 to 3.8.

**Table 4.1.7 Comparison of the performance of PIT and NIT teachers with respect to different aspects of " Closure of the Lesson"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.1	The way in which the teacher wind up the lesson was interesting one	PIT	URBAN	Response	15	24	11	3	0	4.0
				score	75	96	33	6	0	
				%age	28	45	21	6	0	
			RURAL	Response	19	17	11	2	0	4.1
				score	95	68	33	4	0	
				%age	39	35	22	4	0	
		NIT	URBAN	Response	3	17	20	11	2	3.2
				score	15	68	60	22	2	
				%age	6	32	38	21	4	
RURAL	Response		1	17	21	10	1	3.1		
	score		5	68	63	20	1			
	%age		2	34	42	20	2			
7.2	The method in which the lesson ended has aroused the interest of the students	PIT	URBAN	Response	15	26	9	3	0	4.0
				score	75	104	27	6	0	
				%age	28	49	17	6	0	
			RURAL	Response	19	17	15	0	0	4.1
				score	95	68	45	0	0	
				%age	37	33	29	0	0	
		NIT	URBAN	Response	4	16	22	8	1	3.3
				score	20	64	66	16	1	
				%age	8	31	43	16	2	
RURAL	Response		2	16	20	10	1	3.2		
	score		10	64	60	20	1			
	%age		4	33	41	20	2			
7.3	The end of the lesson and the real lesson has	PIT	URBAN	Response	21	24	9	1	0	4.2
				score	105	96	27	2	0	

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
	connectivity with each other		RURAL	%age	38	44	16	2	0	4.1		
Response				17	23	11	1	0				
score				85	92	33	2	0				
			NIT	URBAN	%age	33	44	21	2	0	3.2	
Response					2	19	18	9	2			
score					10	76	54	18	2			
				NIT	RURAL	%age	4	38	36	18	4	3.2
Response						2	16	23	8	0		
score						10	64	69	16	0		
	7.4			PIT	URBAN	Response	18	27	8	1	0	4.1
score						90	10	8	24	2	0	
%age						33	50	15	2	0		
		RURAL			Response	14	24	13	0	0	4.0	
score					70	96	39	0	0			
%age					27	47	25	0	0			
		NIT	URBAN	Response	2	19	17	9	2	3.2		
score				10	76	51	18	2				
%age				4	39	35	18	4				
	RURAL		Response	2	20	19	3	1	3.4			
score			10	80	57	6	1					
%age			4	44	42	7	2					
	7.5	PIT	URBAN	Response	21	21	11	1	0	4.1		
score				10	5	84	33	2	0			
%age				39	39	20	2	0				
			RURAL	Response	24	17	8	2	0	4.2		
score				12	0	68	24	4	0			
%age				47	33	16	4	0				
		NIT	URBAN	Response	5	21	18	6	0	3.5		
score				25	84	54	12	0				
%age				10	42	36	12	0				
	RURAL		Response	8	28	10	1	2	3.8			
score			40	11	2	30	2	2				
%age			16	57	20	2	4					
	7.6	PIT	URBAN	Response	19	19	14	1	0	4.1		
score				95	76	42	2	0				

				%age	36	36	26	2	0	
			RURAL	Response	16	27	6	2	0	4.1
				score	80	108	18	4	0	
				%age	31	53	12	4	0	
		NIT	URBAN	Response	2	19	20	8	1	3.3
				score	10	76	60	16	1	
				%age	4	38	40	16	2	
		NIT	RURAL	Response	5	17	18	6	1	3.4
				score	25	68	54	12	1	
				%age	11	36	38	13	2	
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.7	Understanding of the lesson was realized by the students	PIT	URBAN	Response	14	28	12	1	0	4.0
				score	70	112	36	2	0	
				%age	25	51	22	2	0	
			RURAL	Response	24	16	10	0	0	4.3
				score	120	64	30	0	0	
				%age	48	32	20	0	0	
		NIT	URBAN	Response	6	22	18	9	1	3.4
				score	30	88	54	18	1	
				%age	11	39	32	16	2	
			RURAL	Response	3	24	14	3	1	3.6
				score	15	96	42	6	1	
				%age	7	53	31	7	2	

Table 4.1.8 reveals better performance of PIT teachers in the application of relevant teaching skill I.e."Planning". The mean score of PIT teachers ranges from 3.8 to 3.9 whereas of NIT teachers from 2.9 to 3.3.

**Table 4.1.8 Comparison of the performance of the PIT and NIT teachers with respect to different aspects of "Planning"**

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.1	The teaching was planned and integrated	PIT	URBAN	Response	11	23	19	1	0	3.8
				score	55	92	57	2	0	
				%age	20	43	35	2	0	
			RURAL	Response	13	17	21	0	1	3.8
				score	65	68	63	0	1	
				%age	25	33	40	0	2	
		NIT	URBAN	Response	0	11	24	12	1	2.9
				score	0	44	72	24	1	
				%age	0	23	50	25	2	
RURAL	Response		2	11	23	14	1	3.0		
	score		10	44	69	28	1			
	%age		4	22	45	27	2			
8.2	The teaching was effective	PIT	URBAN	Response	10	24	19	1	1	3.7
				score	50	96	57	2	1	
				%age	18	44	35	2	2	
			RURAL	Response	12	22	18	0	0	3.9
				score	60	88	54	0	0	
				%age	23	42	35	0	0	
		NIT	URBAN	Response	1	18	23	8	1	3.2
				score	5	72	69	16	1	
				%age	2	35	45	16	2	
RURAL	Response		3	18	21	6	1	3.3		
	score		15	72	63	12	1			
	%age		6	37	43	12	2			
8.3	The Teaching was according to the objectives	PIT	URBAN	Response	10	26	13	2	0	3.9
				score	50	104	39	4	0	
				%age	20	51	25	4	0	

ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
			RURAL	Response	16	19	15	1	1	3.9
				score	80	76	45	2	1	
				%age	31	37	29	2	2	
		NIT	URBAN	Response	2	20	16	10	2	3.2
				score	10	80	48	20	2	
				%age	4	40	32	20	4	
		RURAL	Response	6	10	21	8	1	3.3	
			score	30	40	63	16	1		
			%age	13	22	46	17	2		
ITEM NO.	STATEMENT	TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.4	All the student's needs were properly managed during the teaching process	PIT	URBAN	Response	13	24	14	1	0	3.9
				score	65	96	42	2	0	
				%age	25	46	27	2	0	
		RURAL	Response	14	20	12	4	0	3.9	
			score	70	80	36	8	0		
			%age	28	40	24	8	0		
		NIT	URBAN	Response	4	15	20	11	2	3.2
				score	20	60	60	22	2	
				%age	8	29	38	21	4	
RURAL	Response	3	16	21	9	0	3.3			
	score	15	64	63	18	0				
	%age	6	33	43	18	0				

Table 4.1.9 depicts that the performance of PIT male teachers is better than PIT female teachers with respect to application to different aspects of teaching skill i.e."Set Induction". The mean score of PIT male teachers ranges from 4.1 to 4.3 whereas of PIT female teachers ranges from 3.9 to 4.1.

**B. Table 4.1.9 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Set Induction"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
1.1	The method of introduction of lesson was interesting	PIT	MALE	Response	24	16	8	6	0	4.1
				Score	120	64	24	12	0	
				%age	44	30	15	11	0	
		NIT	MALE	Response	6	22	14	4	4	3.4
				Score	30	88	42	8	4	
				%age	12	44	28	8	8	
		PIT	FEMALE	Response	16	21	13	3	0	3.9
				Score	80	84	39	6	0	
				%age	30	40	25	6	0	
		NIT	FEMALE	Response	3	17	17	11	3	3.1
				Score	15	68	51	22	3	
				%age	6	33	33	22	6	
1.2	The keen interest of the students in the lesson was due to the method of introduction	PIT	MALE	Response	24	18	11	1	0	4.2
				Score	120	72	33	2	0	
				%age	44	33	20	2	0	
		NIT	MALE	Response	5	23	14	6	3	3.4
				Score	25	92	42	12	3	
				%age	10	45	27	12	6	
		PIT	FEMALE	Response	16	27	7	1	3	4.0
				Score	80	108	21	2	3	
				%age	30	50	13	2	6	
		NIT	FEMALE	Response	5	16	21	8	2	3.3
				Score	25	64	63	16	2	
				%age	10	31	40	15	4	
1.3	The introduction	PIT	MALE	Response	27	15	10	1	0	4.3

of the lesson and the relation of actual lesson was clear to the students			Score	13	60	30	2	0	
			%age	51	28	19	2	0	
	NIT	MALE	Response	7	25	14	5	2	3.6
			Score	35	10	42	10	2	
			%age	13	47	26	9	4	
	PIT	FEMALE	Response	16	27	12	0	0	4.1
			Score	80	10	36	0	0	
			%age	29	49	22	0	0	
	NIT	FEMALE	Response	3	17	23	8	1	3.3
			Score	15	68	69	16	1	
			%age	6	33	44	15	2	

Table 4.1.10 establishes that the performance of both the group is similar with respect to different aspect of teaching skill i.e."Presentation". The mean score of PIT male teachers is from 4.1 to 4.2 whereas mean score of PIT female teachers is from 4.1 to 4.2.

**Table 4.1.10 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Presentation"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score	
2.1	Explanation was fully comprehensive to the students	PIT	MALE	Response	20	23	8	3	0	4.1	
				Score	10	92	24	6	0		
				%age	37	43	15	6	0		
		NIT	MALE	Response	3	17	19	10	3	3.1	
				Score	15	68	57	20	3		
				%age	6	33	37	19	6		
		PIT	FEMALE	Response	18	26	9	2	0	4.1	
				Score	90	10	4	27	4		0
				%age	33	47	16	4	0		
		NIT	FEMALE	Response	7	16	18	9	0	3.4	
				Score	35	64	54	18	0		
				%age	14	32	36	18	0		
2.2	The students were impressed by the explanation.	PIT	MALE	Response	19	27	8	0	0	4.2	
				Score	95	10	8	24	0		0
				%age	35	50	15	0	0		
		NIT	MALE	Response	3	21	22	5	1	3.4	
				Score	15	84	66	10	1		
				%age	6	40	42	10	2		
		PIT	FEMALE	Response	16	27	5	4	0	4.1	
				Score	80	10	8	15	8		0
				%age	31	52	10	8	0		
		NIT	FEMALE	Response	7	18	18	6	0	3.5	
				Score	35	72	54	12	0		
				%age	14	37	37	12	0		
2.3	Explanation	PIT	MALE	Response	19	24	10	0	0	4.2	

	covered the important points	NIT	MALE	Score	95	96	30	0	0	3.4	
				%age	36	45	19	0	0		
				Response	5	18	21	5	2		
				Score	25	72	63	10	2		
				%age	10	35	41	10	4		
		PIT	FEMALE	Response	21	19	11	2	0	4.1	
				Score	10	5	76	33	4		0
				%age	40	36	21	4	0		
		NIT	FEMALE	Response	3	20	24	4	0	3.4	
				Score	15	80	72	8	0		
				%age	6	39	47	8	0		
ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score	
2.4	Demonstrated models, pictures and examples were source of interest to the students	PIT	MALE	Response	19	21	12	1	0	4.1	
				Score	95	84	36	2	0		
				%age	36	40	23	2	0		
		NIT	MALE	Response	1	25	17	7	2	3.3	
				Score	5	10	0	51	14		2
				%age	2	48	33	13	4		
		PIT	FEMALE	Response	21	22	8	1	0	4.2	
				Score	10	5	88	24	2		0
				%age	40	42	15	2	0		
		NIT	FEMALE	Response	7	15	23	8	0	3.4	
				Score	35	60	69	16	0		
				%age	13	28	43	15	0		
2.5	Demonstrated models, pictures and examples were up to the mental level of the students	PIT	MALE	Response	19	25	5	1	0	4.2	
				Score	95	10	0	15	2		0
				%age	38	50	10	2	0		
		NIT	MALE	Response	5	25	14	6	2	3.5	
				Score	25	10	0	42	12		2
				%age	10	48	27	12	4		
		PIT	FEMALE	Response	19	20	10	1	0	4.1	
				Score	95	80	30	2	0		
				%age	38	40	20	2	0		
		NIT	FEMALE	Response	4	20	22	5	0	3.5	
				Score	20	80	66	10	0		
				%age	8	39	43	10	0		

Table No.4.1.11 indicates better performance of PIT female teachers with respect to the use of teaching skill i.e."Questioning". The mean score of PIT male teachers ranges from 4.1 to 4.2 whereas mean score of PIT female teachers' ranges from 3.9 to 4.3.

**Table 4.1.11 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Questioning"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
3.1	Questions were clearly asked	PIT	MALE	Response	22	22	7	3	0	4.2
				Score	110	88	21	6	0	
				%age	41	41	13	6	0	
		NIT	MALE	Response	3	15	21	9	2	3.2
				Score	15	60	63	18	2	
				%age	6	30	42	18	4	
		PIT	FEMALE	Response	15	26	13	0	0	4.0
				Score	75	104	39	0	0	
				%age	28	48	24	0	0	
		NIT	FEMALE	Response	1	17	24	8	0	3.2
				Score	5	68	72	16	0	
				%age	2	34	48	16	0	
3.2	Questions were generally comprehended by the students	PIT	MALE	Response	22	17	12	1	0	4.2
				Score	110	68	36	2	0	
				%age	42	33	23	2	0	
		NIT	MALE	Response	3	19	19	6	3	3.3
				Score	15	76	57	12	3	
				%age	6	38	38	12	6	
		PIT	FEMALE	Response	17	24	12	1	0	4.1
				Score	85	96	36	2	0	
				%age	31	44	22	2	0	
		NIT	FEMALE	Response	1	17	25	8	0	3.2
				Score	5	68	75	16	0	
				%age	2	33	49	16	0	
3.3	The students	PIT	MALE	Response	19	22	11	1	0	4.1

	were given time for thinking answer after asking the questions			Score	95	88	33	2	0			
				%age	36	42	21	2	0			
		NIT	MALE	Response	3	24	17	5	2	3.4		
				Score	15	96	51	10	2			
				PIT	FEMALE	Response	16	25	11	2	0	4.0
						Score	80	100	33	4	0	
				NIT	FEMALE	Response	2	17	24	8	1	3.2
						Score	10	68	72	16	1	
						%age	4	33	46	15	2	
		ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
		3.4	Both easy and difficult questions were asked	PIT	MALE	Response	20	21	9	3	0	4.1
Score	100					84	27	6	0			
%age	38					40	17	6	0			
NIT	MALE			Response	5	14	20	9	3	3.2		
				Score	25	56	60	18	3			
				%age	10	27	39	18	6			
PIT	FEMALE			Response	17	28	7	0	0	4.2		
				Score	85	112	21	0	0			
				%age	33	54	13	0	0			
NIT	FEMALE			Response	5	16	24	4	2	3.4		
				Score	25	64	72	8	2			
				%age	10	31	47	8	4			
3.5	The questions provided the students to think deep over for Response	PIT	MALE	Response	17	24	12	1	0	4.1		
				Score	85	96	36	2	0			
				%age	31	44	22	2	0			
		NIT	MALE	Response	4	20	19	8	2	3.3		
				Score	20	80	57	16	2			
				%age	8	38	36	15	4			
		PIT	FEMALE	Response	20	19	13	2	0	4.1		
				Score	100	76	39	4	0			
				%age	37	35	24	4	0			
		NIT	FEMALE	Response	1	16	28	4	1	3.2		
				Score	5	64	84	8	1			
				%age	2	32	56	8	2			

3.6	Maximum students were asked questions in the given time	PIT	MALE	Response	18	25	7	2	0	4.1
				Score	90	100	21	4	0	
				%age	35	48	13	4	0	
		NIT	MALE	Response	6	13	24	5	2	3.3
				Score	30	52	72	10	2	
				%age	12	26	48	10	4	
		PIT	FEMALE	Response	21	27	3	1	0	4.3
				Score	10	10	9	2	0	
				%age	40	52	6	2	0	
		NIT	FEMALE	Response	5	16	21	5	0	3.4
				Score	25	64	63	10	0	
				%age	11	34	45	11	0	
<b>ITEM NO.</b>	<b>STATEMENT</b>	<b>TEACHER</b>	<b>GENDER</b>	<b>DATA</b>	<b>SA</b>	<b>A</b>	<b>UNC</b>	<b>DA</b>	<b>SDA</b>	<b>MEAN Score</b>
3.7	Questions were relevant to the under study lesson	PIT	MALE	Response	20	21	12	1	0	4.1
				Score	10	84	36	2	0	
				%age	37	39	22	2	0	
		NIT	MALE	Response	7	14	19	8	3	3.3
				Score	35	56	57	16	3	
				%age	14	27	37	16	6	
		PIT	FEMALE	Response	21	26	7	2	0	4.2
				Score	10	10	21	4	0	
				%age	38	46	13	4	0	
		NIT	FEMALE	Response	9	21	15	3	1	3.7
				Score	45	84	45	6	1	
				%age	18	43	31	6	2	
3.8	Questions were only asked to check the memory	PIT	MALE	Response	18	14	10	2	2	4.0
				Score	90	56	30	4	2	
				%age	39	30	22	4	4	
		NIT	MALE	Response	4	12	18	5	3	3.2
				Score	20	48	54	10	3	
				%age	10	29	43	12	7	
		PIT	FEMALE	Response	19	17	15	2	1	3.9
				Score	95	68	45	4	1	
				%age	35	31	28	4	2	
		NIT	FEMALE	Response	2	18	19	5	1	3.3
				Score	10	72	57	10	1	

				%age	4	40	42	11	2	
--	--	--	--	------	---	----	----	----	---	--

Table 4.1.12 implicit better performance of PIT male teachers with respect to different aspect of teaching skill i.e. "Listening". The mean score of PIT male teachers is from 3.6 to 3.9 whereas mean score of PIT female teachers is from 3.7 to 3.8. .

**Table 4.1.12 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Listening"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
4.1	Realized the problems of the students on time	PIT	MALE	Response	10	23	16	4	2	3.6
				Score	50	92	48	8	2	
				%age	18	42	29	7	4	
		NIT	MALE	Response	3	15	21	15	1	3.1
				Score	15	60	63	30	1	
				%age	5	27	38	27	2	
		PIT	FEMALE	Response	8	24	19	3	0	3.7
				Score	40	96	57	6	0	
				%age	15	44	35	6	0	
		NIT	FEMALE	Response	1	11	24	8	2	3.0
				Score	5	44	72	16	2	
				%age	2	24	52	17	4	
4.2	The students were guided with respect to their problems	PIT	MALE	Response	11	25	13	3	1	3.8
				Score	55	100	39	6	1	
				%age	21	47	25	6	2	
		NIT	MALE	Response	1	16	23	10	2	3.1
				Score	5	64	69	20	2	
				%age	2	31	44	19	4	
		PIT	FEMALE	Response	10	25	17	2	0	3.8
				Score	50	100	51	4	0	
				%age	19	46	31	4	0	
		NIT	FEMALE	Response	3	13	26	6	1	3.2
				Score	15	52	78	12	1	
				%age	6	27	53	12	2	
4.3	Steps were taken	PIT	MALE	Response	15	22	12	4	1	3.9

to maintain the interest of students during teaching			Score	75	88	36	8	1	
			%age	28	41	22	7	2	
	NIT	MALE	Response	4	12	28	6	2	3.2
			Score	20	48	84	12	2	
			%age	8	23	54	12	4	
	PIT	FEMALE	Response	13	23	15	4	1	3.8
			Score	65	92	45	8	1	
			%age	23	41	27	7	2	
	NIT	FEMALE	Response	2	14	30	4	0	3.3
			Score	10	56	90	8	0	
			%age	4	28	60	8	0	

Table 4.1.13 indicates better performance of PIT male teachers in application of teaching skill i.e. "Motivation". The mean score of PIT male teachers ranges between 3.9 and 4.2 whereas PIT female teachers between 3.8 to 4.0.

**Table 4.1.13 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Motivation"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
5.1	Words, phrases like "correct", "good", "very good", "fine" and "excellent" were used during question/ answer session.	PIT	MALE	Response	15	22	14	2	1	3.9
				Score	75	88	42	4	1	
				%age	28	41	26	4	2	
		NIT	MALE	Response	3	18	22	5	3	3.3
				Score	15	72	66	10	3	
				%age	6	35	43	10	6	
		PIT	FEMALE	Response	11	24	14	5	0	3.8
				Score	55	96	42	10	0	
				%age	20	44	26	9	0	
		NIT	FEMALE	Response	4	14	25	8	2	3.2
				Score	20	56	75	16	2	
				%age	8	26	47	15	4	
5.2	Gestures like "yes", "right" and "good" were used on the correct response of the students for their encouragement	PIT	MALE	Response	17	19	14	1	0	4.0
				Score	85	76	42	2	0	
				%age	33	37	27	2	0	
		NIT	MALE	Response	5	23	15	5	3	3.4
				Score	25	92	45	10	3	
				%age	10	45	29	10	6	
		PIT	FEMALE	Response	16	22	12	3	0	4.0
				Score	80	88	36	6	0	
				%age	30	42	23	6	0	
		NIT	FEMALE	Response	4	16	22	10	0	3.3
				Score	20	64	66	20	0	
				%age	8	31	42	19	0	
5.3	For the encouragement of the students	PIT	MALE	Response	21	21	9	1	0	4.2
				Score	10	84	27	2	0	
				5						

	multiple gestures like, "modding" "given smile" "yes yes" "now say" and "this is good idea" were used			%age	40	40	17	2	0			
		NIT	MALE	Response	3	19	26	3	1	3.4		
				Score	15	76	78	6	1			
				%age	6	37	50	6	2			
			PIT	FEMALE	Response	10	25	10	5	0	3.8	
					Score	50	10	0	30	10		0
					%age	20	50	20	10	0		
			NIT	FEMALE	Response	7	18	19	6	1	3.5	
					Score	35	72	57	12	1		
				%age	14	35	37	12	2			
ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score		
5.4	The students were provided help for answering the suitable answer	PIT	MALE	Response	15	24	10	2	1	4.0		
				Score	75	96	30	4	1			
				%age	29	46	19	4	2			
		NIT	MALE	Response	3	18	17	6	3	3.3		
				Score	15	72	51	12	3			
				%age	6	38	36	13	6			
		PIT	FEMALE	Response	11	24	12	3	1	3.8		
				Score	55	96	36	6	1			
				%age	22	47	24	6	2			
NIT	FEMALE	Response	2	13	23	13	0	3.1				
		Score	10	52	69	26	0					
		%age	4	25	45	25	0					
5.5	With the help of simple instructions the students were encouraged for correct response, e.g. "think over again"	PIT	MALE	Response	12	28	6	4	1	3.9		
				Score	60	11	2	18	8		1	
				%age	24	55	12	8	2			
		NIT	MALE	Response	2	17	19	8	4	3.1		
				Score	10	68	57	16	4			
				%age	4	34	38	16	8			
		PIT	FEMALE	Response	13	25	12	5	0	3.8		
				Score	65	10	0	36	10		0	
				%age	24	45	22	9	0			
NIT	FEMALE	Response	4	15	21	4	1	3.4				
		Score	20	60	63	8	1					
		%age	9	33	47	9	2					
5.6	Students were encouraged for	PIT	MALE	Response	19	17	15	1	1	4.0		
				Score	95	68	45	2	1			

			%age	36	32	28	2	2			
	correct part of answer	NIT	MALE	Response	1	21	20	5	2	3.3	
				Score	5	84	60	10	2		
				%age	2	43	41	10	4		
		PIT	FEMALE	Response	12	25	10	3	1	3.9	
				Score	60	10	0	30	6		1
				%age	24	49	20	6	2		
		NIT	FEMALE	Response	4	17	21	6	2	3.3	
				Score	20	68	63	12	2		
				%age	8	34	42	12	4		

Table No. 4.1.14 depicts better performance of PIT male teachers with respect to different aspects of teaching skill i.e. "Teacher Liveliness". The mean score score of PIT male teachers is between 4.2 to 4.3 whereas mean score of PIT female teachers is between 3.8 to 4.0.

**Table 4.1.14 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Teacher Liveliness"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score	
6.1	The teacher moved on proper time on teaching place	PIT	MALE	Response	21	21	9	2	0	4.2	
				Score	10	5	84	27	4		0
				%age	40	40	17	4	0		
		NIT	MALE	Response	4	14	20	10	3	3.1	
				Score	20	56	60	20	3		
				%age	8	27	39	20	6		
		PIT	FEMALE	Response	20	22	19	2	0	4.0	
				Score	10	0	88	57	4		0
				%age	32	35	30	3	0		
		NIT	FEMALE	Response	6	11	19	11	1	3.2	
				Score	30	44	57	22	1		
				%age	13	23	40	23	2		
6.2	The teacher has made the teaching method more effective with the posture and gesture i.e. "hands", "body", "head", "face",	PIT	MALE	Response	24	20	6	2	0	4.3	
				Score	12	0	80	18	4		0
				%age	46	38	12	4	0		
		NIT	MALE	Response	3	21	19	5	3	3.3	
				Score	15	84	57	10	3		
				%age	6	41	37	10	6		
		PIT	FEMALE	Response	14	24	14	2	0	3.9	
				Score	70	96	42	4	0		
				%age	26	44	26	4	0		
		NIT	FEMALE	Response	3	19	15	10	1	3.3	
				Score	15	76	45	20	1		
				%age	6	40	31	21	2		
6.3	There was rise	PIT	MALE	Response	24	22	5	1	0	4.3	

	and fall in the teacher's tone	NIT	MALE	Score	120	88	15	2	0	3.4
				%age	46	42	10	2	0	
				Response	8	12	19	8	1	
				Score	40	48	57	16	1	
				%age	17	25	40	17	2	
		PIT	FEMALE	Response	13	26	11	2	0	4.0
				Score	65	104	33	4	0	
				%age	25	50	21	4	0	
		NIT	FEMALE	Response	7	17	16	10	0	3.4
				Score	35	68	48	20	0	
				%age	14	34	32	20	0	
ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
6.4	The teacher adopted different teaching methods for attention and motivation purposes e.g. teachers students and students' teachers group were made	PIT	MALE	Response	20	18	8	2	0	4.2
				Score	100	72	24	4	0	
				%age	42	38	17	4	0	
		NIT	MALE	Response	3	16	15	8	3	3.2
				Score	15	64	45	16	3	
				%age	7	36	33	18	7	
		PIT	FEMALE	Response	12	20	14	5	0	3.8
				Score	60	80	42	10	0	
				%age	24	39	27	10	0	
		NIT	FEMALE	Response	2	13	20	12	1	3.1
				Score	10	52	60	24	1	
				%age	4	27	42	25	2	
6.5	Provision of short interval. The students were provided time to give attention and think over the important points	PIT	MALE	Response	19	20	5	3	0	4.2
				Score	95	80	15	6	0	
				%age	40	43	11	6	0	
		NIT	MALE	Response	1	17	18	10	2	3.1
				Score	5	68	54	20	2	
				%age	2	35	38	21	4	
		PIT	FEMALE	Response	18	18	13	2	0	4.0
				Score	90	72	39	4	0	
				%age	35	35	25	4	0	
		NIT	FEMALE	Response	4	10	23	9	2	3.1
				Score	20	40	69	18	2	
				%age	8	21	48	19	4	

Table 4.1.15 indicates similar performance of both the groups in the area of "Closing of Lesson". The mean score of PIT male teachers is from 4.1 to 4.2 whereas mean score of PIT female teachers is from 3.9 to 4.2.

**Table 4.1.15 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Closing of Lesson"**

ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score
7.1	The way in which the teacher wind up the lesson was interesting one	PIT	MALE	Response	17	23	6	3	0	4.1
				Score	85	92	18	6	0	
				%age	35	47	12	6	0	
		NIT	MALE	Response	3	21	18	9	1	3.3
				Score	15	84	54	18	1	
				%age	6	40	35	17	2	
		PIT	FEMALE	Response	17	18	16	2	0	3.9
				Score	85	72	48	4	0	
				%age	32	34	30	4	0	
		NIT	FEMALE	Response	1	13	23	12	2	3.0
				Score	5	52	69	24	2	
				%age	2	25	45	24	4	
7.2	The method in which the lesson ended has aroused the interest of the students	PIT	MALE	Response	20	19	10	3	0	4.1
				Score	10	76	30	6	0	
				%age	38	37	19	6	0	
		NIT	MALE	Response	2	19	20	8	1	3.3
				Score	10	76	60	16	1	
				%age	4	38	40	16	2	
		PIT	FEMALE	Response	14	24	14	0	0	4.0
				Score	70	96	42	0	0	
				%age	27	46	27	0	0	
		NIT	FEMALE	Response	4	13	22	10	1	3.2
				Score	20	52	66	20	1	
				%age	8	26	44	20	2	
7.3	The end of the lesson and the real lesson has	PIT	MALE	Response	18	26	9	1	0	4.1
				Score	90	104	27	2	0	

				%age	33	48	17	2	0		
		NIT	MALE	Response	3	19	21	5	1	3.4	
				Score	15	76	63	10	1		
				%age	6	39	43	10	2		
		PIT	FEMALE	Response	20	21	11	1	0	4.1	
				Score	10	84	33	2	0		
				%age	38	40	21	2	0		
		NIT	FEMALE	Response	1	16	20	12	1	3.1	
				Score	5	64	60	24	1		
				%age	2	32	40	24	2		
ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score	
7.4	The conclusion of the lesson was the sum up of actual lesson and was also clear to the students	PIT	MALE	Response	16	25	9	1	0	4.1	
				Score	80	10	0	27	2		0
				%age	31	49	18	2	0		
		NIT	MALE	Response	4	17	17	8	2	3.3	
				Score	20	68	51	16	2		
				%age	8	35	35	17	4		
		PIT	FEMALE	Response	16	26	12	0	0	4.1	
				Score	80	10	4	36	0		0
				%age	30	48	22	0	0		
NIT	FEMALE	Response	0	22	19	4	1	3.3			
		Score	0	88	57	8	1				
		%age	0	48	41	9	2				
7.5	Revision of lesson was done	PIT	MALE	Response	21	21	9	1	0	4.2	
				Score	10	84	27	2	0		
				%age	40	40	17	2	0		
		NIT	MALE	Response	6	26	16	2	1	3.7	
				Score	30	10	4	48	4		1
				%age	12	51	31	4	2		
		PIT	FEMALE	Response	24	17	10	2	0	4.2	
				Score	12	68	30	4	0		
				%age	45	32	19	4	0		
NIT	FEMALE	Response	7	23	12	5	1	3.6			
		Score	35	92	36	10	1				
		Response	17	25	8	2	0				

7.6	Home work was given to the students	PIT	MALE	%age	15	48	25	10	2.08	4.1	
				Score	85	10	0	24	4		0
				%age	33	48	15	4	0		
		NIT	MALE	Response	3	20	17	7	1	3.4	
				Score	15	80	51	14	1		
				%age	6	42	35	15	2		
		PIT	FEMALE	Response	18	21	12	1	0	4.1	
				Score	90	84	36	2	0		
				%age	35	40	23	2	0		
		NIT	FEMALE	Response	4	16	21	7	1	3.3	
				Score	20	64	63	14	1		
				%age	8	33	43	14	2		
ITEM NO.	STATEMENT	TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN Score	
7.7	Understanding of the lesson was realized by the students	PIT	MALE	Response	19	24	6	1	0	4.2	
				Score	95	96	18	2	0		
				%age	38	48	12	2	0		
		NIT	MALE	Response	2	21	18	6	1	3.4	
				Score	10	84	54	12	1		
				%age	4	44	38	13	2		
		PIT	FEMALE	Response	19	20	16	0	0	4.1	
				Score	95	80	48	0	0		
				%age	35	36	29	0	0		
		NIT	FEMALE	Response	7	25	14	6	1	3.6	
				Score	35	10	0	42	12		1
				%age	13	47	26	11	2		

Table No.4.1.16 reveals better performance of the male teachers with respect to different aspects of teaching skill i.e. "Planning". The mean score of PIT male teachers ranges from 3.9 to 4.0 whereas mean score of PIT female teachers' ranges from 3.7 to 3.8.

**Table 4.1.16 Comparison of the performance of PIT male and PIT female teachers with respect to different aspects of "Planning"**

ITEM NO.	STATEMENT	TEACHER	GENDER+A1051	DATA	SA	A	UNC	DA	SDA	MEAN Score
8.1	The teaching was	PIT	MALE	Response	14	22	15	1	1	3.9

	planned and integrated	NIT	MALE	Score	70	88	45	2	1	3.0
				%age	26	42	28	2	2	
				Response	1	14	23	10	2	
				Score	5	56	69	20	2	
				%age	2	28	46	20	4	
		PIT	FEMALE	Response	10	18	25	0	0	3.7
				Score	50	72	75	0	0	
				%age	19	34	47	0	0	
		NIT	FEMALE	Response	1	8	24	16	0	2.9
				Score	5	32	72	32	0	
				%age	2	16	49	33	0	
8.2	The teaching was effective	PIT	MALE	Response	15	23	14	1	1	3.9
				Score	75	92	42	2	1	
				%age	28	43	26	2	2	
		NIT	MALE	Response	2	20	20	7	2	3.3
				Score	10	80	60	14	2	
				%age	4	39	39	14	4	
		PIT	FEMALE	Response	7	23	23	0	0	3.7
				Score	35	92	69	0	0	
				%age	13	43	43	0	0	
		NIT	FEMALE	Response	2	16	24	7	0	3.3
				Score	10	64	72	14	0	
				%age	4	33	49	14	0	
8.3	Teaching was according to the objectives	PIT	MALE	Response	17	21	11	2	1	4.0
				Score	85	84	33	4	1	
				%age	33	40	21	4	2	
		NIT	MALE	Response	5	14	16	9	3	3.2
				Score	25	56	48	18	3	
				%age	11	30	34	19	6	
		PIT	FEMALE	Response	9	24	17	1	0	3.8
				Score	45	96	51	2	0	
				%age	18	47	33	2	0	
		NIT	FEMALE	Response	3	16	21	9	0	3.3
				Score	15	64	63	18	0	
				%age	6	33	43	18	0	
<b>ITEM NO.</b>	<b>STATEMENT</b>	<b>TEACHER</b>	<b>GENDER</b>	<b>DATA</b>	<b>SA</b>	<b>A</b>	<b>UNC</b>	<b>DA</b>	<b>SDA</b>	<b>MEAN Score</b>
8.4	All the students needs were	PIT	MALE	Response	17	22	11	2	0	4.0
				Score	85	88	33	4	0	

			%age	33	42	21	4	0		
	properly managed during the teaching process	NIT	MALE	Response	2	17	21	8	1	3.2
Score				10	68	63	16	1		
%age				4	35	43	16	2		
		PIT	FEMALE	Response	10	22	15	3	0	3.8
Score				50	88	45	6	0		
%age				20	44	30	6	0		
		NIT	FEMALE	Response	5	14	20	12	1	3.2
Score				25	56	60	24	1		
%age				10	27	38	23	2		

**C. TABLE 4.1.17 Comparison of the performance of Urban PIT teachers and Rural PIT teachers with respect to different aspects of "Set Induction"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
1.1	The method of introduction of lesson was interesting	URBAN	PIT	Response	21	17	14	3	0	4.0		
				Score	10	5	68	42	6		0	
				%age	38	31	25	5	0			
			NIT	Response	4	24	14	7	5	3.3		
				Score	20	96	42	14	5			
				%age	7	44	26	13	9			
		RURAL	PIT	Response	19	20	7	6	0	4.0		
				Score	95	80	21	12	0			
				%age	37	38	13	12	0			
			NIT	Response	5	15	17	8	2	3.3		
				Score	25	60	51	16	2			
				%age	11	32	36	17	4			
1.2	The keen interest of the students in the lesson was due to the method of introduction	URBAN	PIT	Response	26	26	12	2	1	4.1		
				Score	13	0	10	4	36		4	1
				%age	39	39	18	3	1			
			NIT	Response	9	23	21	8	4	3.4		
				Score	45	92	63	16	4			
				%age	14	35	32	12	6			
		RURAL	PIT	Response	24	27	12	4	4	3.9		
				Score	12	0	10	8	36		8	4
				%age	34	38	17	6	6			
			NIT	Response	11	24	20	10	3	3.4		
				Score	55	96	60	20	3			
				%age	16	35	29	15	4			
1.3	The introduction of the lesson and the relation of actual lesson was clear to the students	URBAN	PIT	Response	21	21	13	0	0	4.1		
				Score	10	5	84	39	0		0	
				%age	38	38	24	0	0			
			NIT	Response	5	19	20	7	2	3.3		
				Score	25	76	60	14	2			
				%age	9	36	38	13	4			

		RURAL	PIT	Response	22	21	9	1	0	4.2
				Score	11	84	27	2	0	
				%age	42	40	17	2	0	
		NIT	Response	5	23	17	6	1	3.5	
			Score	25	92	51	12	1		
			%age	10	44	33	12	2		

Table No.4.1.18 shows better performance of Rural PIT teachers with respect to different aspects of teaching skills i.e."Presentation". The mean score of urban PIT teachers ranges between 3.2 and 4.1 whereas mean score of rural PIT teachers' ranges between 3.3 and 4.3.

**Table 4.1.18 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect to different aspects of "Presentation"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
2.1	Explanation was fully comprehensive to the students	URBAN	PIT	Response	19	27	9	2	0	4.1
				Score	95	8	27	4	0	
				%age	33	47	16	4	0	
		NIT	Response	5	16	21	8	2	3.3	
			Score	25	64	63	16	2		
			%age	10	31	40	15	4		
		RURAL	PIT	Response	19	22	8	3	0	4.1
				Score	95	88	24	6	0	
				%age	37	42	15	6	0	
NIT	Response	5	17	16	11	1	3.3			
	Score	25	68	48	22	1				
	%age	10	34	32	22	2				
2.2	The students were impressed by the explanation.	URBAN	PIT	Response	15	30	7	3	0	4.0
				Score	75	0	21	6	0	
				%age	27	55	13	5	0	
		NIT	Response	6	19	20	7	1	3.4	
			Score	30	76	60	14	1		
			%age	11	36	38	13	2		
RURAL	PIT	Response	20	24	6	1	0	4.2		

				Score	100	96	18	2	0			
				%age	39	47	12	2	0			
			NIT	Response	4	20	20	4	0	3.5		
				Score	20	80	60	8	0			
				%age	8	42	42	8	0			
2.3	Explanation covered the important points	URBAN	PIT	Response	17	23	13	1	0	4.0		
				Score	85	92	39	2	0			
				%age	31	43	24	2	0			
				NIT	NIT	Response	3	19	21	8	1	3.3
						Score	15	76	63	16	1	
						%age	6	37	40	15	2	
				RURAL	PIT	Response	23	20	8	1	0	4.3
						Score	11	80	24	2	0	
						%age	44	38	15	2	0	
		NIT	NIT	Response	5	19	24	1	1	3.5		
				Score	25	76	72	2	1			
				%age	10	38	48	2	2			
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
2.4	Demonstrated models, pictures and examples were source of interest to the students	URBAN	PIT	Response	20	22	11	2	0	4.1		
				Score	100	88	33	4	0			
				%age	36	40	20	4	0			
				NIT	NIT	Response	3	19	22	10	1	3.2
						Score	15	76	66	20	1	
						%age	5	35	40	18	2	
				RURAL	PIT	Response	20	21	9	0	0	4.2
						Score	100	84	27	0	0	
						%age	40	42	18	0	0	
		NIT	NIT	Response	5	21	18	5	1	3.5		
				Score	25	84	54	10	1			
				%age	10	42	36	10	2			
2.5	Demonstrated models, pictures and examples were up to the mental	URBAN	PIT	Response	16	26	6	2	0	4.1		
				Score	80	4	18	4	0			
				%age	32	52	12	4	0			
					NIT	Response	6	17	21	8	1	3.4

	level of the students	RURAL		Score	30	68	63	16	1		
				%age	11	32	40	15	2		
			PIT	Response	22	19	9	0	0		<b>4.3</b>
				Score	11	0	76	27	0		
				%age	44	38	18	0	0		
				Response	3	28	15	3	1		
		NIT	Score	15	11	2	45	6	<b>3.6</b>		
			%age	6	56	30	6	2			

Table No. 4.1.19 explicit that the performance of the urban PIT teachers is better with respect to teaching skill i.e "Questioning" and its different aspects. The mean score of urban PIT teachers is from 3.1 to 4.3 whereas mean score of rural PIT teachers is from 3.2 to 4.2.

**Table 4.1.19 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect of different aspects of "Questioning"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.1	Questions were asked clearly	URBAN	PIT	Response	17	25	13	1	0	4.0	
				Score	85	0	39	2	0		
				%age	30	45	23	2	0		
			NIT	Response	3	16	23	9	1	3.2	
				Score	15	64	69	18	1		
				%age	6	31	44	17	2		
		RURAL	PIT	Response	20	23	7	2	0	4.2	
				Score	10	0	92	21	4		0
				%age	38	44	13	4	0		
NIT	Response		1	16	22	8	1	3.2			
	Score		5	64	66	16	1				
	%age		2	33	46	17	2				
3.2	Questions were generally comprehended by the students	URBAN	PIT	Response	19	22	13	1	0	4.1	
				Score	95	88	39	2	0		
				%age	35	40	24	2	0		
			NIT	Response	4	15	26	6	1	3.3	
				Score	20	60	78	12	1		
				%age	8	29	50	12	2		
		RURAL	PIT	Response	20	19	11	1	0	4.1	
				Score	10	0	76	33	2		0
				%age	39	37	22	2	0		
			NIT	Response	0	21	18	8	2	3.2	
				Score	0	84	54	16	2		
				%age	0	43	37	16	4		

3.3	After questioning the students were given time for thinking answer	URBAN	PIT	Response	14	27	13	2	0	3.9	
				Score	70	10	8	39	4		0
				%age	25	48	23	4	4		0
		URBAN	NIT	Response	3	19	21	8	2	3.2	
				Score	15	76	63	16	2		
				%age	6	36	40	15	4		
		RURAL	PIT	Response	21	20	9	1	0	4.2	
				Score	10	5	80	27	2		0
				%age	41	39	18	2	2		0
RURAL	NIT	Response	2	22	20	5	1	3.4			
		Score	10	10	88	60	10		1		
		%age	4	44	40	10	10		2		
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.4	Both easy and difficult questions were asked	URBAN	PIT	Response	16	28	7	3	0	4.1	
				Score	80	11	2	21	6		0
				%age	30	52	13	6	6		0
		URBAN	NIT	Response	5	14	23	6	4	3.2	
				Score	25	56	69	12	4		
				%age	10	27	44	12	8		
		RURAL	PIT	Response	21	21	9	0	0	4.2	
				Score	10	5	84	27	0		0
				%age	41	41	18	0	0		
RURAL	NIT	Response	5	16	21	7	1	3.3			
		Score	25	64	63	14	1				
		%age	10	32	42	14	2				
3.5	The questions provided the students to think deep over for response	URBAN	PIT	Response	17	24	13	1	0	4.0	
				Score	85	96	39	2	0		
				%age	31	44	24	2	0		
		URBAN	NIT	Response	2	15	24	9	2	3.1	
				Score	10	10	60	72	18		2
				%age	4	29	46	17	4		
		RURAL	PIT	Response	20	19	12	2	0	4.1	
				Score	10	0	76	36	4		0
				%age	38	36	23	4	0		

			NIT	Response	3	21	23	3	1	<b>3.4</b>		
				Score	15	84	69	6	1			
				%age	6	41	45	6	2			
3.6	Maximum students were asked questions in the given time	URBAN	PIT	Response	17	24	2	1	0	<b>4.3</b>		
				Score	85	96	6	2	0			
				%age	39	55	5	2	0			
			NIT	Response	4	14	21	2	0	<b>3.5</b>		
				Score	20	56	63	4	0			
				%age	10	34	51	5	0			
		RURAL	PIT	Response	15	19	6	1	0	<b>4.2</b>		
				Score	75	76	18	2	0			
				%age	37	46	15	2	0			
			NIT	Response	4	13	18	2	0	<b>3.5</b>		
				Score	20	52	54	4	0			
				%age	11	35	49	5	0			
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
3.7	Questions were relevant to the under study lesson	URBAN	PIT	Response	20	26	9	1	0	<b>4.2</b>		
				Score	10	10	0	4	27		2	0
				%age	36	46	16	2	0			
			NIT	Response	10	17	16	5	3	<b>3.5</b>		
				Score	50	68	48	10	3			
				%age	20	33	31	10	6			
		RURAL	PIT	Response	21	21	9	2	0	<b>4.2</b>		
				Score	10	5	84	27	4		0	
				%age	40	40	17	4	0			
			NIT	Response	6	18	18	6	1	<b>3.4</b>		
				Score	30	72	54	12	1			
				%age	12	37	37	12	2			
3.8	Questions were asked only to check the memory	URBAN	PIT	Response	24	12	17	2	1	<b>4.0</b>		
				Score	12	0	48	51	4		1	
				%age	43	21	30	4	2			
			NIT	Response	5	10	20	8	3	<b>3.1</b>		
				Score	25	40	60	16	3			
				%age	11	22	43	17	7			
		RURAL	PIT	Response	13	19	8	2	2	<b>3.9</b>		



Table No.4.1.20 shows better performance of Rural PIT teachers with respect to different aspects of teaching skill i.e. "Listening". The mean score of Urban PIT teachers ranges from 3.0 to 3.8 whereas mean score of Rural PIT teacher's ranges from 3.1 to 3.9. A5

**Table 4.1.20 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect to different aspects of "Listening"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
4.1	Realized the problems of the students on time	URBAN	PIT	Response	11	20	19	6	0	3.6	
				Score	55	80	57	12	0		
				%age	20	36	34	11	0		
			NIT	Response	2	11	28	9	2	3.0	
				Score	10	44	84	18	2		
				%age	4	21	54	17	4		
		RURAL	PIT	Response	7	27	16	1	2	3.7	
				Score	35	10	8	48	2		2
				%age	13	51	30	2	4		
NIT	Response		2	15	17	14	1	3.1			
	Score		10	60	51	28	1				
	%age		4	31	35	29	2				
4.2	The students were guided with respect to their problems	URBAN	PIT	Response	8	27	15	4	0	3.7	
				Score	40	10	8	45	8		0
				%age	15	50	28	7	0		
			NIT	Response	2	14	24	9	2	3.1	
				Score	10	56	72	18	2		
				%age	4	27	47	18	4		
		RURAL	PIT	Response	13	23	15	1	1	3.9	
				Score	65	92	45	2	1		
				%age	25	43	28	2	2		
			NIT	Response	2	15	25	7	1	3.2	
				Score	10	60	75	14	1		
				%age	4	30	50	14	2		
4.3	Steps were	URBAN	PIT	Response	10	26	15	4	0	3.8	

	taken to maintain the interest of students during teaching			Score	50	10	45	8	0		
				%age	18	47	27	7	0		
			NIT	Response	3	14	26	8	1		<b>3.2</b>
				Score	15	56	78	16	1		
				%age	6	27	50	15	2		
			RURAL	PIT	Response	18	19	12	4		1
		Score			90	76	36	8	1		
		%age			33	35	22	7	2		
		NIT		Response	3	12	32	2	1	<b>3.3</b>	
				Score	15	48	96	4	1		
				%age	6	24	64	4	2		

Table No.4.1.21 reflects that the performance of Rural PIT teachers in the particular area of "Motivation" is better. The mean score of urban PIT teachers ranges from 3.1 to 3.9 whereas mean score of Rural PIT teachers ranges between 3.2 to 4.2.

**Table 4.1.21 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect to different aspects of "Motivation"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE		
5.1	Words, phrases like "correct", "good", "very good", "fine" and "excellent" were used during question/answer session.	URBAN	PIT	Response	10	22	16	6	0	3.7		
				Score	50	88	48	12	0			
				%age	19	41	30	11	0			
			NIT	Response	4	9	30	5	4		3.1	
				Score	20	36	90	10	4			
				%age	8	17	58	10	8			
		RURAL	PIT	Response	16	24	12	1	1	4.0		
				Score	80	96	36	2	1			
				%age	30	44	22	2	2			
			NIT	Response	3	23	17	8	1		3.4	
				Score	15	92	51	16	1			
				%age	6	44	33	15	2			
5.2	Responses like "yes", "right" and "good" were used on the correct response of the students for their encouragement	URBAN	PIT	Response	12	21	16	4	0	3.8		
				Score	60	84	48	8	0			
				%age	23	40	30	8	0			
			NIT	Response	6	17	20	7	2		3.3	
				Score	30	68	60	14	2			
				%age	12	33	38	13	4			
		RURAL	PIT	Response	21	20	10	0	0	4.2		
				Score	10	5	80	30	0			0
				%age	41	39	20	0	0			
			NIT	Response	3	22	17	8	1		3.4	
				Score	15	88	51	16	1			
				%age	6	43	33	16	2			
5.3	For the	URBAN	PIT	Response	13	22	12	4	0	3.9		

	encouragement of the students multiple gestures like, "modding" "given smile" "yes yes" "now say" and "this is good idea" were used	RURAL	NIT	Score	65	88	36	8	0	<b>3.5</b>	
%age				25	43	24	8	0			
Response				6	19	24	4	1			
Score			30	76	72	8	1				
%age			11	35	44	7	2				
Response			18	24	7	2	0				
Score		90	96	21	4	0	<b>4.1</b>				
%age		35	47	14	4	0					
Response		4	18	21	5	1					
Score		20	72	63	10	1	<b>3.4</b>				
%age		8	37	43	10	2					
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
5.4	The students were provided helped for suitable answer	URBAN	PIT	Response	10	27	11	2	2	<b>3.8</b>	
				Score	50	10	8	33	4		2
				%age	19	52	21	4	4		
			Response	3	15	21	12	2	<b>3.1</b>		
			Score	15	60	63	24	2			
			%age	6	28	40	23	4			
		RURAL	PIT	Response	16	21	11	3	0	<b>4.0</b>	
				Score	80	84	33	6	0		
				%age	31	41	22	6	0		
			NIT	Response	2	16	19	7	1	<b>3.2</b>	
				Score	10	64	57	14	1		
				%age	4	36	42	16	2		
5.5	With the help of simple instructions the students were encouraged for correct response, e.g. "think over again"	URBAN	PIT	Response	12	26	8	6	1	<b>3.8</b>	
				Score	60	10	4	24	12		1
				%age	23	49	15	11	2		
			NIT	Response	3	16	20	6	2		<b>3.3</b>
				Score	15	64	60	12	2		
				%age	6	34	43	13	4		
		RURAL	PIT	Response	13	27	10	3	0	<b>3.9</b>	
				Score	65	10	8	30	6		0
				%age	25	51	19	6	0		
			NIT	Response	3	16	20	6	3		<b>3.2</b>
				Score	15	64	60	12	3		

				%age	6	33	42	13	6	
5.6	Students were encouraged for correct part of answer	URBAN	PIT	Response	15	22	10	4	1	3.9
				Score	75	88	30	8	1	
				%age	29	42	19	8	2	
			NIT	Response	3	19	21	6	6	3.1
				Score	15	76	63	12	6	
				%age	5	35	38	11	11	
		RURAL	PIT	Response	16	20	15	0	0	4.0
				Score	80	80	45	0	0	
				%age	31	39	29	0	0	
			NIT	Response	2	19	20	5	2	3.3
				Score	10	76	60	10	2	
				%age	4	40	42	10	4	

Table No.4.1.22 reveals better performance of rural PIT teachers in performing teaching skill i.e. "Teacher's Liveliness". The mean score of urban PIT teachers is from 3.1 to 4.1 whereas of rural PIT teachers is from 3.0 to 4.3.

**Table 4.1.22 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect to different aspects of "Teacher Liveliness"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
6.1	The teacher moved on proper time on teaching place	URBAN	PIT	Response	20	21	11	2	0	4.1	
				Score	10	0	84	33	4		0
				%age	37	39	20	4	0		
			NIT	Response	7	12	20	8	3	3.2	
				Score	35	48	60	16	3		
				%age	14	24	40	16	6		
		RURAL	PIT	Response	11	22	17	2	0	3.8	
				Score	55	88	51	4	0		
				%age	21	42	33	4	0		
			NIT	Response	3	13	19	13	1	3.1	
				Score	15	52	57	26	1		
				%age	6	27	39	27	2		
6.2	The teacher has	URBAN	PIT	Response	21	23	8	4	0	4.1	

	made the teaching method more effective with the posture and gesture i.e. "hands", "body", "head", "face",			Score	105	92	24	8	0					
				%age	38	41	14	7	0					
			NIT	Response	3	24	14	6	3	3.4				
				Score	15	96	42	12	3					
				%age	6	48	28	12	6					
		RURAL	PIT	Response	17	21	12	0	0	4.1				
						Score	85	84	36		0	0		
				%age	34	42	24	0	0					
			NIT	Response	3	16	20	9	1	3.2				
					Score	15	64	60	18		1			
				%age	6	33	41	18	2					
6.3	There was rise and fall in the teacher's tone	URBAN	PIT	Response	18	22	11	1	0	4.1				
					Score	90	88	33	2		0			
					%age	35	42	21	2		0			
				NIT		Response	7	14	21	8	1	3.4		
							Score	35	56	63	16		1	
							%age	14	27	41	16		2	
				RURAL	PIT	Response	19	26	5	2	0	4.2		
								Score	95	104	15		4	0
								%age	37	50	10		4	0
					NIT	Response	8	15	14	10	0	3.4		
							Score	40	60	42	20		0	
							%age	17	32	30	21		0	
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE				
6.4	The teacher adopted different teaching methods for attention and motivation purposes e.g. teachers students and students' teachers group were made	URBAN	PIT	Response	12	21	10	6	0	3.8				
					Score	60	84	30	12		0			
					%age	24	43	20	12		0			
				NIT		Response	2	16	18	11	2	3.1		
							Score	10	64	54	22		2	
							%age	4	33	37	22		4	
				RURAL	PIT	Response	20	17	12	1	0	4.1		
								Score	100	68	36		2	0
								%age	40	34	24		2	0
					NIT	Response	3	13	17	9	2	3.1		
							Score	15	52	51	18		2	

				%age	7	30	39	20	5		
6.5	Provision of short interval. The students were provided time to give attention and think over the important points	URBAN	PIT	Response	14	22	11	3	0	3.9	
				Score	70	88	33	6	0		
				%age	28	44	22	6	0		
			NIT	Response	3	16	21	10	2	3.2	
				Score	15	64	63	20	2		
				%age	6	31	40	19	4		
		RURAL	PIT	Response	23	16	7	2	0	4.3	
				Score	11	5	64	21	4		0
				%age	48	33	15	4	0		
			NIT	Response	2	11	20	9	2	3.0	
				Score	10	44	60	18	2		
				%age	5	25	45	20	5		

Table No.4.1.23 explicit better performance of rural PIT teachers with respect to application of teaching skill i.e. "Closing of the Lesson". The mean score urban PIT teachers range from 3.2 to 4.2 whereas means score of rural PIT teachers ranges from 3.1 to 4.3.

**Table 4.1.23 Comparison of the performance of urban PIT teachers and rural PIT teachers with respect to different aspects of " Closure of the Lesson"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.1	The way in which the teacher wind up the lesson was interesting one	URBAN	PIT	Response	15	24	11	3	0	4.0
				Score	75	96	33	6	0	
				%age	28	45	21	6	0	
			NIT	Response	3	17	20	11	2	3.2
				Score	15	68	60	22	2	
				%age	6	32	38	21	4	
		RURAL	PIT	Response	19	17	11	2	0	4.1
				Score	95	68	33	4	0	
				%age	39	35	22	4	0	
			NIT	Response	1	17	21	10	1	3.1
				Score	5	68	63	20	1	
				%age	2	34	42	20	2	
7.2	The method in	URBAN	PIT	Response	15	26	9	3	0	4.0

	which the lesson ended has aroused the interest of the students	RURAL	NIT	Score	75	10	4	27	6	0	3.3
%age				28	49	17	6	0			
Response				4	16	22	8	1			
Score			20	64	66	16	1				
%age			8	31	43	16	2				
Response			19	17	15	0	0				
Score		95	68	45	0	0	4.1				
%age		37	33	29	0	0					
Response		2	16	20	10	1					
Score		10	64	60	20	1	3.2				
%age		4	33	41	20	2					
Response		21	24	9	1	0					
Score	10	5	96	27	2	0	4.2				
%age	38	44	16	2	0						
Response	2	19	18	9	2						
Score	10	76	54	18	2	3.2					
%age	4	38	36	18	4						
Response	17	23	11	1	0						
Score	85	92	33	2	0	4.1					
%age	33	44	21	2	0						
Response	2	16	23	8	0						
Score	10	64	69	16	0	3.2					
%age	4	33	47	16	0						
Response	18	27	8	1	0						
Score	90	10	8	24	2	0	4.1				
%age	33	50	15	2	0						
Response	2	19	17	9	2						
Score	10	76	51	18	2	3.2					
%age	4	39	35	18	4						
Response	14	24	13	0	0						
Score	70	96	39	0	0	4.0					
%age	27	47	25	0	0						
Response	2	20	19	3	1						
Score	10	80	57	6	1	3.4					
Score	10	80	57	6	1						
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
7.4	The conclusion of the lesson was the sum up of actual lesson and was also clear to the students	URBAN	PIT	Response	18	27	8	1	0	4.1	
Score				90	10	8	24	2	0		
%age				33	50	15	2	0			
Response			2	19	17	9	2				
Score			10	76	51	18	2	3.2			
%age			4	39	35	18	4				
Response		14	24	13	0	0					
Score		70	96	39	0	0	4.0				
%age		27	47	25	0	0					
Response		2	20	19	3	1					
Score		10	80	57	6	1	3.4				
Score		10	80	57	6	1					

				%age	4	44	42	7	2		
7.5	Revision of lesson was done	URBAN	PIT	Response	21	21	11	1	0	4.1	
				Score	10	5	84	33	2		0
				%age	39	39	20	2	0		
			NIT	Response	5	21	18	6	0	3.5	
				Score	25	84	54	12	0		
				%age	10	42	36	12	0		
		RURAL	PIT	Response	24	17	8	2	0	4.2	
				Score	12	0	68	24	4		0
				%age	47	33	16	4	0		
			NIT	Response	8	28	10	1	2	3.8	
				Score	40	11	2	30	2		2
				%age	16	57	20	2	4		
7.6	Home work was given to the students	URBAN	PIT	Response	19	19	14	1	0	4.1	
				Score	95	76	42	2	0		
				%age	36	36	26	2	0		
			NIT	Response	2	19	20	8	1	3.3	
				Score	10	76	60	16	1		
				%age	4	38	40	16	2		
		RURAL	PIT	Response	16	27	6	2	0	4.1	
				Score	80	10	8	18	4		0
				%age	31	53	12	4	0		
			NIT	Response	5	17	18	6	1	3.4	
				Score	25	68	54	12	1		
				%age	11	36	38	13	2		
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
7.7	Understanding of the lesson was realized by the students	URBAN	PIT	Response	14	28	12	1	0	4.0	
				Score	70	11	2	36	2		0
				%age	25	51	22	2	0		
			NIT	Response	6	22	18	9	1	3.4	
				Score	30	88	54	18	1		
				%age	11	39	32	16	2		
RURAL	PIT	Response	24	16	10	0	0	4.3			
		Score	12	64	30	0	0				

				0						
				%age	48	32	20	0	0	
			NIT	Response	3	24	14	3	1	<b>3.6</b>
				Score	15	96	42	6	1	
				%age	7	53	31	7	2	

Table No.1 4.1.24 intimates no difference between the performance of both the groups with respect to different aspects of skill i.e "Planning". The mean score of urban PIT teachers ranges from 3.0 to 3.9 whereas of rural PIT teachers from 2.9 to 3.9.

**Table 4.1.24 Comparison of the performance of the urban PIT and rural PIT teachers with respect to different aspects of "Planning"**

ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.1	The teaching was planned and integrated	URBAN	PIT	Response	11	23	19	1	0	3.8
				Score	55	92	57	2	0	
				%age	20	43	35	2	0	
			NIT	Response	0	11	24	12	1	2.9
				Score	0	44	72	24	1	
				%age	0	23	50	25	2	
		RURAL	PIT	Response	13	17	21	0	1	3.8
				Score	65	68	63	0	1	
				%age	25	33	40	0	2	
			NIT	Response	2	11	23	14	1	3.0
				Score	10	44	69	28	1	
				%age	4	22	45	27	2	
8.2	The teaching was effective	URBAN	PIT	Response	10	24	19	1	1	3.7
				Score	50	96	57	2	1	
				%age	18	44	35	2	2	
			NIT	Response	1	18	23	8	1	3.2
				Score	5	72	69	16	1	
				%age	2	35	45	16	2	
		RURAL	PIT	Response	12	22	18	0	0	3.9
				Score	60	88	54	0	0	
				%age	23	42	35	0	0	
			NIT	Response	3	18	21	6	1	3.3
				Score	15	72	63	12	1	
				%age	6	37	43	12	2	
8.3	The Teaching was according to the	URBAN	PIT	Response	10	26	13	2	0	3.9
				Score	50	10	39	4	0	

	objectives		NIT	%age	20	51	25	4	0	3.2			
Response				2	20	16	10	2					
Score				10	80	48	20	2					
		RURAL	PIT	NIT	%age	4	40	32	20	4	3.9		
Response					16	19	15	1	1				
Score					80	76	45	2	1				
			NIT	PIT	NIT	%age	31	37	29	2	2	3.3	
Response						6	10	21	8	1			
Score						30	40	63	16	1			
				%age	13	22	46	17	2				
ITEM NO.	STATEMENT	AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE			
8.4	All the student's needs were properly managed during the teaching process	URBAN	PIT	Response	13	24	14	1	0	3.9			
				Score	65	96	42	2	0				
				%age	25	46	27	2	0				
			NIT	Response	4	15	20	11	2	3.2			
				Score	20	60	60	22	2				
				%age	8	29	38	21	4				
		RURAL	PIT	NIT	PIT	Response	14	20	12	4	0	3.9	
						Score	70	80	36	8	0		
						%age	28	40	24	8	0		
			NIT	PIT	NIT	NIT	Response	3	16	21	9	0	3.3
							Score	15	64	63	18	0	
							%age	6	33	43	18	0	

Table No. 4.1.25 intimates better performance of PIT male urban teachers with respect to different aspects of teaching skill i.e. "Set Induction". The mean score of Urban PIT male teachers ranges from 3.3 to 4.3 whereas mean score of PIT female teachers ranges from 3.2 to 4.1. .

**D. Table 4.1.25 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Set Induction"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
1.1	The method of introduction of lesson was interesting	MALE PIT	Response	13	8	4	2	0	4.2
			Score	65	2	12	4	0	
			%age	48	0	15	7	0	
		MALE NIT	Response	2	1	7	2	3	3.3
			Score	10	4	21	4	3	
			%age	8	6	27	8	12	
		FEMALE PIT	Response	8	9	10	1	0	3.9
			Score	40	3	30	2	0	
			%age	29	3	36	4	0	
		FEMALE NIT	Response	2	1	7	5	2	3.3
			Score	10	4	21	10	2	
			%age	7	4	25	18	7	
1.2	The keen interest of the students in the lesson was due to the method of	MALE PIT	Response	14	8	5	0	0	4.3
			Score	70	3	15	0	0	
			%age	52	2	19	0	0	

	introduction	MALE NIT	Response	2	1 2	8	2	2	3.4
			Score	10	4 8	24	4	2	
			%age	8	4 6	31	8	8	
		FEMALE PIT	Response	7	1 4	4	0	0	4.1
			Score	35	5 6	12	0	0	
			%age	28	5 6	16	0	0	
		FEMALE NIT	Response	2	7 2	10	4	1	3.2
			Score	10	8 8	30	8	1	
			%age	8	2 9	42	17	4	
1.3	The introduction of the lesson and the relation of actual lesson was clear to the students	MALE PIT	Response	14	7 2	6	0	0	4.3
			Score	70	8 8	18	0	0	
			%age	52	2 6	22	0	0	
		MALE NIT	Response	2	1 0	9	4	1	3.3
			Score	10	4 0	27	8	1	
			%age	8	3 8	35	15	4	
		FEMALE PIT	Response	7	1 4	7	0	0	4.0
			Score	35	5 6	21	0	0	
			%age	25	5 0	25	0	0	
		FEMALE NIT	Response	3	9 3	11	3	1	3.4
			Score	15	6 6	33	6	1	
			%age	11	3 3	41	11	4	

Table No. 4.1.26 exhibits that the performance of the PIT male urban teachers in the application of teaching skill i.e. "Presentation" is better. The mean score of Urban PIT male teachers ranges from 3.2 to 4.2 whereas mean score of PIT female teachers ranges from 3.2 to 4.1

**Table 4.1.26 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Presentation"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
2.1	Explanation was fully comprehensive to the students	MALE PIT	Response	9	1 3	4	1	0	4.1
			Score	45	5 2	12	2	0	
			%age	33	4 8	15	4	0	
		MALE NIT	Response	1	9 3	11	3	2	3.2
			Score	5	6 3	33	6	2	
			%age	4	3 5	42	12	8	
		FEMALE PIT	Response	10	1 4	5	1	0	4.1
			Score	50	5 6	15	2	0	
			%age	33	4 7	17	3	0	
		FEMALE NIT	Response	4	7 2	10	5	0	3.4
			Score	20	8 2	30	10	0	
			%age	15	2 7	38	19	0	
2.2	The students were impressed by the explanation.	MALE PIT	Response	7	1 7	3	0	0	4.1
			Score	35	6 8	9	0	0	
			%age	26	6 3	11	0	0	
		MALE NIT	Response	1	9	12	3	1	3.2

			Score	5	3 6	36	6	1	
			%age	4	3 5	46	12	4	
		FEMALE PIT	Response	8	1 3	4	3	0	3.9
			Score	40	5 2	12	6	0	
			%age	29	4 6	14	11	0	
		FEMALE NIT	Response	5	1 0	8	4	0	3.6
			Score	25	4 0	24	8	0	
			%age	19	3 7	30	15	0	
2.3	Explanation covered the important points	MALE PIT	Response	8	1 4	5	0	0	4.1
			Score	40	5 6	15	0	0	
			%age	30	5 2	19	0	0	
		MALE NIT	Response	1	9	10	4	1	3.2
			Score	5	3 6	30	8	1	
			%age	4	3 6	40	16	4	
		FEMALE PIT	Response	9	9	8	1	0	4.0
			Score	45	3 6	24	2	0	
			%age	33	3 3	30	4	0	
		FEMALE NIT	Response	2	1 0	11	4	0	3.4
			Score	10	4 0	33	8	0	
			%age	7	3 7	41	15	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
2.4	Demonstrated models, pictures and examples	MALE PIT	Response	10	1	6	1	0	4.1
			Score	50	4	18	2	0	

	were source of interest to the students	MALE NIT	Response	0	12	9	4	1	3.2		
			Score	0	48	27	8	1			
			%age	0	46	35	15	4			
		FEMALE PIT	Response	10	11	5	1	0	4.1		
			Score	50	44	15	2	0			
			%age	37	41	19	4	0			
		FEMALE NIT	Response	3	72	13	6	0	3.2		
			Score	15	28	39	12	0			
			%age	10	42	45	21	0			
		2.5	Demonstrated models, pictures and examples were up to the mental level of the students	MALE PIT	Response	8	14	1	1	0	4.2
					Score	40	56	3	2	0	
					%age	33	58	4	4	0	
MALE NIT	Response			4	10	8	3	1	3.5		
	Score			20	40	24	6	1			
	%age			15	38	31	12	4			
FEMALE PIT	Response			8	12	5	1	0	4.0		
	Score			40	48	15	2	0			
	%age			31	46	19	4	0			
FEMALE NIT	Response			2	72	13	5	0	3.2		
	Score			10	28	39	10	0			
	%age			7	26	48	19	0			

Table No.4.1.27 shows that the mean score of Urban PIT male teachers ranges from 3.0 to 4.3, whereas mean score of PIT female teachers ranges from 3.1 to 4.3. This indicates similar performance of both the groups with respect to different aspects of teaching skill, "Questioning".

**Table 4.1.27 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Questioning"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
3.1	Questions were clearly asked	MALE PIT	Response	10	14	3	1	0	4.2
			Score	50	56	9	2	0	
			%age	36	50	11	4	0	
		MALE NIT	Response	2	8	11	3	1	3.3
			Score	10	32	33	6	1	
			%age	8	32	44	12	4	
		FEMALE PIT	Response	7	11	10	0	0	3.9
			Score	35	44	30	0	0	
			%age	25	39	36	0	0	
		FEMALE NIT	Response	1	8	12	6	0	3.1
			Score	5	32	36	12	0	
			%age	4	30	44	22	0	
3.2	Questions were generally comprehended by the students	MALE PIT	Response	11	12	4	0	0	4.3
			Score	55	48	12	0	0	
			%age	41	44	15	0	0	
		MALE NIT	Response	3	7	11	2	1	3.4

			Score	15	28	33	4	1	3.9	
			%age	13	9	46	8	4		
		FEMALE PIT	Response	8	10	9	1	0		3.9
			Score	40	40	27	2	0		
			%age	29	6	32	4	0		
		FEMALE NIT	Response	1	8	15	4	0		3.2
			Score	5	32	45	8	0		
			%age	4	9	54	14	0		
		3.3	The students were given time for thinking answer after asking the questions	MALE PIT	Response	7	13	6		1
Score	35				52	18	2	0		
%age	26				8	22	4	0		
MALE NIT	Response			2	9	10	3	1	3.3	
	Score			10	36	30	6	1		
	%age			8	6	40	12	4		
FEMALE PIT	Response			7	14	7	1	0	3.9	
	Score			35	56	21	2	0		
	%age			24	8	24	3	0		
FEMALE NIT	Response			1	10	11	5	1	3.2	
	Score			5	40	33	10	1		
	%age			4	6	39	18	4		
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.4	Both easy and difficult questions were	MALE PIT	Response	9	12	3	3	0	4.0	
			Score	45	4	9	6	0		

	asked	MALE NIT	Response	2	5	12	4	2	3.0		
			Score	10	0	36	8	2			
			%age	8	0	48	16	8			
		FEMALE PIT	Response	7	6	4	0	0	4.1		
			Score	35	4	12	0	0			
			%age	26	9	15	0	0			
		FEMALE NIT	Response	3	9	11	2	2	3.3		
			Score	15	6	33	4	2			
			%age	11	3	41	7	7			
		3.5	The questions provided the students to think deep over for response	MALE PIT	Response	8	3	6	0	0	4.1
					Score	40	2	18	0	0	
					%age	30	8	22	0	0	
MALE NIT	Response			2	6	12	5	1	3.1		
	Score			10	4	36	10	1			
	%age			8	3	46	19	4			
FEMALE PIT	Response			9	1	7	1	0	4.0		
	Score			45	4	21	2	0			
	%age			32	9	25	4	0			
FEMALE NIT	Response			0	9	12	4	1	3.1		
	Score			0	6	36	8	1			
	%age			0	5	46	15	4			
3.6	Maximum students were	MALE PIT	Response	10	1	2	1	0	4.2		

	asked questions in the given time		Score	50	5 6	6	2	0	3.2	
			%age	37	5 2	7	4	0		
			Response	2	7	12	3	1		
		MALE NIT	Score	10	2 8	36	6	1		4.3
			%age	8	2 8	48	12	4		
			Response	11	1 4	1	1	0		
		FEMALE PIT	Score	55	5 6	3	2	0		3.3
			%age	41	5 2	4	4	0		
			Response	2	7	12	4	0		
		FEMALE NIT	Score	10	2 8	36	8	0		4.1
			%age	8	2 8	48	16	0		
			Response	2	7	12	4	0		
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.7	Questions were relevant to the under study lesson	MALE PIT	Response	10	1 1	5	1	0	4.1	
			Score	50	4 4	15	2	0		
			%age	37	4 1	19	4	0		
		MALE NIT	Response	3	7	9	4	2	3.2	
			Score	15	2 8	27	8	2		
			%age	12	2 8	36	16	8		
		FEMALE PIT	Response	10	1 5	4	0	0	4.2	
			Score	50	6 0	12	0	0		
			%age	34	5 2	14	0	0		
		FEMALE NIT	Response	7	1 0	7	1	1	3.8	
			Score	35	4 0	21	2	1		

			%age	27	3 8	27	4	4	
3.8	Questions were only asked to check the memory	MALE PIT	Response	14	6	6	1	0	4.2
			Score	70	2 4	18	2	0	
			%age	52	2 2	22	4	0	
		MALE NIT	Response	3	3	11	4	2	3.0
			Score	15	1 2	33	8	2	
			%age	13	1 3	48	17	9	
		FEMALE PIT	Response	10	6	11	1	1	3.8
			Score	50	2 4	33	2	1	
			%age	34	2 1	38	3	3	
		FEMALE NIT	Response	2	7	9	4	1	3.2
			Score	10	2 8	27	8	1	
			%age	9	3 0	39	17	4	

Table No. 4.1.28 indicates that the mean score of Urban PIT male teachers ranges from 3.1 to 3.7, whereas mean score of PIT female teachers ranges from 2.9 to 3.7. This indicates similar performance of both the groups in application of teaching skill, "Listening".

**Table 4.1.28 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Listening"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
4.1	Realized the problems of the students on time	MALE PIT	Response	6	10	9	3	0	3.7
			Score	30	40	27	6	0	
			%age	21	36	32	11	0	
		MALE NIT	Response	1	7	14	5	0	3.1
			Score	5	28	42	10	0	
			%age	4	26	52	19	0	
		FEMALE PIT	Response	5	10	10	3	0	3.6
			Score	25	40	30	6	0	
			%age	18	36	36	11	0	
		FEMALE NIT	Response	1	4	14	4	2	2.9
			Score	5	16	42	8	2	
			%age	4	16	56	16	8	
4.2	The students were guided with respect to their problems	MALE PIT	Response	4	14	6	2	0	3.8
			Score	20	56	18	4	0	
			%age	15	54	23	8	0	
		MALE NIT	Response	0	6	12	6	1	2.9

			Score	0	2 4	36	12	1	3.7	
			%age	0	2 4	48	24	4		
		FEMALE PIT	Response	4	1 3	9	2	0		3.7
			Score	20	5 2	27	4	0		
			%age	14	4 6	32	7	0		
		FEMALE NIT	Response	2	8 3	12	3	1		3.3
			Score	10	2 3	36	6	1		
			%age	8	1 3	46	12	4		
		4.3	Steps were taken to maintain the interest of students during teaching	MALE PIT	Response	5	1 5	5		2
Score	25				6 0	15	4	0		
%age	19				5 6	19	7	0		
MALE NIT	Response			1	8 3	10	6	1	3.1	
	Score			5	2 3	30	12	1		
	%age			4	1 3	38	23	4		
FEMALE PIT	Response			5	1 4	10	2	0	3.7	
	Score			25	4 4	30	4	0		
	%age			18	3 9	36	7	0		
FEMALE NIT	Response			2	6 2	16	2	0	3.3	
	Score			10	4 4	48	4	0		
	%age			8	2 3	62	8	0		

Table No.4.1.29 indicates that the mean score of Urban PIT male teachers ranges from 3.1 to 4.2, whereas mean score of PIT female teachers ranges from 3.0 to 3.8. This indicates better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Motivation".

**Table 4.1.29 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Motivation"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
5.1	Words, phrases like "correct", "good", "very good", "fine" and "excellent" were used during question/answer session.	MALE PIT	Response	7	1 2	7	2	0	3.9
			Score	35	4 8	21	4	0	
			%age	25	4 3	25	7	0	
		MALE NIT	Response	2	4	16	1	2	3.1
			Score	10	1 6	48	2	2	
			%age	8	1 6	64	4	8	
		FEMALE PIT	Response	3	1 0	9	4	0	3.5
			Score	15	4 0	27	8	0	
			%age	12	3 8	35	15	0	
		FEMALE NIT	Response	2	5 2	14	4	2	3.0
			Score	10	0 0	42	8	2	
			%age	7	1 9	52	15	7	
5.2	Gestures like "yes", "right" and "good" were used on the correct responses of the students for their encouragement	MALE PIT	Response	8	1 0	7	1	0	4.0
			Score	40	4 0	21	2	0	
			%age	31	3 8	27	4	0	
		MALE NIT	Response	4	9	9	1	2	3.5
			Score	20	3	27	2	2	

					6				
			%age	16	3 6	36	4	8	
		FEMALE PIT	Response	4	1 1	9	3	0	3.6
			Score	20	4 4	27	6	0	
			%age	15	4 1	33	11	0	
		FEMALE NIT	Response	2	8 3	11	6	0	3.2
			Score	10	2 2	33	12	0	
			%age	7	3 0	41	22	0	
5.3	For the encouragement of the students multiple gestures like, "modding" "given smile" "yes yes" "now say" and "this is good idea" were used	MALE PIT	Response	11	9 3	5	1	0	4.2
			Score	55	6 6	15	2	0	
			%age	42	3 5	19	4	0	
		MALE NIT	Response	2	1 0	13	2	0	3.4
			Score	10	4 0	39	4	0	
			%age	7	3 7	48	7	0	
		FEMALE PIT	Response	2	1 3	7	3	0	3.6
			Score	10	5 2	21	6	0	
			%age	8	5 2	28	12	0	
		FEMALE NIT	Response	4	9 3	11	2	1	3.5
			Score	20	6 6	33	4	1	
			%age	15	3 3	41	7	4	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
5.4	The students were provided help for answering the suitable answer	MALE PIT	Response	5	1 5	5	1	1	3.8
			Score	25	6 0	15	2	1	
			%age	19	5 5	19	4	4	

					6					
		MALE NIT	Response	2	8	8	4	2	3.2	
			Score	10	3	24	8	2		
			%age	8	3	33	17	8		
		FEMALE PIT	Response	5	1	6	1	1	3.8	
			Score	25	4	18	2	1		
			%age	20	4	24	4	4		
		FEMALE NIT	Response	1	7	13	8	0	3.0	
			Score	5	2	39	16	0		
			%age	3	2	45	28	0		
5.5	With the help of simple instructions the students were encouraged for correct response, e.g. "think over again"	MALE PIT	Response	6	1	5	2	2	1	3.9
			Score	30	6	0	6	4	1	
			%age	23	5	8	8	8	4	
		MALE NIT	Response	1	7	11	3	2	3.1	
			Score	5	2	8	33	6		2
			%age	4	2	9	46	13		8
		FEMALE PIT	Response	6	1	1	6	4	0	3.7
			Score	30	4	4	18	8	0	
			%age	22	4	1	22	15	0	
		FEMALE NIT	Response	2	9	9	3	0	3.4	
			Score	10	3	6	27	6		0
			%age	9	3	9	39	13		0
5.6	Students were encouraged for correct part of	MALE PIT	Response	10	9	7	1	1	3.9	
			Score	50	3	21	2	1		

			%age	36	3 2	25	4	4	
	answer	MALE NIT	Response	1	9	11	2	1	3.3
			Score	5	3 6	33	4	1	
			%age	4	3 8	46	8	4	
		FEMALE PIT	Response	5	1 3	3	3	0	3.8
			Score	25	5 2	9	6	0	
			%age	21	5 4	13	13	0	
		FEMALE NIT	Response	2	1 0	10	4	1	3.3
			Score	10	4 0	30	8	1	
			%age	7	3 7	37	15	4	

Table No.4.1.30 depicts that the mean score of Urban PIT male teachers ranges from 3.0 to 4.3, whereas mean score of PIT female teachers ranges from 3.1 to 3.9. This reveals better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Teachers liveliness".

**Table 4.1.30 Comparison of the performance of Urban PIT male & female teachers with respect to different aspects of "Teacher Liveliness"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
6.1	The teacher moved on proper time on teaching place	MALE PIT	Response	13	1 0	3	1	0	4.3
			Score	65	4 0	9	2	0	
			%age	48	3 7	11	4	0	
		MALE NIT	Response	2	6 2	12	3	2	3.1
			Score	10	4 4	36	6	2	
			%age	8	2 4	48	12	8	
		FEMALE PIT	Response	7	1 1	8	1	0	3.9
			Score	35	4 4	24	2	0	
			%age	26	4 1	30	4	0	
		FEMALE NIT	Response	5	6 2	8	5	1	3.4
			Score	25	4 4	24	10	1	
			%age	20	2 4	32	20	4	
6.2	The teacher has made the teaching method more effective with the posture and gesture i.e. "hands", "body",	MALE PIT	Response	15	9 3	2	2	0	4.3
			Score	75	6 6	6	4	0	
			%age	54	3 2	7	7	0	
		MALE NIT	Response	2	9 9	9	3	2	3.2
			Score	10	3 3	27	6	2	

					6				
			%age	8	3 6	36	12	8	
	"head", "face",	FEMALE PIT	Response	6	1 4	6	2	0	3.9
			Score	30	5 6	18	4	0	
			%age	21	5 0	21	7	0	
		FEMALE NIT	Response	1	1 5	5	3	1	3.5
			Score	5	6 0	15	6	1	
			%age	4	6 0	20	12	4	
6.3	There was rise and fall in the teacher's tone	MALE PIT	Response	13	9	3	1	0	4.3
			Score	65	3 6	9	2	0	
			%age	50	3 5	12	4	0	
		MALE NIT	Response	4	4	12	4	1	3.2
			Score	20	1 6	36	8	1	
			%age	16	1 6	48	16	4	
		FEMALE PIT	Response	5	1 3	8	0	0	3.9
			Score	25	5 2	24	0	0	
			%age	19	5 0	31	0	0	
		FEMALE NIT	Response	3	1 0	9	4	0	3.5
			Score	15	4 0	27	8	0	
			%age	12	3 8	35	15	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
6.4	The teacher adopted different teaching methods for	MALE PIT	Response	8	1 1	2	2	0	4.1
			Score	40	4 4	6	4	0	

			%age	35	4 8	9	9	0			
		MALE NIT	Response	1	7	7	6	1	3.0		
			Score	5	8	21	12	1			
			%age	5	3 2	32	27	5			
	attention and motivation purposes e.g. teachers students and students' teachers group were made	FEMALE PIT	Response	4	1 0	8	4	0	3.5		
				Score	20	4 0	24	8		0	
				%age	15	3 8	31	15		0	
			FEMALE NIT	Response	1	9	11	5	1	3.1	
				Score	5	3 6	33	10	1		
				%age	4	3 3	41	19	4		
6.5		Provision of short interval. The students were provided time to give attention and think over the important points	MALE PIT	Response	9	1 1	2	2	0	4.1	
					Score	45	4 4	6	4		0
					%age	38	4 6	8	8		0
				MALE NIT	Response	0	1 1	7	6	1	3.1
					Score	0	4 4	21	12	1	
					%age	0	4 4	28	24	4	
				FEMALE PIT	Response	5	1 1	9	1	0	3.8
					Score	25	4 4	27	2	0	
					%age	19	4 2	35	4	0	
				FEMALE NIT	Response	3	5	14	4	1	3.2
					Score	15	2 0	42	8	1	
					%age	11	1 9	52	15	4	

Table No. 4.1.31 shows that the mean score of Urban PIT male teachers ranges from 3.1 to 4.2, whereas mean score of PIT female teachers ranges from 3.0 to 4.1. This reveals better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Closure of lesson".

**Table 4.1.31 Comparison of the performance of Urban PIT male and female teachers with respect to different aspects of "Closure of lesson"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.1	The way in which the teacher wind up the lesson was an interesting one	MALE PIT	Response	6	15	2	2	0	4.0
			Score	30	60	6	4	0	
			%age	24	60	8	8	0	
		MALE NIT	Response	2	10	8	5	0	3.4
			Score	10	40	24	10	0	
			%age	8	40	32	20	0	
		FEMALE PIT	Response	9	45	9	1	0	3.9
			Score	45	36	27	2	0	
			%age	32	36	32	4	0	
FEMALE NIT	Response	1	5	7	6	2	3.0		
	Score	5	8	36	12	2			
	%age	4	8	43	21	7			
7.2	The method in which the lesson ended has aroused the interest of the students	MALE PIT	Response	10	12	2	3	0	4.1
			Score	50	48	6	6	0	
			%age	37	44	7	11	0	
		MALE NIT	Response	1	8	11	4	0	3.3

			Score	5	3 2	33	8	0	
			%age	4	3 3	46	17	0	
		FEMALE PIT	Response	5	1 4	7	0	0	3.9
			Score	25	5 6	21	0	0	
			%age	19	5 4	27	0	0	
		FEMALE NIT	Response	3	8 3	11	4	1	3.3
			Score	15	2 3	33	8	1	
			%age	11	3 0	41	15	4	
7.3	The end of the lesson and the real lesson has connectivity with each other	MALE PIT	Response	10	1 5	2	1	0	4.2
			Score	50	6 0	6	2	0	
			%age	36	5 4	7	4	0	
		MALE NIT	Response	1	7 2	12	3	1	3.2
			Score	5	8 2	36	6	1	
			%age	4	9 2	50	13	4	
		FEMALE PIT	Response	11	9 3	7	0	0	4.1
			Score	55	6 3	21	0	0	
			%age	41	3 3	26	0	0	
		FEMALE NIT	Response	1	1 2	6	6	1	3.2
			Score	5	4 8	18	12	1	
			%age	4	4 6	23	23	4	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.4	The conclusion of the lesson was the sum up of actual lesson and	MALE PIT	Response	9	1 5	2	1	0	4.2
			Score	45	6 0	6	2	0	

			%age	33	5 6	7	4	0			
		MALE NIT	Response	2	7	8	6	1	3.1		
			Score	10	2 8	24	12	1			
			%age	8	2 9	33	25	4			
	was also clear to the students	FEMALE PIT	Response	9	1 2	6	0	0	4.1		
			Score	45	4 8	18	0	0			
		%age	33	4 4	22	0	0				
		FEMALE NIT	Response	0	1 2	9	3	1	3.3		
			Score	0	4 8	27	6	1			
			%age	0	4 8	36	12	4			
7.5	Revision of lesson was done	MALE PIT	Response	11	1 0	5	1	0	4.1		
			Score	55	4 0	15	2	0			
			%age	41	3 7	19	4	0			
				MALE NIT	Response	2	1 2	9	2	0	3.6
			Score		10	4 8	27	4	0		
			%age		8	4 8	36	8	0		
				FEMALE PIT	Response	10	1 1	6	0	0	4.1
			Score		50	4 4	18	0	0		
			%age		37	4 1	22	0	0		
				FEMALE NIT	Response	3	9	9	4	0	3.4
			Score		15	3 6	27	8	0		
			%age		12	3 6	36	16	0		
7.6	Home work was	MALE PIT	Response	9	1	6	1	0	4.0		

	given to the students				1								
			Score	45	4	4	18	2	0				
			%age	33	4	1	22	4	0				
			MALE NIT	Response	0	8	11	5	0	3.1			
				Score	0	3	2	33	10		0		
				%age	0	3	3	46	21		0		
				FEMALE PIT	Response	10	8	8	0	0	4.1		
				Score	50	3	2	24	0	0			
				%age	38	3	1	31	0	0			
				FEMALE NIT	Response	2	1	9	3	1	3.4		
				Score	10	4	4	27	6	1			
				%age	8	4	2	35	12	4			
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE				
7.7	Understanding of the lesson was realized by the students		MALE PIT	Response	7	1	6	2	1	0	4.1		
				Score	35	6	4	6	2	0			
				%age	27	6	2	8	4	0			
					MALE NIT	Response	0	1	0	11	4	0	3.2
					Score	0	4	0	33	8	0		
					%age	0	4	0	44	16	0		
					FEMALE PIT	Response	7	1	2	10	0	0	3.9
					Score	35	4	8	30	0	0		
					%age	24	4	1	34	0	0		
					FEMALE NIT	Response	6	1	1	7	5	1	3.5

			Score	30	4 8	21	10	1	
			%age	19	3 9	23	16	3	

Table No. 4.1.32 reveals that the mean score of Urban PIT male teachers ranges from 3.0 to 4.0, whereas mean score of PIT female teachers ranges from 2.8 to 3.9. This reveals better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Planning".

**Table 4.1.32 Comparison of the performance of PIT male and female teachers with respect to different aspects of "Planning"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.1	The teaching was planned and integrated	MALE PIT	Response	5	1 2	9	1	0	3.8
			Score	25	4 8	27	2	0	
			%age	19	4 4	33	4	0	
		MALE NIT	Response	0	8 3	10	5	1	3.0
			Score	0	2 3	30	10	1	
			%age	0	3 3	42	21	4	
		FEMALE PIT	Response	6	1 1	10	0	0	3.9
			Score	30	4 4	30	0	0	
			%age	22	4 1	37	0	0	
		FEMALE NIT	Response	0	3 1	14	7	0	2.8
			Score	0	2 2	42	14	0	
			%age	0	1 3	58	29	0	
8.2	The teaching was effective	MALE PIT	Response	6	1 3	7	1	0	3.9
			Score	30	5 2	21	2	0	
			%age	22	4 8	26	4	0	
		MALE NIT	Response	0	9	10	5	1	3.1

			Score	0	3 6	30	10	1	
			%age	0	3 6	40	20	4	
		FEMALE PIT	Response	4	1 1	12	0	0	3.7
			Score	20	4 4	36	0	0	
			%age	15	4 1	44	0	0	
		FEMALE NIT	Response	1	9 3	13	3	0	3.3
			Score	5	6 3	39	6	0	
			%age	4	3 5	50	12	0	
8.3	Teaching was according to the objectives	MALE PIT	Response	6	1 2	7	1	0	3.9
			Score	30	4 8	21	2	0	
			%age	23	4 6	27	4	0	
		MALE NIT	Response	0	9 3	8	5	2	3.0
			Score	0	6 3	24	10	2	
			%age	0	8 3	33	21	8	
		FEMALE PIT	Response	4	1 4	6	1	0	3.8
			Score	20	5 6	18	2	0	
			%age	16	5 6	24	4	0	
		FEMALE NIT	Response	2	1 1	8	5	0	3.4
			Score	10	4 4	24	10	0	
			%age	8	4 2	31	19	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.4	All the students needs were properly	MALE PIT	Response	7	1 4	5	1	0	4.0
			Score	35	5	15	2	0	

managed during the teaching process	MALE NIT	Response	0	9	10	4	1	3.1	
		Score	0	3	6	30	8		1
		%age	0	3	8	42	17		4
	FEMALE PIT	Response	6	1	0	9	0	0	3.9
		Score	30	4	0	27	0	0	
		%age	24	4	0	36	0	0	
	FEMALE NIT	Response	4	6	2	10	7	1	3.2
		Score	20	4	2	30	14	1	
		%age	14	2	1	36	25	4	

Table No. 4.1.33 manifests that the mean score of Rural PIT male teachers ranges from 3.4 to 4.3 whereas mean score of Rural PIT female teachers ranges from 3.0 to 4.0. This reveals better performance of Rural PIT male teachers with respect to different aspects of teaching skill, "Set Induction".

**E. Table 4.1.33 Comparison of the performance of Rural pit male and female teachers with respect to different aspects of "Set Induction"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
1.1	The method of introduction of lesson was interesting	MALE PIT	Response	11	8	4	4	0	4.0	
			Score	55	2	12	8	0		
			%age	41	0	15	15	0		
		MALE NIT	Response	4	1	0	7	2	1	3.6
			Score	20	4	0	21	4	1	
			%age	17	4	2	29	8	4	
		FEMALE PIT	Response	8	1	2	3	2	0	4.0
			Score	40	4	8	9	4	0	
			%age	32	4	8	12	8	0	
		FEMALE NIT	Response	1	5	10	6	1	3.0	
			Score	5	2	0	30	12		1
			%age	4	2	43	26	4		
1.2	The keen interest of the students in the lesson was due to the method of introduction	MALE PIT	Response	10	1	0	6	1	4.1	
			Score	50	4	0	18	2		0
			%age	37	3	7	22	4		0
		MALE NIT	Response	3	1	6	4	1	3.4	

			Response	9	1	3	3	1	3	3.8		
			Score	45	5	2	9	2	3			
			%age	31	4	5	10	3	10			
		FEMALE PIT	Response	3	9	11	4	1	3.3			
			Score	15	3	6	33	8			1	
			%age	11	3	2	39	14			4	
		FEMALE NIT	Response	13	8	4	1	0			4.3	
			Score	65	3	2	12	2				0
			%age	50	3	1	15	4				0
MALE PIT	Response	5	1	5	5	1	3.8					
	Score	25	6	0	15	2		1				
	%age	19	5	6	19	4		4				
MALE NIT	Response	9	1	3	5	0		4.1				
	Score	45	5	2	15	0			0			
	%age	33	4	8	19	0			0			
FEMALE PIT	Response	0	8	12	5	0			3.1			
	Score	0	3	2	36	10				0		
	%age	0	3	2	48	20				0		
FEMALE NIT	Response	0	8	12	5	0	3.1					
	Score	0	3	2	36	10				0		
	%age	0	3	2	48	20				0		
1.3	The introduction of the lesson and the relation of actual lesson was clear to the students	MALE PIT	Response	13	8	4		1		0	4.3	
			Score	65	3	2		12		2		0
			%age	50	3	1		15		4		0
		MALE NIT	Response	5	1	5		5	1	3.8		
			Score	25	6	0		15	2			1
			%age	19	5	6		19	4			4
		FEMALE PIT	Response	9	1	3	5	0	4.1			
			Score	45	5	2	15	0				0
			%age	33	4	8	19	0				0
FEMALE NIT	Response	0	8	12	5	0	3.1					
	Score	0	3	2	36	10		0				
	%age	0	3	2	48	20		0				

Table No.4.1.34 shows that the mean score of Rural PIT male teachers ranges from 3.1 to 4.3 whereas mean score of Rural PIT female teachers ranges from 3.5 to 4.3 which indicates equal performance of both the groups in the area of teaching skill, "Presentation".

**Table 4.1.34 Comparison of the performance of Rural PIT male and Rural PIT female teachers with respect to different aspects of "Presentation"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
2.1	Explanation was fully comprehensive to the students	MALE PIT	Response	11	1 0	4	2	0	4.1
			Score	55	4 0	12	4	0	
			%age	41	3 7	15	7	0	
		MALE NIT	Response	2	8 3	8	7	1	3.1
			Score	10	2 2	24	14	1	
			%age	8	3 1	31	27	4	
		FEMALE PIT	Response	8	1 2	4	1	0	4.1
			Score	40	4 8	12	2	0	
			%age	32	4 8	16	4	0	
		FEMALE NIT	Response	3	9 3	8	4	0	3.5
			Score	15	6 6	24	8	0	
			%age	13	3 8	33	17	0	
2.2	The students were impressed by the explanation.	MALE PIT	Response	12	1 0	5	0	0	4.3
			Score	60	4 0	15	0	0	
			%age	44	3 7	19	0	0	
		MALE NIT	Response	2	1 2	10	2	0	3.5

			Score	10	4 8	30	4	0	
			%age	8	4 6	38	8	0	
		FEMALE PIT	Response	8	1 4	1	1	0	4.2
			Score	40	5 6	3	2	0	
			%age	33	5 8	4	4	0	
		FEMALE NIT	Response	2	8 3	10	2	0	3.5
			Score	10	2 3	30	4	0	
			%age	9	6 3	45	9	0	
2.3	Explanation covered the important points	MALE PIT	Response	11	1 0	5	0	0	4.2
			Score	55	4 0	15	0	0	
			%age	42	3 8	19	0	0	
		MALE NIT	Response	4	9 3	11	1	1	3.5
			Score	20	6 3	33	2	1	
			%age	15	5 3	42	4	4	
		FEMALE PIT	Response	12	1 0	3	1	0	4.3
			Score	60	4 0	9	2	0	
			%age	46	3 8	12	4	0	
		FEMALE NIT	Response	1	1 0	13	0	0	3.5
			Score	5	4 0	39	0	0	
			%age	4	4 2	54	0	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
2.4	Demonstrated models, pictures and examples	MALE PIT	Response	9	1 0	6	0	0	4.1
			Score	45	4	18	0	0	

	were source of interest to the students	MALE NIT	Response	1	3	8	3	1	3.4		
			Score	5	2	24	6	1			
			%age	4	0	31	12	4			
		FEMALE PIT	Response	11	1	3	0	0	4.3		
			Score	55	4	9	0	0			
			%age	44	4	12	0	0			
		FEMALE NIT	Response	4	8	10	2	0	3.6		
			Score	20	2	30	4	0			
			%age	17	3	42	8	0			
		2.5	Demonstrated models, pictures and examples were up to the mental level of the students	MALE PIT	Response	11	1	4	0	0	4.3
					Score	55	4	12	0	0	
					%age	42	2	15	0	0	
MALE NIT	Response			1	5	6	3	1	3.5		
	Score			5	0	18	6	1			
	%age			4	8	23	12	4			
FEMALE PIT	Response			11	8	5	0	0	4.3		
	Score			55	2	15	0	0			
	%age			46	3	21	0	0			
FEMALE NIT	Response			2	3	9	0	0	3.7		
	Score			10	2	27	0	0			
	%age			8	4	38	0	0			

Table No.4.1.35 points out that the Mean score of Rural PIT male teachers ranges from 3.0 to 4.3 whereas mean score of Rural PIT female teachers is from 3.2 to 4.3. There is no difference in the performance of the two groups in the particular area of "Questioning".

**Table 4.1.35 Comparison of the performance of Rural PIT Male and Rural PIT female teachers and with respect to different aspects of "Questioning"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
3.1	Questions were clearly asked	MALE PIT	Response	12	8	4	2	0	4.2
			Score	60	2	12	4	0	
			%age	46	1	15	8	0	
		MALE NIT	Response	1	7	10	6	1	3.0
			Score	5	8	30	12	1	
			%age	4	8	40	24	4	
		FEMALE PIT	Response	8	5	3	0	0	4.2
			Score	40	0	9	0	0	
			%age	31	8	12	0	0	
		FEMALE NIT	Response	0	9	12	2	0	3.3
			Score	0	6	36	4	0	
			%age	0	9	52	9	0	
3.2	Questions were generally comprehended by the students	MALE PIT	Response	11	5	8	1	0	4.0
			Score	55	0	24	2	0	
			%age	44	0	32	4	0	
		MALE NIT	Response	0	1	8	4	2	3.2
			Score	0	4	24	8	2	

					8					
			%age	0	4	6	31	15	8	
		FEMALE PIT	Response	9	1	4	3	0	0	
			Score	45	5	6	9	0	0	
			%age	35	5	4	12	0	0	
		FEMALE NIT	Response	0	9	10	4	0	0	
			Score	0	3	6	30	8	0	
			%age	0	3	9	43	17	0	
3.3	The students were given time for thinking answer after asking the questions	MALE PIT	Response	12	9	5	0	0	4.3	
			Score	60	3	6	15	0		0
			%age	46	3	5	19	0		0
		MALE NIT	Response	1	1	5	7	2	1	3.5
			Score	5	6	0	21	4	1	
			%age	4	5	8	27	8	4	
		FEMALE PIT	Response	9	1	1	4	1	0	4.1
			Score	45	4	4	12	2	0	
			%age	36	4	4	16	4	0	
		FEMALE NIT	Response	1	7	13	3	0	3.3	
			Score	5	2	8	39	6		0
			%age	4	2	9	54	13		0
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
3.4	Both easy and difficult questions were asked	MALE PIT	Response	11	9	6	0	0	4.2	
			Score	55	3	6	18	0		0
			%age	42	3	5	23	0		0

		MALE NIT	Response	3	9	8	5	1	3.3	
			Score	15	6	24	10	1		
			%age	12	5	31	19	4		
		FEMALE PIT	Response	10	1	2	3	0	4.3	
			Score	50	4	8	9	0		
			%age	40	8	12	0	0		
		FEMALE NIT	Response	2	7	13	2	0	3.4	
			Score	10	2	8	39	4		
			%age	8	9	54	8	0		
3.5	The questions provided the students to think deep over for response	MALE PIT	Response	9	1	1	6	1	4.0	
			Score	45	4	4	18	2		
			%age	33	4	1	22	4		0
		MALE NIT	Response	2	1	4	7	3	1	3.5
			Score	10	5	6	21	6	1	
			%age	7	5	2	26	11	4	
		FEMALE PIT	Response	11	8	3	6	1	0	4.1
			Score	55	2	3	18	2	0	
			%age	42	3	1	23	4	0	
		FEMALE NIT	Response	1	7	2	16	0	0	3.4
			Score	5	8	2	48	0	0	
			%age	4	9	2	67	0	0	
3.6	Maximum students were asked questions in the given time	MALE PIT	Response	8	1	1	5	1	4.0	
		Score	40	4	4	15	2			
		%age	32	4	4	20	4	0		

					4				
		MALE NIT	Response	4	6	12	2	1	3.4
			Score	20	4	36	4	1	
			%age	16	4	48	8	4	
		FEMALE PIT	Response	10	1	3	2	0	4.3
			Score	50	5	2	6	0	
			%age	40	5	2	8	0	
		FEMALE NIT	Response	3	9	9	1	0	3.6
			Score	15	3	6	27	2	
			%age	14	4	1	41	5	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
3.7	Questions were relevant to the under study lesson	MALE PIT	Response	10	1	0	7	0	4.1
			Score	50	4	0	21	0	
			%age	37	3	7	26	0	
		MALE NIT	Response	4	7	10	4	1	3.3
			Score	20	2	8	30	8	
			%age	15	2	7	38	15	
		FEMALE PIT	Response	11	1	1	2	2	4.2
			Score	55	4	4	6	4	
			%age	42	4	2	8	8	
		FEMALE NIT	Response	2	1	1	8	2	3.6
			Score	10	4	4	24	4	
			%age	9	4	8	35	9	
3.8	Questions	MALE PIT	Response	4	8	4	1	2	3.6

	were only asked to check the memory		Score	20	3 2	12	2	2	
			%age	21	4 2	21	5	11	
		MALE NIT	Response	1	9	7	1	1	3.4
			Score	5	3 6	21	2	1	
			%age	5	4 7	37	5	5	
			Response	9	1 1	4	1	0	4.1
		FEMALE PIT	Score	45	4 4	12	2	0	
			%age	36	4 4	16	4	0	
		FEMALE NIT	Response	0	1 1	10	1	0	3.5
			Score	0	4 4	30	2	0	
			%age	0	5 0	45	5	0	

Table No. 4.1.36 leads that the mean score of Rural PIT male teachers ranges from 3.0 to 3.9 whereas Rural PIT female teachers ranges from 3.3 to 4.0. This shows better performance of Rural PIT female teachers with respect to application of teaching skill "Listening".

**Table 4.1.36 Comparison of the performance of Rural PIT Male and Rural PIT female teachers with respect to different aspects of "Listening"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
4.1	Realized the problems of the students on time	MALE PIT	Response	4	1 3	7	1	2	3.6
			Score	20	5 2	21	2	2	
			%age	15	4 8	26	4	7	
		MALE NIT	Response	2	8 3	7	10	1	3.0
			Score	10	2 2	21	20	1	
			%age	7	2 9	25	36	4	
		FEMALE PIT	Response	3	1 4	9	0	0	3.8
			Score	15	5 6	27	0	0	
			%age	12	5 4	35	0	0	
		FEMALE NIT	Response	0	7 2	10	4	0	3.1
			Score	0	8 3	30	8	0	
			%age	0	3 3	48	19	0	
4.2	The students were guided with respect to their problems	MALE PIT	Response	7	1 1	7	1	1	3.8
			Score	35	4 4	21	2	1	
			%age	26	4 1	26	4	4	
		MALE NIT	Response	1	1	11	4	1	3.2

					0				3.9	
			Score	5	4	33	8	1		
			%age	4	3	41	15	4		
		FEMALE PIT	Response	6	1	8	0	0		3.9
			Score	30	4	24	0	0		
			%age	23	4	31	0	0		
		FEMALE NIT	Response	1	5	14	3	0		3.2
			Score	5	2	42	6	0		
			%age	4	2	61	13	0		
4.3	Steps were taken to maintain the interest of students during teaching	MALE PIT	Response	10	7	7	2	1	3.9	
			Score	50	2	21	4	1		
			%age	37	2	26	7	4		
		MALE NIT	Response	3	4	18	0	1	3.3	
			Score	15	1	54	0	1		
			%age	12	1	69	0	4		
		FEMALE PIT	Response	8	1	5	2	0	4.0	
			Score	40	4	15	4	0		
			%age	30	4	19	7	0		
		FEMALE NIT	Response	0	8	14	2	0	3.3	
			Score	0	3	42	4	0		
			%age	0	3	58	8	0		

Table No. 4.1.37 states that the mean score of Rural PIT male teachers ranges from 3.1 to 4.2, whereas mean score of Rural PIT female teachers ranges from 3.1 to 4.3. This indicates better performance of Rural PIT female teachers with respect to different aspects of teaching skill, "Motivation".

**Table 4.1.37 Comparison of the performance of Rural PIT male and Rural PIT female teachers with respect to different aspects of "Motivation"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
5.1	Words, phrases like "correct", "good", "very good", "fine" and "excellent" were used during question/answer session.	MALE PIT	Response	8	10	7	0	1	3.9
			Score	40	40	21	0	1	
			%age	31	38	27	0	4	
		MALE NIT	Response	1	14	6	4	1	3.4
			Score	5	56	18	8	1	
			%age	4	44	23	15	4	
		FEMALE PIT	Response	8	14	5	1	0	4.0
			Score	40	56	15	2	0	
			%age	29	50	18	4	0	
FEMALE NIT	Response	2	9	11	4	0	3.3		
	Score	10	36	33	8	0			
	%age	8	35	42	15	0			
5.2	Gestures like "yes", "right" and "good" were used on the correct response of the students	MALE PIT	Response	9	9	7	0	0	4.1
			Score	45	36	21	0	0	
			%age	36	36	28	0	0	
		MALE NIT	Response	1	1	6	4	1	3.4

					4				
			Score	5	5 6	18	8	1	
			%age	4	5 4	23	15	4	
	for their encouragement	FEMALE PIT	Response	12	1 1	3	0	0	4.3
			Score	60	4 4	9	0	0	
			%age	46	4 2	12	0	0	
		FEMALE NIT	Response	2	8 3	11	4	0	3.3
			Score	10	2 2	33	8	0	
			%age	8	3 2	44	16	0	
5.3	For the encouragement of the students multiple gestures like, "modding" "given smile" "yes yes" "now say" and "this is good idea" were used	MALE PIT	Response	10	1 2	4	0	0	4.2
			Score	50	4 8	12	0	0	
			%age	38	4 6	15	0	0	
		MALE NIT	Response	1	9 3	13	1	1	3.3
			Score	5	6 6	39	2	1	
			%age	4	3 6	52	4	4	
		FEMALE PIT	Response	8	1 2	3	2	0	4.0
			Score	40	4 8	9	4	0	
			%age	32	4 8	12	8	0	
		FEMALE NIT	Response	3	9 3	8	4	0	3.5
			Score	15	6 6	24	8	0	
			%age	13	3 8	33	17	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
5.4	The students were provided help for	MALE PIT	Response	10	9	5	1	0	4.1
			Score	50	3	15	2	0	
					6				

			%age	40	3 6	20	4	0		
	answering the suitable answer	MALE NIT	Response	1	1 0	9	2	1	3.3	
			Score	5	4 0	27	4	1		
			%age	4	4 3	39	9	4		
		FEMALE PIT	Response	6	1 2	6	2	0	3.8	
			Score	30	4 8	18	4	0		
			%age	23	4 6	23	8	0		
		FEMALE NIT	Response	1	6 2	10	5	0	3.1	
			Score	5	4 4	30	10	0		
			%age	5	2 7	45	23	0		
5.5		With the help of simple instructions the students were encouraged for correct response, e.g. "think over again"	MALE PIT	Response	6	1 3	4	2	0	3.9
				Score	30	5 2	12	4	0	
				%age	24	5 2	16	8	0	
	MALE NIT		Response	1	1 0	8	5	2	3.1	
			Score	5	4 0	24	10	2		
			%age	4	3 8	31	19	8		
	FEMALE PIT		Response	7	1 4	6	1	0	4.0	
			Score	35	5 6	18	2	0		
			%age	25	5 0	21	4	0		
	FEMALE NIT		Response	2	6 2	12	1	1	3.3	
			Score	10	4 4	36	2	1		
			%age	9	2 7	55	5	5		
5.6	Students were	MALE PIT	Response	9	8	8	0	0	4.0	

encouraged for correct part of answer		Score	45	3 2	24	0	0	
		%age	36	3 2	32	0	0	
	FEMALE NIT	Response	0	1 2	9	3	1	3.3
		Score	0	4 8	27	6	1	
		%age	0	4 8	36	12	4	
	FEMALE PIT	Response	7	1 2	7	0	0	4.0
		Score	35	4 8	21	0	0	
		%age	27	4 6	27	0	0	
	FEMALE NIT	Response	2	7	11	2	1	3.3
		Score	10	2 8	33	4	1	
		%age	9	3 0	48	9	4	

Table No. 4.1.38 shows that the mean score of Rural PIT male teachers with respect to application of teaching skill "Teacher's liveliness" ranges from 3.1 to 4.3 whereas the mean score of Rural PIT female teachers is from 3.0 to 4.3. This state similar performance of both the groups in the relevant area.

**Table 4.1.38 Comparison of the performance of Rural PIT male and Rural PIT female teachers with respect to different aspects of "Teacher Liveliness"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
6.1	The teacher moved on proper time on teaching place	MALE PIT	Response	8	1	6	1	0	4.0
			Score	40	4	18	2	0	
			%age	31	4	23	4	0	
		MALE NIT	Response	2	8	8	7	1	3.1
			Score	10	3	24	14	1	
			%age	8	3	31	27	4	
		FEMALE PIT	Response	3	1	11	1	0	3.6
			Score	15	4	33	2	0	
			%age	12	4	42	4	0	
		FEMALE NIT	Response	1	5	11	6	0	3.0
			Score	5	2	33	12	0	
			%age	4	2	48	26	0	
6.2	The teacher has made the teaching method more effective with the posture and gesture i.e. "hands", "body",	MALE PIT	Response	9	1	4	0	0	4.2
			Score	45	4	12	0	0	
			%age	38	4	17	0	0	
		MALE NIT	Response	1	1	10	2	1	3.4

					2					
			Score	5	4	8	30	4	1	
			%age	4	4	6	38	8	4	
	"head", "face",	FEMALE PIT	Response	8	1	0	8	0	0	
			Score	40	4	0	24	0	0	4.0
			%age	31	3	8	31	0	0	
		FEMALE NIT	Response	2	4	4	10	7	0	
			Score	10	1	6	30	14	0	3.0
			%age	9	1	7	43	30	0	
6.3	There was rise and fall in the teacher's tone	MALE PIT	Response	11	1	3	2	0	0	
			Score	55	5	2	6	0	0	4.3
			%age	42	5	0	8	0	0	
		MALE NIT	Response	4	8	8	7	4	0	
			Score	20	3	2	21	8	0	3.5
			%age	17	3	5	30	17	0	
		FEMALE PIT	Response	8	1	3	3	2	0	
			Score	40	5	2	9	4	0	4.0
			%age	31	5	0	12	8	0	
		FEMALE NIT	Response	4	7	7	7	6	0	
			Score	20	2	8	21	12	0	3.4
			%age	17	2	9	29	25	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE	
6.4	The teacher adopted different teaching	MALE PIT	Response	12	7	6	0	0	4.2	
			Score	60	2	18	0	0		
					8					

			%age	48	28	24	0	0	
		MALE NIT	Response	2	9	8	2	2	3.3
			Score	10	36	24	4	2	
			%age	9	39	35	9	9	
		FEMALE PIT	Response	8	10	6	1	0	4.0
			Score	40	40	18	2	0	
			%age	32	40	24	4	0	
		FEMALE NIT	Response	1	4	9	7	0	3.0
			Score	5	16	27	14	0	
			%age	5	19	43	33	0	
6.5	Provision of short interval. The students were provided time to give attention and think over the important points	MALE PIT	Response	10	9	3	1	0	4.2
			Score	50	36	9	2	0	
			%age	43	39	13	4	0	
		MALE NIT	Response	1	6	11	4	1	3.1
			Score	5	24	33	8	1	
			%age	4	26	48	17	4	
		FEMALE PIT	Response	13	7	4	1	0	4.3
			Score	65	28	12	2	0	
			%age	52	28	16	4	0	
		FEMALE NIT	Response	1	5	9	5	1	3.0
			Score	5	20	27	10	1	
			%age	5	24	43	24	5	

Table No. 4.1.39 reflects that the mean score of Rural PIT male teachers ranges from 3.3 to 4.3 whereas the mean score of Rural PIT female teachers ranges from 2.9 to 4.2. This shows better performance of the Rural PIT male teachers with respect to application of teaching skill, "Closure of Lesson".

**Table 4.1.39 Comparison of the performance of Rural PIT male and Rural PIT female teachers with respect to different aspects of "Closure of lesson"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.1	The way in which the teacher wind up the lesson was an interesting one	MALE PIT	Response	11	8	4	1	0	4.2
			Score	55	2	12	2	0	
			%age	46	3	17	4	0	
		MALE NIT	Response	1	1	10	4	1	3.3
			Score	5	4	30	8	1	
			%age	4	1	37	15	4	
		FEMALE PIT	Response	8	9	7	1	0	4.0
			Score	40	3	21	2	0	
			%age	32	6	28	4	0	
		FEMALE NIT	Response	0	6	11	6	0	3.0
			Score	0	2	33	12	0	
			%age	0	6	48	26	0	
7.2	The method in which the lesson ended has aroused the interest of the students	MALE PIT	Response	10	7	8	0	0	4.1
			Score	50	2	24	0	0	
			%age	40	8	32	0	0	
		MALE NIT	Response	1	1	9	4	1	3.3
			Score	5	4	27	8	1	

					4				
			%age	4	4	2	35	15	4
		FEMALE PIT	Response	9	1	0	7	0	0
			Score	45	4	0	21	0	0
			%age	35	3	8	27	0	0
		FEMALE NIT	Response	1	5	11	6	0	
			Score	5	2	0	33	12	0
			%age	4	2	2	48	26	0
7.3	The end of the lesson and the real lesson has connectivity with each other	MALE PIT	Response	8	1	1	7	0	0
			Score	40	4	4	21	0	0
			%age	31	4	2	27	0	0
		MALE NIT	Response	2	1	2	9	2	0
			Score	10	4	8	27	4	0
			%age	8	4	8	36	8	0
		FEMALE PIT	Response	9	1	2	4	1	0
			Score	45	4	8	12	2	0
			%age	35	4	6	15	4	0
		FEMALE NIT	Response	0	4	4	14	6	0
			Score	0	1	6	42	12	0
			%age	0	1	7	58	25	0
<b>ITEM NO.</b>	<b>STATEMENT</b>	<b>TEACHER</b>	<b>DATA</b>	<b>SA</b>	<b>A</b>	<b>UNC</b>	<b>DA</b>	<b>SDA</b>	<b>MEAN SCORE</b>
7.4	The conclusion of the lesson was the sum up of actual lesson and	MALE PIT	Response	7	1	0	7	0	0
			Score	35	4	0	21	0	0

	was also clear to the students	MALE NIT	%age	29	4 2	29	0	0	3.4		
			Response	2	1 0	9	2	1			
			Score	10	4 0	27	4	1			
			%age	8	4 2	38	8	4			
		FEMALE PIT	Response	7	1 4	6	0	0	4.0		
			Score	35	5 6	18	0	0			
			%age	26	5 2	22	0	0			
		FEMALE NIT	Response	0	1 0	10	1	0	3.4		
			Score	0	4 0	30	2	0			
			%age	0	4 8	48	5	0			
		7.5	Revision of lesson was done	MALE PIT	Response	10	1 1	4	0	0	4.2
					Score	50	4 4	12	0	0	
%age	40				4 4	16	0	0			
MALE NIT	Response			4	1 4	7	0	1	3.8		
	Score			20	5 6	21	0	1			
	%age			15	5 4	27	0	4			
FEMALE PIT	Response			14	6 2	4	2	0	4.2		
	Score			70	4 4	12	4	0			
	%age			54	2 3	15	8	0			
FEMALE NIT	Response			4	1 4	3	1	1	3.8		
	Score			20	5 6	9	2	1			
	%age			17	6 1	13	4	4			

7.6	Home work was given to the students	MALE PIT	Response	8	1 4	2	1	0	4.2
			Score	40	5 6	6	2	0	
			%age	32	5 6	8	4	0	
		MALE NIT	Response	3	1 2	6	2	1	3.6
			Score	15	4 8	18	4	1	
			%age	13	5 0	25	8	4	
		FEMALE PIT	Response	8	1 3	4	1	0	4.1
			Score	40	5 2	12	2	0	
			%age	31	5 0	15	4	0	
		FEMALE NIT	Response	2	5 2	12	4	0	3.2
			Score	10	0 0	36	8	0	
			%age	9	2 2	52	17	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
7.7	Understanding of the lesson was realized by the students	MALE PIT	Response	12	8 3	4	0	0	4.3
			Score	60	2 2	12	0	0	
			%age	50	3 3	17	0	0	
		MALE NIT	Response	2	1 1	7	2	1	3.5
			Score	10	4 4	21	4	1	
			%age	9	4 8	30	9	4	
		FEMALE PIT	Response	12	8 3	6	0	0	4.2
			Score	60	2 2	18	0	0	
			%age	46	3 1	23	0	0	
		FEMALE NIT	Response	1	1 3	7	1	0	3.6

			Score	5	5 2	21	2	0	
			%age	5	5 9	32	5	0	

Table No. 4.1.40 indicates that the mean score of Rural PIT male teachers ranges in between 3.0 and 4.1. Whereas the mean score of Rural PIT female teachers is in between 3.1 to 3.8. This shows better performance of Rural PIT male teachers with respect to application of teaching skill, "Planning"

**Table 4.1.40 Comparison of the performance of Rural PIT male and Rural PIT female teachers with respect to different aspects of "Planning"**

ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.1	The teaching was planned and integrated	MALE PIT	Response	9	1 0	6	0	1	4.0
			Score	45	4 0	18	0	1	
			%age	35	3 8	23	0	4	
		MALE NIT	Response	1	6 2	13	5	1	3.0
			Score	5	4 2	39	10	1	
			%age	4	3 2	50	19	4	
		FEMALE PIT	Response	4	7 2	15	0	0	3.6
			Score	20	8 2	45	0	0	
			%age	15	7 2	58	0	0	
		FEMALE NIT	Response	1	5 2	10	9	0	2.9
			Score	5	0 2	30	18	0	
			%age	4	0 2	40	36	0	
8.2	The teaching was effective	MALE PIT	Response	9	1 0	7	0	0	4.1
			Score	45	4 0	21	0	0	
			%age	35	3 8	27	0	0	
		MALE NIT	Response	2	1 1	10	2	1	3.4
			Score	10	4 4	30	4	1	
			%age	8	4 2	38	8	4	
		FEMALE	Response	3	1	11	0	0	3.7

					2				
		PIT	Score	15	8	33	0	0	
			%age	12	6	42	0	0	
			Response	1	7	11	4	0	
		FEMALE NIT	Score	5	8	33	8	0	3.2
			%age	4	0	48	17	0	
			Response	11	9	4	1	1	
8.3	Teaching was according to the objectives	MALE PIT	Score	55	6	12	2	1	4.1
			%age	42	5	15	4	4	
			Response	5	5	8	4	1	
		MALE NIT	Score	25	0	24	8	1	3.4
			%age	22	2	35	17	4	
			Response	5	0	11	0	0	
		FEMALE PIT	Score	25	0	33	0	0	3.8
			%age	19	8	42	0	0	
			Response	1	5	13	4	0	
		FEMALE NIT	Score	5	0	39	8	0	3.1
			%age	4	2	57	17	0	
			Response	10	8	6	1	0	
ITEM NO.	STATEMENT	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
8.4	All the students needs were properly managed during the teaching process	MALE PIT	Response	10	3	18	2	0	4.1
			Score	50	2	24	4	0	
			%age	40	2	24	4	0	
		MALE NIT	Response	2	8	11	4	0	3.3
			Score	10	3	33	8	0	
			%age	8	3	44	16	0	

		FEMALE PIT	Response	4	1 2	6	3	0	3.7
			Score	20	4 8	18	6	0	
			%age	16	4 8	24	12	0	
		FEMALE NIT	Response	1	8	10	5	0	3.2
			Score	5	3 2	30	10	0	
			%age	4	3 3	42	21	0	

**PART-II COMPRISING TABLES FROM 4.6.1 TO 4.10.10**

**Table No.4.6.1**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Command on the Subject matter"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	34	17	3	0	0	4.6
		Score	17 0	68	9	0	0	
		%age	63	31	6	0	0	
	RURAL	Response	24	23	3	2	0	4.3
		Score	12 0	92	9	4	0	
		%age	46	44	6	4	0	
NIT	URBAN	Response	17	19	12	7	0	3.8
		Score	85	76	36	14	0	
		%age	31	35	22	13	0	
	RURAL	Response	18	19	12	1	0	4.1
		Score	90	76	36	2	0	
		%age	36	38	24	2	0	

Mean score of the comments of head teachers regarding performance of PIT teachers in the particular area ranges from 4.3 to 4.6 whereas of NIT teachers from 3.8 to 4.1. This indicates that the overall performance of the PIT teachers with respect to item No. 1 is better than those of NIT.

**Table No.4.6.2**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Proper Lesson Planning before teaching lesson"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	29	18	7	0	0	4.4
		Score	145	72	21	0	0	
		%age	54	33	13	0	0	
	RURAL	Response	17	24	4	5	1	4.0
		Score	85	96	12	10	1	
		%age	33	47	8	10	2	
NIT	URBAN	Response	25	18	8	3	1	4.1
		Score	125	72	24	6	1	
		%age	45	33	15	5	2	
	RURAL	Response	7	23	17	1	0	3.8
		Score	35	92	51	2	0	
		%age	15	48	35	2	0	

Mean score of the responses of the Head teachers regarding overall performance of PIT teachers with respect to "Proper Lesson Planning" ranges from 4.0 to 4.4 whereas of NIT teachers from 3.8 to 4.1. This reveals that the performance of the PIT teachers is better than that of NIT teachers.

**Table No.4.6.3**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Use of Management skills in class"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	29	16	9	0	0	4.4
		Score	14 5	64	27	0	0	
		%age	54	30	17	0	0	
	RURAL	Response	15	29	6	2	0	4.1
		Score	75	11 6	18	4	0	
		%age	29	56	12	4	0	
NIT	URBAN	Response	15	22	13	4	1	3.8
		Score	75	88	39	8	1	
		%age	27	40	24	7	2	
	RURAL	Response	12	19	18	1	0	3.8
		Score	60	76	54	2	0	
		%age	24	38	36	2	0	

Mean score of the responses of the Head Teachers regarding performance of PIT teachers with respect to "Use of Management skills in Class" ranges from 4.1 to 4.4 whereas of NIT teachers is from 3.8 to 3.8. This presents better performance of the PIT teachers.

**Table No.4.6.4**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Use of A.V Aids in the class"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	26	19	9	1	0	4.3
		Score	130	76	27	2	0	
		%age	47	35	16	2	0	
	RURAL	Response	20	18	10	2	2	4.0
		Score	100	72	30	4	2	
		%age	38	35	19	4	4	
NIT	URBAN	Response	24	16	7	7	1	4.0
		Score	120	64	21	14	1	
		%age	44	29	13	13	2	
	RURAL	Response	14	21	13	2	0	3.9
		Score	70	84	39	4	0	
		%age	28	42	26	4	0	

Mean score of the comments of the Head teachers regarding overall performance of PIT teachers with respect to "Use of A.V. Aids in the Class" is from 4.0 to 4.3 whereas of NIT is from 3.9 to 4.0. This reflects better performance of the PIT teachers.

**Table No.4.6.5**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Use of different teaching methods"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	31	17	6	1	0	4.4
		Score	155	68	18	2	0	
		%age	56	31	11	2	0	
	RURAL	Response	26	13	9	2	1	4.2
		Score	130	52	27	4	1	
		%age	51	25	18	4	2	
NIT	URBAN	Response	20	18	8	6	2	3.9
		Score	100	72	24	12	2	
		%age	37	33	15	11	4	
	RURAL	Response	12	24	11	4	0	3.9
		Score	60	96	33	8	0	
		%age	24	47	22	8	0	

Mean score of the comments of the head teachers regarding performance of the PIT teachers with respect to "Use of different teaching methods" is between 4.2 and 4.4 whereas of NIT is between 3.9 and 3.9. This indicates better A210performance of the PIT teachers.

**Table No.4.6.6**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Use of Teaching kit"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	27	15	6	7	0	4.1
		Score	135	60	18	14	0	
		%age	49	27	11	13	0	
	RURAL	Response	24	14	8	5	2	4.0
		Score	120	56	24	10	2	
		%age	45	26	15	9	4	
NIT	URBAN	Response	16	21	9	5	3	3.8
		Score	80	84	27	10	3	
		%age	30	39	17	9	6	
	RURAL	Response	17	17	11	6	1	3.8
		Score	85	68	33	12	1	
		%age	33	33	21	12	2	

Mean score of the responses of the head teachers regarding overall performance of the PIT teachers with respect to " Use of Teaching Kit" ranges from 4.0 to 4.1 whereas of NIT is 3.8. This reveals better performance of the PIT teachers.

**Table No.4.6.7**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Partial recapitulation of Lesson"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	35	14	3	1	0	4.6
		Score	175	56	9	2	0	
		%age	66	26	6	2	0	
	RURAL	Response	26	19	4	2	1	4.3
		Score	130	76	12	4	1	
		%age	50	37	8	4	2	
NIT	URBAN	Response	21	22	6	3	2	4.1
		Score	105	88	18	6	2	
		%age	39	41	11	6	4	
	RURAL	Response	20	19	10	3	0	4.1
		Score	100	76	30	6	0	
		%age	38	37	19	6	0	

Mean score of the responses of the Head teachers regarding performance of the PIT teachers in particular area is from 4.3 to 4.6 whereas of NIT is 4.1. This indicates better performance of the PIT teachers in the relevant field.

**Table No.4.6.8**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Total re-capitulation of the lesson"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	34	17	1	2	0	4.5
		Score	170	68	3	4	0	
		%age	63	31	2	4	0	
	RURAL	Response	31	15	5	1	0	4.5
		Score	155	60	15	2	0	
		%age	60	29	10	2	0	
NIT	URBAN	Response	20	21	7	5	1	4.0
		Score	100	84	21	10	1	
		%age	37	39	13	9	2	
	RURAL	Response	19	20	9	4	0	4.0
		Score	95	80	27	8	0	
		%age	37	38	17	8	0	

Mean score of the responses of Head teachers regarding performance of PIT teachers in the particular area is 4.5 whereas of NIT is 4.0. This depicts better performance of the PIT teachers in the particular area.

**Table No.4.6.9**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Evaluation of the Taught Lesson"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	34	16	2	1	0	4.6
		Score	170	64	6	2	0	
		%age	64	30	4	2	0	
	RURAL	Response	35	12	2	2	0	4.6
		Score	175	48	6	4	0	
		%age	69	24	4	4	0	
NIT	URBAN	Response	23	19	6	5	0	4.1
		Score	115	76	18	10	0	
		%age	43	36	11	9	0	
	RURAL	Response	22	20	3	3	0	4.3
		Score	110	80	9	6	0	
		%age	46	42	6	6	0	

Mean score of the responses of the Head Teachers regarding PIT teacher in the particular area is 4.6 whereas of NIT teachers is from 4.1 to 4.3. This reveals better performance of the PIT teachers in particular area.

**Table No.4.6.10**

**Comparison of the comments of the Head Teachers regarding the performance of PIT and NIT teachers with respect to "Assigning home work to the students"**

TEACHER	AREA	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	URBAN	Response	38	13	2	1	0	4.6
		Score	190	52	6	2	0	
		%age	70	24	4	2	0	
	RURAL	Response	29	16	3	1	1	4.4
		Score	145	64	9	2	1	
		%age	58	32	6	2	2	
NIT	URBAN	Response	25	13	12	3	1	4.1
		Score	125	52	36	6	1	
		%age	46	24	22	6	2	
	RURAL	Response	23	19	7	1	0	4.3
		Score	115	76	21	2	0	
		%age	46	38	14	2	0	

Mean score of the responses of the head teachers regarding the performance of the PIT teachers in the particular area ranges from 4.1 to 4.6 whereas of NIT teachers from 3.4 to 4.6. This reveals similar performance of both the groups.

**Table No.4.7.1**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Command on the subject"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	32	16	4	1	0	4.5
		Score	160	64	12	2	0	
		%age	60	30	8	2	0	
	MALE	Response	23	15	12	4	0	4.1
		Score	115	60	36	8	0	
		%age	43	28	22	7	0	
PIT	FEMALE	Response	26	24	2	1	0	4.4
		Score	130	96	6	2	0	
		%age	49	45	4	2	0	
	FEMALE	Response	12	23	12	4	0	3.8
		Score	60	92	36	8	0	
		%age	24	45	24	8	0	

Mean score of the comments of the Head teachers regarding performance of PIT male teachers ranges from 4.1 to 4.5 whereas of PIT female teachers from 3.8 to 4.4. This presents better performance of the PIT male teachers than those of PIT female teachers in the particular area.

**Table No.4.7.2**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to different aspects of "Proper lesson planning before teaching lesson"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	23	20	5	3	1	4.2
		Score	11 5	80	15	6	1	
		%age	44	38	10	6	2	
	MALE	Response	15	18	14	4	1	3.8
		Score	75	72	42	8	1	
		%age	29	35	27	8	2	
PIT	FEMALE	Response	23	22	6	2	0	4.2
		Score	11 5	88	18	4	0	
		%age	43	42	11	4	0	
	FEMALE	Response	17	23	11	0	0	4.1
		Score	85	92	33	0	0	
		%age	33	45	22	0	0	

Mean score of the head teachers regarding performance of the PIT male teacher in particular area ranges from 3.8 to 4.2 whereas the performance of PIT female teachers ranges from 4.1 to 4.2. This indicates that the performance of both the groups is similar.

**Table No.4.7.3**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Use of management skills in the class"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	20	21	10	2	0	4.1
		Score	100	84	30	4	0	
		%age	38	40	19	4	0	
	MALE	Response	12	21	16	4	1	3.7
		Score	60	84	48	8	1	
		%age	22	39	30	7	2	
PIT	FEMALE	Response	24	24	5	0	0	4.4
		Score	120	96	15	0	0	
		%age	45	45	9	0	0	
	FEMALE	Response	15	20	15	1	0	4.0
		Score	75	80	45	2	0	
		%age	29	39	29	2	0	

Mean score of the responses of head teachers regarding performance of the PIT male teachers in the particular area ranges from 3.7 to 4.1 whereas as of PIT female teachers from 4.0 to 4.4. This shows better performance of the PIT female teachers.

**Table No.4.7.4**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Use of A.V Aids in the class"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	21	19	12	1	1	4.1
		Score	10 5	76	36	2	1	
		%age	39	35	22	2	2	
	MALE	Response	15	20	11	6	1	3.8
		Score	75	80	33	12	1	
		%age	28	38	21	11	2	
PIT	FEMALE	Response	25	18	7	2	1	4.2
		Score	12 5	72	21	4	1	
		%age	47	34	13	4	2	
	FEMALE	Response	23	17	9	3	0	4.2
		Score	11 5	68	27	6	0	
		%age	44	33	17	6	0	

Mean score of the comments of the head teachers regarding performance of the PIT male teachers in the particular area ranges from 3.8 to 4.1 whereas of PIT a female teacher is 4.2. This depicts better performance of the PIT female teachers.

**Table No.4.7.5**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Use of different teaching methods"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	26	16	8	3	1	4.2
		Score	130	64	24	6	1	
		%age	48	30	15	6	2	
	MALE	Response	16	15	13	7	2	3.7
		Score	80	60	39	14	2	
		%age	30	28	25	13	4	
PIT	FEMALE	Response	31	14	7	0	0	4.5
		Score	155	56	21	0	0	
		%age	60	27	13	0	0	
	FEMALE	Response	16	27	6	3	0	4.1
		Score	80	108	18	6	0	
		%age	31	52	12	6	0	

Mean score of the responses of head teachers regarding performance of PIT male teachers in the particular area is from 3.7 to 4.2 whereas of PIT female teachers is 4.1 to 4.5. This reveals better performance of the PIT female teachers.

**Table No.4.7.6**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Use of Teaching Kit"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	27	9	9	7	2	4.0
		Score	135	36	27	14	2	
		%age	50	17	17	13	4	
	MALE	Response	18	18	9	7	3	3.7
		Score	90	72	27	14	3	
		%age	33	33	16	13	5	
PIT	FEMALE	Response	24	20	5	5	0	4.2
		Score	120	80	15	10	0	
		%age	44	37	9	9	0	
	FEMALE	Response	15	20	11	4	1	3.9
		Score	75	80	33	8	1	
		%age	29	39	22	8	2	

Mean score of the responses of the head teachers regarding overall performance of the PIT male teachers in the particular area ranges from 3.7 to 4.0 whereas of PIT female teachers from 3.9 to 4.2. This indicates better performance of PIT female teachers.

**Table No.4.7.7**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Partial re-capitulation of lesson"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	28	16	5	3	1	4.3
		Score	140	64	15	6	1	
		%age	53	30	9	6	2	
	MALE	Response	23	17	8	4	2	4.0
		Score	115	68	24	8	2	
		%age	43	31	15	7	4	
PIT	FEMALE	Response	33	17	2	0	0	4.6
		Score	165	68	6	0	0	
		%age	63	33	4	0	0	
	FEMALE	Response	18	24	8	2	0	4.1
		Score	90	96	24	4	0	
		%age	35	46	15	4	0	

Mean score of the responses of the head teachers regarding PIT male teachers with respect to application of relevant teaching skill ranges from 4.0 to 4.3 whereas of PIT female teachers from 4.1 to 4.6. This shows better performance of the PIT female teachers.

**Table No.4.7.8**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Total recapitulation of the Lesson"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	31	17	2	3	0	4.4
		Score	15 5	68	6	6	0	
		%age	58	32	4	6	0	
	MALE	Response	18	16	11	7	1	3.8
		Score	90	64	33	14	1	
		%age	34	30	21	13	2	
PIT	FEMALE	Response	34	15	4	0	0	4.6
		Score	17 0	60	12	0	0	
		%age	64	28	8	0	0	
	FEMALE	Response	21	25	5	2	0	4.2
		Score	10 5	10 0	15	4	0	
		%age	40	47	9	4	0	

Mean score of the responses of the head teachers regarding performance of PIT male teachers in the particular area is between 3.8 and 4.1 whereas of PIT male teachers is between 4.2 to 4.6. This reveals better performance of the PIT female teachers.

**Table No.4.7.9**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Evaluation of the taught lesson"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	33	14	3	3	0	4.5
		Score	165	56	9	6	0	
		%age	62	26	6	6	0	
	MALE	Response	20	17	6	8	0	4.0
		Score	100	68	18	16	0	
		%age	39	33	12	16	0	
PIT	FEMALE	Response	36	14	1	0	0	4.7
		Score	180	56	3	0	0	
		%age	71	27	2	0	0	
	FEMALE	Response	25	22	3	0	0	4.4
		Score	125	88	9	0	0	
		%age	50	44	6	0	0	

Mean score of the responses of the head teachers regarding performance of PIT male teachers in the particular area ranges from 4.0 to 4.5 whereas of PIT female teachers from 4.4 to 4.7. This indicates better performance of the PIT female teachers.

**Table No.4.7.10**

**Comparison of the comments of the Head Teachers regarding the performance of PIT male and female teachers with respect to "Assigning home work to the students"**

TEACHER	GENDER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
PIT	MALE	Response	35	13	3	1	1	4.5
		Score	17 5	52	0	2	1	
		%age	66	25	6	2	2	
	MALE	Response	25	14	10	3	1	4.1
		Score	12 5	56	30	6	1	
		%age	47	26	19	6	2	
PIT	FEMALE	Response	32	16	2	1	0	4.5
		Score	16 0	64	6	2	0	
		%age	63	31	4	2	0	
	FEMALE	Response	23	18	9	1	0	4.2
		Score	11 5	72	27	2	0	
		%age	45	35	18	2	0	

Mean score of the responses of the head teachers regarding overall performance of the PIT male teachers in the relevant area ranges from 4.1 to 4.5 and that of PIT female teachers from 4.2 to 4.5. There seems to be no difference in the performance of both the genders in this area.

**Table No.4.8.1**

**Comparison of the comments of the Head Teachers regarding the performance of Urban and Rural PIT teachers with respect to "Command on the Subject matter"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	34	17	3	0	0	4.6
		Score	170	68	9	0	0	
		%age	63	31	6	0	0	
	NIT	Response	17	19	12	7	0	3.8
		Score	85	76	36	14	0	
		%age	31	35	22	13	0	
RURAL	PIT	Response	24	23	3	2	0	4.3
		Score	120	92	9	4	0	
		%age	46	44	6	4	0	
	NIT	Response	18	19	12	1	0	4.1
		Score	90	76	36	2	0	
		%age	36	38	24	2	0	

Mean score of the comments of head teachers regarding performance of urban PIT teachers with respect to "Command on the subject" is 4.6 and of Rural PIT teachers is 4.3. This indicates that the performance of urban PIT teacher is better than rural PIT teachers

**Table No.4.8.2**

**Comparison of the comments of the Head Teachers regarding the performance of Urban and Rural PIT teachers with respect to "Proper Lesson Planning before teaching lesson"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	29	18	7	0	0	4.4
		Score	14 5	72	21	0	0	
		%age	54	33	13	0	0	
	NIT	Response	25	18	8	3	1	4.1
		Score	12 5	72	24	6	1	
		%age	45	33	15	5	2	
RURAL	PIT	Response	17	24	4	5	1	4.0
		Score	85	96	12	10	1	
		%age	33	47	8	10	2	
	NIT	Response	7	23	17	1	0	3.8
		Score	35	92	51	2	0	
		%age	15	48	35	2	0	

Mean score of the comments of head teachers regarding performance of urban PIT teachers is 4.4 whereas of rural PIT teachers is 4.0. This indicates that the performance of urban PIT teacher is better than rural PIT teachers in the skill, "Lesson Planning".

**Table No.4.8.3**

**Comparison of the comments of the Head Teachers regarding the performance of Urban and Rural PIT teachers with respect to "Use of Management skills in class"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	29	16	9	0	0	4.4
		Score	145	64	27	0	0	
		%age	54	30	17	0	0	
	NIT	Response	15	22	13	4	1	3.8
		Score	75	88	39	8	1	
		%age	27	40	24	7	2	
RURAL	PIT	Response	15	29	6	2	0	4.1
		Score	75	116	18	4	0	
		%age	29	56	12	4	0	
	NIT	Response	12	19	18	1	0	3.8
		Score	60	76	54	2	0	
		%age	24	38	36	2	0	

Mean score of the comments of head teachers regarding performance of Urban PIT teachers is 4.4 whereas of rural PIT teachers is 4.1. This indicates that the performance of PIT urban teacher is better than PIT rural teachers in the particular area of "Use of Management skills in the class".

**Table No.4.8.4**

**Comparison of the comments of the Head Teachers regarding the performance of Urban and rural PIT teachers with respect to "Use of A.V Aids in the class"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	26	19	9	1	0	4.3
		Score	130	76	27	2	0	
		%age	47	35	16	2	0	
	NIT	Response	24	16	7	7	1	4.0
		Score	120	64	21	14	1	
		%age	44	29	13	13	2	
RURAL	PIT	Response	20	18	10	2	2	4.0
		Score	100	72	30	4	2	
		%age	38	35	19	4	4	
	NIT	Response	14	21	13	2	0	3.9
		Score	70	84	39	4	0	
		%age	28	42	26	4	0	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Use of A.V Aids in the class" is 4.3 whereas of PIT a rural teacher is 4.0. This indicates that the performance of PIT urban teacher is better than PIT rural teachers in the particular area

**Table No.4.8.5**

**Comparison of the comments of the Head Teachers regarding the performance of PIT Urban and Rural teachers with respect to "Use of different teaching methods"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	31	17	6	1	0	4.4
		Score	155	68	18	2	0	
		%age	56	31	11	2	0	
	NIT	Response	20	18	8	6	2	3.9
		Score	100	72	24	12	2	
		%age	37	33	15	11	4	
RURAL	PIT	Response	26	13	9	2	1	4.2
		Score	130	52	27	4	1	
		%age	51	25	18	4	2	
	NIT	Response	12	24	11	4	0	3.9
		Score	60	96	33	8	0	
		%age	24	47	22	8	0	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Use of different Teaching Methods" is 4.4 whereas of PIT rural teachers are 4.2. This indicates that the performance of PIT urban teacher is better than PIT rural teachers.

**Table No.4.8.6**

**Comparison of the comments of the Head Teachers regarding the performance of urban and rural PIT teachers with respect to "Use of Teaching kit"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	27	15	6	7	0	4.1
		Score	135	60	18	14	0	
		%age	49	27	11	13	0	
	NIT	Response	16	21	9	5	3	3.8
		Score	80	84	27	10	3	
		%age	30	39	17	9	6	
RURAL	PIT	Response	24	14	8	5	2	4.0
		Score	120	56	24	10	2	
		%age	45	26	15	9	4	
	NIT	Response	17	17	11	6	1	3.8
		Score	85	68	33	12	1	
		%age	33	33	21	12	2	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Use of Teaching Kit" is 4.1 whereas of PIT a rural teacher is 4.0. This indicates that the performance of PIT urban teacher is better than PIT rural teachers.

**Table No.4.8.7**

**Comparison of the comments of the Head Teachers regarding the performance of urban and rural PIT teachers with respect to "Partial re-capitulation of Lesson"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	35	14	3	1	0	4.6
		Score	175	56	9	2	0	
		%age	66	26	6	2	0	
	NIT	Response	21	22	6	3	2	4.1
		Score	105	88	18	6	2	
		%age	39	41	11	6	4	
RURAL	PIT	Response	26	19	4	2	1	4.3
		Score	130	76	12	4	1	
		%age	50	37	8	4	2	
	NIT	Response	20	19	10	3	0	4.1
		Score	100	76	30	6	0	
		%age	38	37	19	6	0	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Partial re-capitulation of the lesson" is 4.6 whereas of PIT a rural teacher is 4.3. This indicates that the performance of PIT urban teacher is better than PIT rural teachers.

**Table No.4.8.8**

**Comparison of the comments of the Head Teachers regarding the performance of urban and rural PIT teachers with respect to "Total re-capitulation of the lesson"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	34	17	1	2	0	4.5
		Score	170	68	3	4	0	
		%age	63	31	2	4	0	
	NIT	Response	20	21	7	5	1	4.0
		Score	100	84	21	10	1	
		%age	37	39	13	9	2	
RURAL	PIT	Response	31	15	5	1	0	4.5
		Score	155	60	15	2	0	
		%age	60	29	10	2	0	
	NIT	Response	19	20	9	4	0	4.0
		Score	95	80	27	8	0	
		%age	37	38	17	8	0	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Total re-capitulation of the lesson" is 4.5 whereas of PIT rural teachers is 4.5. This indicates that no difference in the performance of PIT urban teacher and PIT rural teachers.

**Table No.4.8.9**

**Comparison of the comments of the Head Teachers regarding the performance of urban and rural PIT teachers with respect to "Evaluation of the Taught Lesson"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	34	16	2	1	0	4.6
		Score	170	64	6	2	0	
		%age	64	30	4	2	0	
	NIT	Response	23	19	6	5	0	4.1
		Score	115	76	18	10	0	
		%age	43	36	11	9	0	
RURAL	PIT	Response	35	12	2	2	0	4.6
		Score	175	48	6	4	0	
		%age	69	24	4	4	0	
	NIT	Response	22	20	3	3	0	4.3
		Score	110	80	9	6	0	
		%age	46	42	6	6	0	

Mean score of the comments of head teachers regarding performance of PIT Urban teachers with respect to "Evaluation of the Taught Lesson" is 4.6 whereas of PIT a rural teacher is 4.6. This indicates that the performance of both the group is same.

**Table No.4.8.10**

**Comparison of the comments of the Head Teachers regarding the performance of urban and rural PIT teachers with respect to "Assigning home work to the students"**

AREA	TEACHER	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
URBAN	PIT	Response	38	13	2	1	0	4.6
		Score	190	52	6	2	0	
		%age	70	24	4	2	0	
	NIT	Response	25	13	12	3	1	4.1
		Score	125	52	36	6	1	
		%age	46	24	22	6	2	
RURAL	PIT	Response	29	16	3	1	1	4.4
		Score	145	64	9	2	1	
		%age	58	32	6	2	2	
	NIT	Response	23	19	7	1	0	4.3
		Score	115	76	21	2	0	
		%age	46	38	14	2	0	

Mean score of the comments of head teachers regarding the performance of PIT Urban teachers with respect to "Assigning Home work to the students" is 4.6 whereas of PIT a rural teacher is 4.4. This indicates that the performance of PIT urban teacher is better than PIT rural teachers.

**Table No.4.9.1**

**Comparison of the comments of the Head Teachers regarding the performance of PIT Urban Male and Female teachers with respect to "Command on the subject"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	21	4	2	0	0	4.7
	Score	105	16	6	0	0	
	%age	78	15	7	0	0	
MALE NIT	Response	11	8	6	3	0	4.0
	Score	55	32	18	6	0	
	%age	39	29	21	11	0	
FEMALE PIT	Response	13	13	1	0	0	4.4
	Score	65	52	3	0	0	
	%age	48	48	4	0	0	
FEMALE NIT	Response	6	11	6	4	0	3.7
	Score	30	44	18	8	0	
	%age	22	41	22	15	0	

Mean score of the comments of the Head teachers regarding the performance of PIT urban male teachers is 4.7 whereas of PIT urban female teachers is 4.4. This indicates better performance of the PIT male teachers.

Table No.4.9.2

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Proper lesson planning before teaching lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	16	8	3	0	0	4.5
	Score	80	32	9	0	0	
	%age	59	30	11	0	0	
FEMALE NIT	Response	11	7	6	3	1	3.9
	Score	55	28	18	6	1	
	%age	39	25	21	11	4	
FEMALE PIT	Response	13	10	4	0	0	4.3
	Score	65	40	12	0	0	
	%age	48	37	15	0	0	
FEMALE NIT	Response	14	11	2	0	0	4.4
	Score	70	44	6	0	0	
	%age	52	41	7	0	0	

Mean score of the head teachers regarding the performance of the PIT urban male teachers in particular area is 4.5 whereas the performance of PIT urban female teachers is 4.4. This reveals better performance of PIT male teachers.

Table No.4.9.3

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Use of management skills in the class"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	15	5	7	0	0	4.3
	Score	75	20	21	0	0	
	%age	56	19	26	0	0	
MALE NIT	Response	5	10	8	4	1	3.5
	Score	25	40	24	8	1	
	%age	18	36	29	14	4	
FEMALE PIT	Response	14	11	2	0	0	4.4
	Score	70	44	6	0	0	
	%age	52	41	7	0	0	
FEMALE NIT	Response	10	12	5	0	0	4.2
	Score	50	48	15	0	0	
	%age	37	44	19	0	0	

Mean score of the comments of head teachers regarding the performance of the PIT urban male teachers in the particular area is 4.3 whereas as of PIT female teachers is 4.4. This indicates better performance of the PIT female teachers.

Table No.4.9.4

**Comparison of the comments of the Head Teachers regarding the performance of PIT Urban male and female teachers with respect to "Use of A.V. Aids in the class"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	11	1 0	6	1	0	4.1
	Score	55	4 0	18	2	0	
	%age	39	3 6	21	4	0	
MALE NIT	Response	8	8	5	6	1	3.6
	Score	40	3 2	15	12	1	
	%age	29	2 9	18	21	4	
FEMALE PIT	Response	15	9	3	0	0	4.4
	Score	75	3 6	9	0	0	
	%age	56	3 3	11	0	0	
FEMALE NIT	Response	16	8	2	1	0	4.4
	Score	80	3 2	6	2	0	
	%age	59	3 0	7	4	0	

Mean score of the comments of the head teachers regarding the performance of the PIT urban male teachers in the particular area is 4.1 whereas of PIT urban female teachers is 4.4. This shows better performance of the PIT female teachers.

Table No.4.9.5

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Use of different teaching methods"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	15	9	3	1	0	4.4
	Score	75	36	9	2	0	
	%age	54	32	11	4	0	
MALE NIT	Response	7	8	4	6	2	3.4
	Score	35	32	12	12	2	
	%age	26	30	15	22	7	
FEMALE PIT	Response	16	8	3	0	0	4.5
	Score	80	32	9	0	0	
	%age	59	30	11	0	0	
FEMALE NIT	Response	13	10	4	0	0	4.3
	Score	65	40	12	0	0	
	%age	48	37	15	0	0	

Mean score of the comments of head teachers regarding the performance of PIT urban male teachers in the particular area is 4.4 whereas of PIT urban female teachers is 4.5. This indicates better performance of the PIT urban female teachers.

Table No.4.9.6

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Use of Teaching Kit"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	14	5	3	5	0	4.0
	Score	70	20	9	10	0	
	%age	52	19	11	19	0	
MALE NIT	Response	5	11	4	5	3	3.4
	Score	25	44	12	10	3	
	%age	18	39	14	18	11	
FEMALE PIT	Response	13	10	3	2	0	4.2
	Score	65	40	9	4	0	
	%age	46	36	11	7	0	
FEMALE NIT	Response	11	10	5	0	0	4.2
	Score	55	40	15	0	0	
	%age	42	38	19	0	0	

Mean score of the responses of the head teachers regarding the overall performance of the PIT urban male teachers in the particular area is 4.0 whereas of PIT urban female teachers is 4.2. This shows better performance of the PIT urban female teachers.

Table No.4.9.7

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "partial re-capitulation of the lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	16	7	3	1	0	4.4
	Score	80	28	9	2	0	
	%age	59	26	11	4	0	
MALE NIT	Response	8	10	4	3	2	3.7
	Score	40	40	12	6	2	
	%age	30	37	15	11	7	
FEMALE PIT	Response	19	7	0	0	0	4.7
	Score	95	28	0	0	0	
	%age	73	27	0	0	0	
FEMALE NIT	Response	13	12	2	0	0	4.4
	Score	65	48	6	0	0	
	%age	48	44	7	0	0	

Mean score of the responses of the head teachers regarding the PIT urban male teachers with respect to application of relevant teaching skill is 4.4 whereas of PIT urban female teachers is 4.7. This indicates the better performance of the female teachers.

Table No.4.9.8

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Total re-capitulation of the lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	17	8	0	2	0	4.5
	Score	85	3 2	0	4	0	
	%age	63	3 0	0	7	0	
MALE NIT	Response	7	8	6	5	1	3.6
	Score	35	3 2	18	10	1	
	%age	26	3 0	22	19	4	
FEMALE PIT	Response	17	9	1	0	0	4.6
	Score	85	3 6	3	0	0	
	%age	63	3 3	4	0	0	
FEMALE NIT	Response	13	1 3	1	0	0	4.4
	Score	65	5 2	3	0	0	
	%age	48	4 8	4	0	0	

Mean score of the responses of the head teachers regarding the performance of PIT male teachers in the particular area is 4.5 whereas of PIT Urban female teachers is 4.6. This presents shows better performance of the PIT urban female teachers.

Table No.4.9.9

**Comparison of the comments of the Head Teachers regarding the performance of PIT urban male and female teachers with respect to "Final evaluation of the lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	15	9	2	1	0	4.4
	Score	75	36	6	2	0	
	%age	56	33	7	4	0	
MALE NIT	Response	8	8	5	5	0	3.7
	Score	40	32	15	10	0	
	%age	31	31	19	19	0	
FEMALE PIT	Response	19	7	0	0	0	4.7
	Score	95	28	0	0	0	
	%age	73	27	0	0	0	
FEMALE NIT	Response	15	11	1	0	0	4.5
	Score	75	44	3	0	0	
	%age	56	41	4	0	0	

Mean score of the responses of the head teachers regarding the performance of PIT urban male teachers in the particular area is 4.4 whereas of PIT urban female teachers is 4.7. This indicates better performance of the PIT urban female teachers.

**Table No.4.9.10**

**Comparison of the comments of the Head Teachers regarding the performance of PIT Urban male and female teachers with respect to "Assigning home work to the students"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	19	6	1	1	0	4.6
	Score	95	24	3	2	0	
	%age	70	22	4	4	0	
MALE NIT	Response	13	5	6	2	1	4.0
	Score	65	20	18	4	1	
	%age	48	19	22	7	4	
FEMALE PIT	Response	19	7	1	0	0	4.7
	Score	95	28	3	0	0	
	%age	70	26	4	0	0	
FEMALE NIT	Response	12	8	6	1	0	4.1
	Score	60	32	18	2	0	
	%age	44	30	22	4	0	

Mean score of the responses of the head teachers regarding the overall performance of the PIT Urban male teachers in relevant field is 4.6 and that of PIT urban female teachers is 4.7. This reflects better performance of PIT female teachers in this particular field.

**Table No.4.10.1**

**Comparison of the comments of the Head Teachers regarding the performance of PIT Rural male and female teachers with respect to "Command on the subject"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	11	1 2	2	1	0	4.3
	Score	55	4 8	6	2	0	
	%age	42	4 6	8	4	0	
MALE NIT	Response	12	7	6	1	0	4.2
	Score	60	2 8	18	2	0	
	%age	46	2 7	23	4	0	
FEMALE PIT	Response+B195	13	1 1	1	1	0	4.4
	Score	65	4 4	3	2	0	
	%age	50	4 2	4	4	0	
FEMALE NIT	Response	6	1 2	6	0	0	4.0
	Score	30	4 8	18	0	0	
	%age	25	5 0	25	0	0	

Mean score of the comments of the Head teachers regarding the performance of PIT male Rural teachers in the relevant area is 4.3 whereas of PIT a rural female teacher is 4.4. This indicates better performance of the PIT rural male.

**Table No.4.10.2**

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to "Proper lesson planning before teaching lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	7	1 2	2	3	1	3.8
	Score	35	4 8	6	6	1	
	%age	28	4 8	8	12	4	
MALE LNIT	Response	4	1 1	8	1	0	3.8
	Score	20	4 4	24	2	0	
	%age	17	4 6	33	4	0	
FEMALE PIT	Response	10	1 2	2	2	0	4.2
	Score	50	4 8	6	4	0	
	%age	38	4 6	8	8	0	
FEMALE NIT	Response	3	1 2	9	0	0	3.8
	Score	15	4 8	27	0	0	
	%age	13	5 0	38	0	0	

Mean score of the comments of head teachers regarding the performance of the PIT rural male teacher in particular area is 3.8 whereas the performance of PIT rural female teachers is 4.2. This indicates better performance of female group.

**Table No.4.10.3**

**Comparison of the comments of the Head Teachers regarding the performance of PIT Rural male and female teachers with respect to "Use of manag; skills in the class"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	5	1 6	3	2	0	3.9
	Score	25	6 4	9	4	0	
	%age	19	6 2	12	8	0	
MALE NIT	Response	7	1 1	8	0	0	4.0
	Score	35	4 4	24	0	0	
	%age	27	4 2	31	0	0	
FEMALE PIT	Response	10	1 3	3	0	0	4.3
	Score	50	5 2	9	0	0	
	%age	38	5 0	12	0	0	
FEMALE NIT	Response	5	8	10	1	0	3.7
	Score	25	3 2	30	2	0	
	%age	21	3 3	42	4	0	

Mean score of the comments of the head teachers regarding the performance of the PIT rural male teachers in the particular area is 4.0 whereas as of PIT rural female teachers is 4.3. This depicts better performance of the PIT female teachers.

**Table No.4.10.4**

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to "Use of A.V. Aids in the class"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	10	9	6	0	1	4.0
	Score	50	36	18	0	1	
	%age	38	35	23	0	4	
MALE NIT	Response	7	12	6	0	0	4.0
	Score	35	48	18	0	0	
	%age	28	48	24	0	0	
FEMALE PIT	Response	10	9	4	2	1	4.0
	Score	50	36	12	4	1	
	%age	38	35	15	8	4	
FEMALE NIT	Response	7	9	7	2	0	3.8
	Score	35	36	21	4	0	
	%age	28	36	28	8	0	

Mean score of the comments of the head teachers regarding the performance of the PIT male teachers in the particular area is 4.0 whereas of PIT female teachers is 4.0. The performance of both the groups is similar.

Table No.4.10.5

**Comparison of the comments of the Head Teachers regarding the performance of PIT Rural male and female teachers with respect to "Use of different teaching methods"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	11	7	5	2	1	4.0
	Score	55	28	15	4	1	
	%age	42	27	19	8	4	
MALE NIT	Response	9	7	9	1	0	3.9
	Score	45	28	27	2	0	
	%age	35	27	35	4	0	
FEMALE PIT	Response	15	6	4	0	0	4.4
	Score	75	24	12	0	0	
	%age	60	24	16	0	0	
FEMALE NIT	Response	3	17	2	3	0	3.8
	Score	15	68	6	6	0	
	%age	12	68	8	12	0	

Mean score of the comments of head teachers regarding the performance of PIT male teachers in the particular area is 4.0 whereas of female teachers is 4.4. This shows better performance of the PIT female teachers.

**Table No.4.10.6**

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to "Use of Teaching Kit"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	13	4	6	2	2	3.9
	Score	65	16	18	4	2	
	%age	48	15	22	7	7	
MALE NIT	Response	13	7	5	2	0	4.1
	Score	65	28	15	4	0	
	%age	48	26	19	7	0	
FEMALE PIT	Response	11	10	2	3	0	4.1
	Score	55	40	6	6	0	
	%age	42	38	8	12	0	
FEMALE NIT	Response	4	10	6	4	1	3.5
	Score	20	40	18	8	1	
	%age	16	40	24	16	4	

Mean score of the responses of the head teachers regarding the overall performance of the PIT male teachers in the particular area is 4.1 whereas of PIT female teachers is 4.1. The performance of the both the group is similar.

**Table No.4.10.7**

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to "Partial re-capitulation of the lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	12	9	2	2	1	4.1
	Score	60	36	6	4	1	
	%age	46	35	8	8	4	
MALE LNIT	Response	15	7	4	1	0	4.3
	Score	75	28	12	2	0	
	%age	56	26	15	4	0	
FEMALE PIT	Response	14	10	2	0	0	4.5
	Score	70	40	6	0	0	
	%age	54	38	8	0	0	
FEMALE NIT	Response	5	12	6	2	0	3.8
	Score	25	48	18	4	0	
	%age	20	48	24	8	0	

Mean score of the responses of the head teachers regarding the PIT rural male teachers with respect to application of relevant teaching skill is 4.3 whereas of PIT female teachers is 4.5 . This shows better performance of the female teachers.

**Table No.4.10.8**

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to "Total re-capitulation of the lesson"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	14	9	2	1	0	4.4
	Score	70	36	6	2	0	
	%age	54	35	8	4	0	
MALE NIT	Response	11	8	5	2	0	4.1
	Score	55	32	15	4	0	
	%age	42	31	19	8	0	
FEMALE PIT	Response	17	6	3	0	0	4.5
	Score	85	24	9	0	0	
	%age	65	23	12	0	0	
FEMALE NIT	Response	8	12	4	2	0	4.0
	Score	40	48	12	4	0	
	%age	31	46	15	8	0	

Mean score of the responses of the head teachers regarding the performance of PIT rural male teachers in the particular area is 4.4 whereas of PIT female teachers is 4.5. This indicates better performance of the PIT female teachers.

Table No.4.10.9

**Comparison of the comments of the Head Teachers regarding the performance of PIT rural male and female teachers with respect to “Final evaluation of the lesson”**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	18	5	1	2	0	4.5
	Score	90	20	3	4	0	
	%age	69	19	4	8	0	
MALE NIT	Response	12	9	1	3	0	4.2
	Score	60	36	3	6	0	
	%age	48	36	4	12	0	
FEMALE PIT	Response	17	7	1	0	0	4.6
	Score	85	28	3	0	0	
	%age	68	28	4	0	0	
FEMALE NIT	Response	10	11	2	0	0	4.3
	Score	50	44	6	0	0	
	%age	43	48	9	0	0	

Mean score of the responses of the head teachers regarding the performance of PIT rural male teachers in the particular area is 4.5 whereas of PIT rural female teachers is 4.6. This shows better performance of the PIT rural female teachers.

Table No.4.10.10

**Comparison of the comments of the Head Teachers regarding the PIT rural male and female teachers with respect to "Assigning home work to the students"**

HEADS	DATA	SA	A	UNC	DA	SDA	MEAN SCORE
MALE PIT	Response	16	7	2	0	1	4.4
	Score	80	28	6	0	1	
	%age	62	27	8	0	4	
MALE NIT	Response	12	9	4	1	0	4.2
	Score	60	36	12	2	0	
	%age	46	35	15	4	0	
FEMALE PIT	Response	13	9	1	1	0	4.4
	Score	65	36	3	2	0	
	%age	54	38	4	4	0	
FEMALE NIT	Response	11	10	3	0	0	4.3
	Score	55	40	9	0	0	
	%age	46	42	13	0	0	

Mean score of the Responses of the head teachers regarding the overall performance of the PIT rural male teachers in specific field is 4.4 and that of female PIT rural teachers is 4.4. Both the groups have similar performance in the relevant field.

**PART-III (TABLE NO.4.3.91 TO 4.3.100) ANALYSIS OF DATA OF PART-I AND PART-II**

**Table No. 4.11.1**

**Analysis of data on the basis of t test of PIT and NIT Teachers in application of eight selected teaching skills at 0.05 levels.**

Degree of Freedom	Table Value	Calculated Value
208	1.97	4.35

Application of t test yielded the value of 4.35, which is higher than table value at 0.05 level. It means that there is significant difference in the performance of PIT teachers and NIT teachers in the application of different selected teaching skills. Hence the null hypothesis is not accepted.

**Table No. 4.11.2**

**Analysis of data on the basis of t test of PIT male teachers and PIT female Teachers in application of eight selected teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
103	1.98	0.711

Table value of t is 1.98 at 0.05 level. Calculated value is 0.711. This is less than the table value, which means that there is no significant difference between the performance of PIT male teachers and PIT female teachers. So null hypothesis is accepted.

**Table No. 4.11.3**

**Analysis of data on the basis of t test of PIT Urban teachers and PIT Rural teachers in application of eight selected teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
103	1.98	3.537

Table value of t is 1.98 at 0.05 level. Calculated value is 3.537, which is more than the table value. It means that there is significant difference between the performance of PIT Urban teachers and PIT rural teachers. Hence Null hypothesis is not accepted.

**Table No. 4.11.4**

**Analysis of data on the basis of t test of PIT urban male and PIT urban female teachers in application of eight selected teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
50	2.00	0.798

Table value of t is 2.00 at 0.05 level. Calculated value is 0.798, which is less than table value. It means that there is no difference between the performance of PIT urban male teachers and PIT urban female teachers. Hence null hypothesis is accepted.

**Table No. 4.11.5**

**Analysis of data on the basis of t test of PIT Rural male teachers and PIT rural female teachers in application of eight selected teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
50	2.00	1.25

Table value of t is 2.00 at 0.05 level. Calculated value is 1.25. It is less than table value, which means that there is no significant difference between the performance of PIT rural male and PIT rural female teachers. Hence null hypothesis is accepted.

**Table No. 4.11.6**

**Analysis of data on the basis of t test of PIT teachers and NIT teachers in view of their head's opinions in application of different skills/teaching skills at 0.05 level.**

<b>Degree of Freedom</b>	<b>Table Value</b>	<b>Calculated Value</b>
<b>208</b>	<b>1.97</b>	<b>1.886</b>

Table value of t is 1.97 at 0.05 level. Calculated value of t test of the head teachers' views is 1.886. It is less than the table value. It means that there is no significant difference between the performance of the PIT and NIT teachers in view of their head teachers. So null hypothesis is accepted.

**Table No. 4.11.7**

**Analysis of data on the basis of t test of PIT male teachers and PIT female teachers in view of their head's opinions in application of different skills/teaching skills at 0.05 level.**

<b>Degree of Freedom</b>	<b>Table Value</b>	<b>Calculated Value</b>
<b>103</b>	<b>1.98</b>	<b>4.16</b>

Table value of t is 1.98 at 0.05 level. Calculated value of t test of the head teachers' views is 4.16. It is more than the table value. It means that there is significant difference

between the performance of PIT male and PIT female teachers. So null hypothesis is not accepted.

**Table No. 4.11.8**

**Analysis of data on the basis of t test of PIT urban teachers and PIT rural teachers in view of their head's opinions in application of different skills/teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
103	1.98	0.886

Table value of t is 1.98 at 0.05 level. Calculated value of t test of the head teachers' views is 0.886. It is less than the table value. It means that there is no significant difference between the performance of PIT Urban and PIT Rural teachers according to their head views. So hypothesis is accepted.

**Table No. 4.11.9**

**Analysis of data on the basis of t test of PIT Urban male teachers and PIT Urban female teachers in view of their head's opinions in application of different skills/teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
50	2.00	0.480

Table value of t is 2.00 at 0.05 level. Calculated value of t test of the head teachers' views is 0.480. It is less than the table value. It means that there is no significant difference between the performance of the PIT Urban male and PIT urban female teachers according to their head views. So null hypothesis is accepted.

**Table No. 4.11.10**

**Analysis of data on the basis of t test of PIT Rural male teachers and PIT Rural female teachers in view of their head's opinions in application of different skills/teaching skills at 0.05 level.**

Degree of Freedom	Table Value	Calculated Value
50	2.00	0.64

Table value of t is 2.00 at 0.05 level. Calculated value of t test of the head teachers' views is 0.64. It is less than the table value. It means that there is no significant difference between the performance of the PIT rural male and PIT rural female teachers according to their head views. So null hypothesis is accepted.

**K. Discussion on the findings of the researcher's observations and head opinions as tabulated.**

The observation schedule having different eight teaching skills was administered in four districts of Hazara Division by different researchers. (Appendix C) The observation schedule and head's opinions have been tabulated in the tables from 4.1.1 to 4.3.100. In these tables the data has been interpreted and analyzed by mean score and t –test. The findings there to are given in summarized form as under:-

1. The mean score of the performance of PIT teachers with respect to eight selected teaching skills is on higher side. There is significant difference in the performance of both the groups as per t. test.
2. There is significant difference in the performance of PIT urban teachers and PIT rural teachers as per meanscore and t test.

3. The performance of PIT male and PIT female teachers, Urban male and female teachers, rural male and female teachers is different as per meanscore but there is no significant difference in their performance as per t- test. It revealed similar performance of PIT teachers of all groups.
4. There is significant difference in the performance of PIT male and PIT female teachers in view of their head teacher's opinions.
5. There is no significant difference in the performance of PIT and NIT teachers, PIT urban and rural teachers, Urban male and female teachers and Rural male and female teachers although the performance of these groups is different as per mean score.

## **CHAPTER 5**

### **5. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

The study was design to find out difference in the performance of the PIT and NIT teachers in Hazara Division and to develop a strategy for future. The study was based on the actual class room performance of PIT and NIT teachers. The class room performance of PIT teachers and NIT teachers was observed according to structured observation schedule. Various teaching skills were included in this list. Each item had three to eight sub items. Selection was made of those primary trained teaches who had received in-service training during the period 1995-2002 named as PIT. A second group was taken of those trained teachers who had no in-service training at their credit named as NIT.

For this purpose those training programs were included in the study which had at least, two weeks duration. The opinions of the head teachers of the respective primary schools were also obtained on the overall performance of both the groups.

The data so obtained was organized, tabulated, and analyzed by mean score and t test in a numbers of tables in order to find out the significant difference between the performances of two groups. The findings and the conclusions of the tabulated data indicated that there is significant difference between the performance of PIT and NIT teachers.

## 5.2 FINDINGS

Following were the findings of the study:

### 5.2.1 Comparison of the performance of PIT and NIT teachers (male and female) in their class rooms in view of data collected and tabulated through observation schedule.

1. Mean score of PIT teachers ranged between 3.9 and 4.2 whereas mean score of NIT teachers ranged between 3.3 and 3.5. This indicated that performance of PIT teachers in respect of different aspects of teaching skill, “Set Induction” and “Presentation” was better than those of NIT teachers. Null hypothesis is therefore not accepted. (Table 4.1.1, 4.2.2)
2. Mean score of PIT teachers with respect to “Questioning” and its different aspects was from 3.9 to 4.3 whereas mean score of NIT teachers was 3.1 to 3.4. This revealed better performance of the PIT teachers. The null hypothesis is not accepted (Table 4.1.3)
3. Mean score of PIT teachers ranged from 3.8 to 3.9 whereas mean score of NIT teachers ranged from 3.0 to 3.3. This indicated better performance of PIT teachers with respect to different aspects of teaching skill, “Listening”. The null hypothesis is not accepted (Table 4.1.4)
4. Mean score of PIT teachers with respect to "Motivation" ranged between 3.7 and 4.2 whereas mean score of NIT teachers ranged

between 3.1 to 3.4. This revealed better performance of PIT teachers in the particular area. The null hypothesis is not accepted (Table 4.1.5)

5. Mean score of PIT teachers with respect to application of teaching skill, "Teachers Liveliness" was from 3.8 to 4.3 whereas of NIT a teacher was from 3.0 to 3.4. This indicated better performance of PIT teachers in the particular area. The null hypothesis is not accepted. (Table 4.1.6)

6. Mean score of the PIT teachers with respect to teaching skill, "Closing of the Lesson" was from 4.0 to 4.3 whereas of NIT teachers was from 3.1 to 3.8. This showed better performance of the PIT teachers. The null hypothesis is not accepted. (Table 4.1.7)

7. Mean score of PIT male teachers ranged from 3.8 to 3.9 whereas mean score of NIT teachers ranged from 2.9 to 3.3. This reflected better performance of the PIT teachers with respect to application of teaching skill, "planning". The null hypothesis is not accepted. (Table 4.1.8)

### **5.2.2 Comparison of the comments of Head Teachers regarding the performance of PIT and NIT teachers (male and female) in view of data collected and tabulated through questionnaire.**

8. Mean score of the comments of head teachers regarding the performance of PIT teachers with respect to "Command on the

Subject Matter” ranged from 4.3 to 4.6 whereas of NIT teachers from 3.8 to 4.1. This showed that overall performance of the PIT teachers in the particular area was better than NIT teachers. The null hypothesis is not accepted. (Table .4.6.1)

9. Mean score of the responses of the head teachers regarding the overall performance of the PIT teachers with respect to “Proper Lesson Planning before Teaching Lesson” ranged from 4.0 to 4.4 whereas of NIT from 3.8 to 4.1. This indicated that the performance of the PIT teachers was better than NIT teachers in the particular area. The null hypothesis is not accepted. (Table 4.6.2)

10. Mean score of the responses of the Head Teachers regarding the performance of PIT teachers with respect to “Use of Management Skills in Class” ranged from 4.1 to 4.4 whereas of NIT was 3.8. This indicated better performance of the PIT teachers. The null hypothesis is not accepted. (Table 4.6.3).

11. Mean score of the comments of the Head teachers regarding the overall performance of the PIT teachers with respect to “Use of A.V. Aids in the Class” ranged from 4.0 to 4.3 whereas of NIT from 3.9 to 4.0. This showed better performance of the PIT teachers. The null hypothesis is not accepted.( Table 4.6.4)

12. Mean score of the comments of the head teachers regarding the performance of the PIT teachers with respect to “Use of different Teaching Methods” ranged from 4.2 to 4.4 whereas of NIT was 3.9. This revealed better performance of the PIT teachers. The null hypothesis is not accepted. (Table 4.6.5)
13. Mean score of the responses of the head teachers regarding the overall performance of the PIT teachers with respect to “Use of Teaching Kit” ranged from 4.0 to 4.1 where as of NIT was 3.8. This showed better performance of the PIT teachers. The null hypothesis is not accepted. (Table 4.6.6)
14. Mean score of the responses of the Head teachers regarding the performance of the PIT teachers with respect to “Partial Recapitulation of the Lesson” ranged from 4.3 to 4.6 whereas of NIT was 4.1. This revealed better performance of the PIT teachers in the relevant field. The null hypothesis is not accepted. (Table 4.6.7)
15. Mean score of the Head teachers regarding the performance of the PIT teachers was 4.5 whereas of NIT was 4.0. This showed better performance of the PIT teachers in the area of “Total Recapitulation of the Lesson”. The null hypothesis is not accepted. (Table 4.6.8)
16. Mean score of the responses of the Head Teachers regarding the performance of the PIT teacher was 4.6 whereas of NIT teachers was from

4.1 to 4.3. This showed better performance of the PIT teachers with respect to “Evaluation of the taught Lesson”. The null hypothesis is not accepted.

(Table 4.6.9)

- 17 Mean score of the responses of the head teachers regarding the performance of the PIT teachers with respect to ‘Assigning homework to the students’ ranged from 4.4 to 4.6 whereas NIT teachers from 4.1 to 4.3. This showed better performance of the PIT teachers. The null hypothesis is not accepted.

(Table 4.6.10)

**5.2.3 Comparison of the performance of PIT male teachers and PIT female teachers in their classrooms in view of data collected and tabulated through observation schedule.**

18. Mean score of the PIT male teachers with respect to “Set Induction” ranged between 4.1 and 4.3 whereas mean score of PIT female teachers ranged between 3.9 and 4.1. This showed that the performance of the PIT male teachers in respect of different aspects of “Set Induction” was better than PIT female teachers. The null hypothesis is not accepted. (Table 4.2.1)

19. Mean score of the PIT male teachers with respect to different aspects of “Presentation” ranged from 4.1 to 4.2 whereas mean score of PIT female teachers ranged from 4.1 to 4.2. Hence the performance of both the genders with respect to this particular area was same. Null hypothesis is therefore accepted (Table 4.2.2)

20. Mean score of PIT male teachers with respect to skill, “Questioning” was between 4.1 and 4.2 whereas mean score of PIT female teachers was between 3.9 and 4.3. This indicated better performance of PIT female teachers. The null hypothesis is not accepted. (Table 4.2.3)
21. Mean score of PIT male teachers was 3.6 to 3.9 whereas mean score of PIT female teachers was 3.7 to 3.8. This revealed that the performance of the PIT male teachers with respect to “Listening” was better than PIT female teachers Hence Null hypothesis is not accepted (Table 4.2.4)
22. Mean score of PIT male teachers ranged between 3.9 and 4.2 whereas PIT female teachers from 3.8 to 4.0. This revealed better performance of male PIT teachers with respect to different aspects of “Motivation”. Hence Null hypothesis is not accepted (Table 4.2.5)
23. Mean score of PIT male teachers ranged from 4.2 to 4.3 whereas mean score of PIT female teachers ranged from 3.8 to 4.0. This indicated better performance of the PIT male teacher with respect to different aspects of “Teacher Liveliness”. Hence Null hypothesis is not accepted (Table 4.2.6)
24. Mean score of PIT male teachers with respect to “Closure of

Lesson” was from 4.1 to 4.2 whereas mean score of PIT female teachers was from 3.9 to 4.2. This showed similar performance of both the groups. Hence Null hypothesis is accepted (Table 4.2.7).

25. Mean score of the performance of PIT male teachers with respect to teaching skill “ Planning” ranged from 3.9 to 4.0 whereas mean score of PIT female teachers ranged from 3.7 to 3.8. This showed better performance of the PIT male teachers. Hence Null hypothesis is not accepted (Table 4.2.8)

#### **5.2.4 Comparison of the comments of Head Teachers regarding the performance of PIT Male and PIT female teachers in view of data collected and tabulated through questionnaire.**

26. Mean score of the comments of the Head teachers regarding the performance of PIT male teachers with respect to “Command on the Subject” ranged from 4.1 to 4.5 whereas of PIT female teachers from 3.8 to 4.4. This indicated better performance of the PIT male teachers. (Table 4.7.1)
27. Mean score of the comments of the head teachers regarding the performance of the PIT male teachers with respect to “Proper Lesson Planning before teaching Lesson” ranged from 3.8 to 4.2 whereas the performance of PIT female teachers ranged from 4.1 to 4.2. This showed similar performance of both the two genders. Hence Null hypothesis is accepted. (Table 4.7.2)

28. Mean score of the comments of head teachers regarding the performance of the PIT male teachers with respect to “Use of Management Skills in the Class” ranged from 3.7 to 4.1 where as of PIT female teachers from 4.0 to 4.4. This revealed better performance of the PIT female teachers. Hence Null hypothesis is not accepted. (Table 4.7.3)
29. Mean score of the comments of the head teachers regarding the performance of the PIT male teachers with respect to “Use of A. V. Aids in the Class” ranged from 3.8 to 4.1 whereas of PIT female teachers was 4.2. This indicated better performance of the PIT female teachers. Hence Null hypothesis is not accepted. (Table 4.7.4)
30. Mean score of the head teachers regarding the performance of PIT male teachers with respect to “Use of different Teaching Methods” ranged from 3.7 to 4.2 whereas of PIT female teachers from 4.1 to 4.5. This revealed better performance of the PIT female teachers. Hence Null hypothesis is not accepted. (Table 4.7.5)
31. Mean score of the responses of the head teachers regarding the overall Performance of the PIT male teachers with respect to “Use of Teaching Kit” ranged from 3.7 to 4.0 whereas of PIT female teachers from 3.9 to 4.2. This showed better performance of the PIT male teachers. Hence Null hypothesis is not accepted. (Table 4.7.6)
32. Mean score of the responses of the head teachers regarding the performance of PIT male teachers with respect to “Partial recapitulation of lesson” ranged from 4.0 to 4.3 whereas of PIT female teachers from 4.1 to 4.6. This

showed better performance of the PIT female teachers. Hence Null hypothesis is not accepted (Table 4.7.7)

33. Mean score of the responses of the head teachers regarding the performance of PIT male teachers with respect to “Total re-capitulation of Lesson” ranged from 3.8 to 4.1 whereas of PIT female teachers from 4.2 to 4.6. This indicated better performance of the PIT female teachers. Hence Null hypothesis is not accepted. (Table 4.7.8)
34. Mean score of the responses of the head teachers regarding the performance of PIT male teachers with respect to “Evaluation of the taught Lesson” ranged from 4.0 to 4.5 whereas of PIT female teachers from 4.4 to 4.7. This showed better performance of the PIT female teachers. Hence Null hypothesis is not accepted. (Table 4.7.9)
35. Mean score of the responses of the head teachers regarding the overall performance of the PIT male teachers with respect to “Assigning of home work to the students” ranged from 4.1 to 4.5 and that of female PIT teachers from 4.2 to 4.5. There seemed to be no difference in the performance of both the genders in this area. Hence Null hypothesis is accepted. (Table 4.7.10)

### **5.2.5 Comparison of the performance of PIT urban teachers and PIT rural teachers in their classrooms in view of data collected and tabulated through observation schedule.**

36. Mean score of PIT urban teachers ranged between 3.3 and 4.1 whereas mean score of PIT rural teachers with in-service training ranged between 3.3 and 4.2. This indicated that the performance of the PIT rural teachers with respect to different aspects of “Set Induction” was better than those of PIT urban teachers. Hence Null hypothesis is not accepted. (Table 4.3.1)
37. Mean score of PIT urban teachers ranged between 3.2 and 4.1 whereas mean score of PIT rural teachers ranged between 3.3 and 4.3. This indicated that the performance of PIT rural teachers with respect to different aspects of teaching skill, “Presentation” was better. Hence Null hypothesis is not accepted (Table 4.3.2)
38. Mean score of PIT urban teachers ranged between 3.1 and 4.3 whereas mean score of PIT rural teachers ranged between 3.2 and 4.2. This indicated that the performance of PIT urban teachers with respect to different aspects of teaching skill, “Questioning” was better. Hence Null hypothesis is not accepted (Table 4.3.3)
39. Mean score of PIT urban teachers ranged between 3.0 and 3.8 whereas mean score of PIT rural teachers ranged between 3.1 and 3.9. This revealed better performance of PIT rural teachers with respect to different aspects of teaching skill, “Listening”. Hence Null hypothesis is not accepted (Table 4.3.4)
40. Mean score of PIT urban teachers ranged from 3.1 to 3.9 whereas mean score of PIT rural teachers ranged from 3.2 to 4.2. This indicated that the performance of PIT rural teachers with respect to skill, “Motivation”

was better than PIT urban. Hence Null hypothesis is not accepted (Table 4.3.5)

41. Mean score of PIT urban teachers with respect to teaching skill, “Teacher’s Liveliness” ranged from 3.1 to 4.1 whereas of PIT a rural teacher was from 3.0 to 4.3. This indicated better performance of PIT rural teachers. Hence Null hypothesis is not accepted (Table 4.3.6)
42. Mean score of the PIT urban teachers with respect to different aspects of teaching skill, “Closing of Lesson” ranged from 3.2 to 4.2 whereas mean score of PIT rural teachers ranged from 3.1 to 4.3. This indicated better performance of PIT rural teachers. Hence Null hypothesis is not accepted (Table 4.3.7)
43. Mean score of teaching skill, “Planning” of PIT urban teachers ranged from 3.0 to 3.9 whereas of PIT rural teachers ranged from 2.9 to 3.9. The performance of both the groups was same in this particular area. Hence Null hypothesis is accepted. (Table 4.3.8)

#### **5.2.6 Comparison of the comments of Head Teachers regarding the performance of PIT Urban teachers and PIT Rural teachers in view of data collected and tabulated through questionnaire.**

44. Mean score of the responses of the head teachers regarding the overall performance of the PIT urban male teachers with respect to “Command on the subject” was 4.6 and that of PIT rural teachers was 4.3. This indicated that the performance of PIT urban teachers according to their head’s opinion was better. Hence Null hypothesis is not accepted. (Table 4.8.1)

45. Mean score of the responses of the head teachers regarding the overall performance of the PIT urban male teachers with respect to “Lesson Planning” was 4.4 and that of PIT rural teachers was 4.0. This indicated that the performance of PIT urban teachers according to their head’s opinion was better. Hence Null hypothesis is not accepted. (Table 4.8.2)
46. Mean score of the comments of head teachers regarding the performance of PIT urban teachers was 4.4 whereas of PIT rural teacher was 4.1. This indicated that the performance of the PIT urban teacher was better than PIT rural teachers in the area of “Use of management skills in the class”. Hence Null hypothesis is not accepted. (Table 4.8.3)
47. Mean score of the comments of head teachers regarding the performance of PIT urban teachers with respect to “Use of A.V. Aids in the class” was 4.3 whereas of PIT rural teacher was 4.0. This indicated that the performance of the PIT urban teacher was better than PIT rural teachers in the particular area. Hence Null hypothesis is not accepted. ( Table 4.8.4)
48. Mean score of the comments of head teachers regarding the performance of PIT urban teachers with respect to “Use of different teaching methods” was 4.4 whereas of PIT rural teacher was 4.2. This indicated that the performance of the PIT urban teacher was better in the particular area. Hence Null hypothesis is not accepted. (Table 4.8.5)
49. Mean score of the comments of head teachers regarding the performance of PIT urban teachers with respect to “Use of teaching Kit” was 4.1 whereas of PIT rural teacher was 4.0. This revealed that the performance of the PIT urban

teacher was better in the particular area. Hence Null hypothesis is not accepted. ( Table 4.8.6)

50. Mean score of the comments of the head teachers regarding the performance of PIT urban teachers with respect to “Partial re-capitulation of the lesson” was 4.6 whereas of PIT rural teacher was 4.3. This indicated that the performance of PIT urban teacher was better than PIT rural teachers. Hence Null hypothesis is not accepted. (Table 4.8.7)
51. Mean score of the comments of head teachers regarding the performance of PIT urban teachers with respect to “Total re-capitulation of the lesson” was 4.5 whereas of PIT rural teacher was 4.5. This indicated similar performance of both the groups. Hence Null hypothesis is accepted. (Table 4.8.8).
52. Mean score of the comments of head teachers regarding the performance of the PIT urban teachers with respect to “Evaluation of the Taught Lesson “was 4.6 whereas of PIT rural teacher was 4.6. This indicated similar opinion about both the groups. Hence Null hypothesis is accepted. ( Table 4.8.9)
53. Mean score of the comments of the head teachers regarding the performance of PIT urban teachers with respect to “Assigning Home work to the students” was 4.6 whereas of PIT rural teacher was 4.4. This indicated that the performance of the PIT urban teacher was better than PIT rural teachers. Hence Null hypothesis is not accepted. (Table 4.8.10)

**Comparison of the performance of PIT Urban male teachers and PIT urban female teachers in their classrooms in view of data collected and tabulated through observation schedule.**

54. Mean score of Urban PIT male teachers ranged from 3.3 to 4.3 whereas mean score of PIT female teachers ranged from 3.2 to 4.1. This revealed better performance of PIT male teachers with respect to different aspects of teaching skill, "Set Induction". The null hypothesis is not accepted (Table No.4.4.1)
55. Mean score of Urban PIT male teachers ranged from 3.2 to 4.2, where as mean score of PIT female teachers ranged from 3.2 to 4.1 which indicated better performance of the PIT male teachers in the teaching skill, "Presentation". The null hypothesis is not accepted. (Table No.4.4.2)
56. Mean score of Urban PIT male teachers ranged from 3.0 to 4.3, where as mean score of PIT female teachers ranged from 3.1 to 4.3. This indicated similar performance of both the groups with respect to different aspects of teaching skill, "Questioning". The null hypothesis is not accepted. (Table No.4.4.3)
57. Mean score of Urban PIT male teachers ranged from 3.1 to 3.7, where as mean score of PIT female teachers ranged from 2.9 to 3.7. This indicated similar performance of both the groups in application of teaching skill, "Listening". The null hypothesis is accepted. (Table No.4.4.4)

58. Mean score of Urban PIT male teachers ranged from 3.1 to 4.2, where as mean score of PIT female teachers ranged from 3.0 to 3.8. This indicated better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Motivation". The null hypothesis is not accepted. (Table No.4.4.5)
59. Mean score of Urban PIT male teachers ranged from 3.0 to 4.3, where as mean score of PIT female teachers ranged from 3.1 to 3.9. This revealed better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Teachers liveliness". The null hypothesis is not accepted. (Table No.4.4.6)
60. Mean score of Urban PIT male teachers was from 3.1 to 4.2, where as mean score of PIT female teachers was from 3.0 to 4.1. This revealed better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Closure of lesson". The null hypothesis is not accepted. (Table No.4.4.7)
61. Mean score of Urban PIT male teachers ranged from 3.0 to 4.0, where as mean score of PIT female teachers ranged from 2.8 to 3.9. This revealed better performance of Urban PIT male teachers with respect to different aspects of teaching skill, "Planning". The null hypothesis is not accepted. (Table No.4.4.8)

**5.2.7 Comparison of the comments of Head Teachers regarding the performance of PIT Urban male teachers and PIT urban female teachers in view of data collected and tabulated through a questionnaire.**

62. Mean score of the comments of the Head teachers regarding the performance of PIT urban male teachers ranged from 4.0 to 4.7 whereas of PIT urban female teachers was from 3.7 to 4.4. This showed better performance of the PIT male teachers in the area of “command on the subject”. The null hypothesis is not accepted. (Table No.4.9.1)
63. Mean score of the comments of the head teachers regarding the performance of the PIT urban male teachers in particular area of “Lesson planning before teaching lesson” was from 3.9 to 4.5 whereas the performance of PIT urban female teachers was from 4.3 to 4.4. This indicated better performance of male teachers. The null hypothesis is not accepted. (Table No.4.9.2)
64. Mean score of the comments of head teachers regarding the performance of the PIT urban male teachers in the area of “Use of management skills in the class” was between 3.5 and 4.3 where as of PIT a female teacher was between 4.2 and 4.4. This reflected better performance of the PIT female teachers. The null hypothesis is not accepted. (Table No.4.9.3)
65. Mean score of the comments of the head teachers regarding the performance of the PIT urban male teachers in the area of “Use of A. V aids” ranged from 3.6 to 4.1 whereas of PIT urban female teachers was 4.4. This revealed better performance of the PIT female teachers. The null hypothesis is not accepted. (Table No.4.9.4)

66. Mean score of the comments of head teachers regarding the performance of PIT urban male teachers in the particular area, “ Use of different teaching methods” was from 3.4 to 4.4 whereas of PIT urban female teachers was from 4.3 to 4.5. This revealed better performance of the PIT urban female teachers. The null hypothesis is not accepted. (Table No.4.9.5)
67. Mean score of the responses of the head teachers regarding the overall performance of the PIT urban male teachers in the particular area of "Use of teaching kit” ranged from 3.4 to 4.0 whereas of PIT an urban female teacher was 4.2. This revealed better performance of the PIT urban female teachers. The null hypothesis is not accepted. (Table No.4.9.6)
68. Mean score of the responses of the head teachers regarding the PIT urban male teachers with respect to application of relevant teaching skill i.e. "Partial re-capitulation of lesson” ranged from 3.7 to 4.4 whereas of PIT urban female teachers from 4.4 to 4.7. This showed better performance of the female teachers. The null hypothesis is not accepted. (Table No.4.9.7)
69. Mean score of the responses of the head teachers regarding the performance of PIT male teachers in the area i.e. “Total re-capitulation of the lesson” was between 3.6 and 4.5 whereas of PIT Urban female teachers was between 4.4 and 4.6. This indicated better performance of the PIT urban female teachers. The null hypothesis is not accepted. (Table No.4.9.8)
70. Mean score of the responses of the head teachers regarding the performance of PIT urban male teachers in the particular area i.e. Evaluation of the

taught lesson” ranged from 3.7 to 4.4 whereas of PIT urban female teachers from 4.5 to 4.7. This revealed better performance of the PIT urban female teachers. The null hypothesis is not accepted. (Table No.4.9.9)

71. Mean score of the responses of the head teachers regarding the overall performance of the PIT Urban male teachers in the skill, “Assigning home work to the students” ranged from 4.0 to 4.6 and that of PIT urban female teachers from 4.1 to 4.7. The performance of PIT urban female teachers was better than PIT urban male teachers. (Table No.4.9.10)

**5.2.9 Comparison of the performance of PIT rural male teachers and PIT rural female teachers in their classrooms in view of data collected and tabulated through observation schedule.**

72. Mean score of Rural PIT male teachers was from 3.4 to 4.3 whereas meanscore of Rural PIT female teachers was from 3.0 to 4.0. This reflected better performance of Rural PIT male teachers with respect to different aspects of teaching skill, "Set Induction". The null hypothesis is not accepted. (Table No.4.5.1)
73. Mean score of Rural PIT male teachers ranged from 3.1 to 4.3 whereas mean score of Rural PIT female teachers ranged from 3.5 to 4.3 which revealed performance of both the groups in the application of teaching skill, “Presentation”. The null hypothesis is accepted. (Table No.4.5.2)
74. Mean score of Rural PIT male teachers was between 3.0 and 4.3 whereas mean score of Rural PIT female teachers was between 3.2 and 4.3. There

was no difference in the performance of both the groups in the particular area of “Questioning”. The null hypothesis is accepted. (Table No.4.5.3)

75. Mean score of Rural PIT male teachers was from 3.0 to 3.9 whereas of Rural PIT female teachers was from 3.3 to 4.0. This showed better performance of Rural PIT female teachers with respect to application of teaching skill "Listening". The null hypothesis is not accepted. (Table No.4.5.4)
76. Mean score of Rural PIT male teachers ranged from 3.1 to 4.2, whereas mean score of Rural PIT female teachers ranged from 3.1 to 4.3. This indicated better performance of Rural PIT female teachers with respect to different aspects of teaching skill, "Motivation". The null hypothesis is not accepted. (Table No.4.5.5)
77. Mean score of Rural PIT male teachers with respect to application of teaching skill "Teacher's liveliness" was from 3.1 to 4.3 whereas the meanscore of Rural PIT female teachers was from 3.0 to 4.3. This revealed similar performance of both the groups. The null hypothesis is accepted. (Table No.4.5.6)
78. Mean score of Rural PIT male teachers ranged from 3.3 to 4.3 whereas the meanscore of Rural PIT female teachers ranged from 2.9 to 4.2. This reflected better performance of the Rural PIT male teachers in the particular area of “Closure of lesson”. The null hypothesis is not accepted. (Table No.4.5.7)

79. Mean score of Rural PIT male teacher was between 3.0 and 4.1. where as the mean score of Rural PIT female teachers was between 3.1 and 3.8. This revealed better performance of Rural PIT male teachers with respect to application teaching skill “planning”. The null hypothesis is not accepted. (Table No.4.5.8)

**5.2.10 Comparison of the comments of Head Teachers regarding the performance of PIT Rural male teachers and PIT Rural female teachers in view of data collected and tabulated through a questionnaire**

80. Mean score of the comments of the Head teachers regarding the performance of PIT male Rural teachers was between 4.2 and 4.3 whereas of PIT rural female teachers between 4.0 and 4.4. This revealed better performance of the PIT rural male teachers in the particular area of “Command on the subject”. The null hypothesis is not accepted. (Table No. 4.10.1)
81. Mean score of the comments of the head teachers regarding the performance of the PIT rural male teacher in particular area was 3.8 whereas the performance of PIT rural female teachers ranged from 3.8 to 4.2. This indicated better performance of female group in the particular area of “Lesson Planning”. The null hypothesis is not accepted (Table No.4.10.2)
82. Mean score of the comments of head teachers regarding the performance of the PIT rural male teachers in the particular area i.e. “Use of management skills in the class” was between 3.9 to 4.0 where as of PIT rural female teachers from 3.7 to 4.3. This reflected better performance of the PIT female teachers. The null hypothesis is not accepted. (Table No. 4.10.3)

83. Mean score of the comments of the head teachers regarding the performance of the PIT male teachers in the particular area i.e. “ Use of A. V aids” was 4.0 whereas of PIT female teachers was from 3.8 to 4.0. This revealed no difference between the performances of both the groups. The null hypothesis is accepted. (Table No. 4.10.4)
84. Mean score of the head teachers regarding the performance of PIT male teachers in the particular area i.e. "Use of different teaching methods” was between 3.9 and 4.0 whereas of female teachers from 3.8 to 4.4. This indicated better performance of the PIT female teachers. The null hypothesis is not accepted. (Table No.4.10.5)
85. Mean score of the responses of the head teachers regarding the overall performance of the PIT male teachers in the particular area i.e. “ Use of teaching kit” ranged from 3.9 to 4.1 whereas of PIT female teachers from 3.5 to 4.1. The performance of the both the group was similar. The null hypothesis is accepted. (Table No.4.10.6 )
86. Mean score of the responses of the head teachers regarding the PIT rural male teachers with respect to application of teaching skill i.e. “Partial re-capitulation of the lesson” ranged from 4.1 to 4.3 whereas of PIT female teachers from 3.8 to 4.5. This showed better performance of the PIT rural female teachers. The null hypothesis is not accepted. (Table No.4.10.7)
87. Mean score of the responses of the head teachers regarding the performance of PIT rural male teachers in the area of, “Total re-capitulation of the

lesson” ranged from 4.1 to 4.4 whereas of PIT female teachers from 4.0 to 4.5. This reflected better performance of the PIT rural female teachers. The null hypothesis is not accepted. (Table No.4.10.8)

88. Mean score of the responses of the head teachers regarding the performance of PIT rural male teachers in the particular area i.e. “Evaluation of the lesson” ranged from 4.2 to 4.5 whereas of PIT rural female teachers from 4.3 to 4.6. This indicated better performance of the PIT rural female teachers. The null hypothesis is not accepted. (Table No. 4.10.9)

89. Mean score of the responses of the head teachers regarding the overall performance of the PIT rural male teachers in the skill, “Assigning home work to the students” ranged from 4.2 to 4.4 and that of female PIT rural teachers from 4.3 to 4.4. Hence there seems to be no in the performance of both the genders. The null hypothesis is not accepted. (Table No. 4.10.10)

**5.2.10 Findings of the Comparison of the Teachers of all the groups as tabulated in table No. 4.1.1 to 4.5.8 and 4.6.1 to 4.10.10 by applying t test.**

90. There is significant difference between the performance of PIT and NIT teachers while applying eight selected teaching skills. The null hypothesis is not accepted. (Table No.4.11.1)

91. There is no significant difference between the performance of PIT and NIT teachers in view of their head comments while applying different skills/teaching skills. The null hypothesis is accepted. (Table No.4.11.6)

92. There is no significant difference between the performance of PIT male and PIT female teachers while applying eight selected teaching skills. The null hypothesis is accepted ( Table No.4.11.2)
93. There is significant difference between the performance of PIT male and PIT female teachers in view of their head comments while applying different skills/teaching skills. The null hypotheses is not accepted. ( Table No.4.11.7)
94. There is significant difference between the performance of PIT Urban and PIT Rural teachers while applying eight selected teaching skills. The null hypothesis is therefore not accepted. (Table No.4.11.3)
95. There is no significant difference between the performance of PIT urban teachers and PIT rural teachers in view of their head comments while applying different skills/teaching skills. The null hypothesis is accepted. ( Table No.4.11.8)
96. There is no significant difference between the performance of PIT urban male and PIT urban female teachers while applying eight selected teaching skills. The null hypothesis is accepted. (Table No.4.11.4 )
97. There is no significant difference between the performance of PIT Urban male and PIT urban female teachers in view of their head comments while applying different skills/teaching skills. The null hypothesis is accepted. ( Table No.4.11.9)

98. There is no significant difference between the performance of PIT rural male and PIT rural female teachers while applying eight selected teaching skills.

The null hypothesis is accepted. ( Table No.4.11.5 )

99. There is no significant difference between the performance of PIT rural male and PIT rural female teachers in view of their head comments while applying different skills/teaching skills. The null hypothesis is accepted.

(Table No.4.11.10)

### **5.3 CONCLUSIONS**

The following conclusions have been drawn on the basis of the findings of the study.

Conclusions on the basis of 11 tables bearing serial No.4.1.1 to 4.11.10

1. Mean score of the performance of the PIT teachers in teaching skills, “Set Induction”, “Presentation”, “Questioning”, “Listening”, “Motivation”, “Teachers Liveliness”, “Closing of the Lesson” and “Planning” was higher than NIT teachers. There was also a significant difference in the performance of both the groups according to t test. This indicated that the PIT teachers taught their assigned subjects according to the method they learnt during their in-service training. (Findings Nos. 4.1.1 to 1.8, 4.11.1 )

2. Mean score of the performance of PIT teachers according to their head’s views in the area of, “Command on the subject”, “Proper lesson planning”, “Use of management skills in the class”, “Use of A.V Aids in the class”, “Use of different teaching methods”, “Use of Teaching Kit”, “Partial

recapitulation of the lesson”, “Total re-capitulation of the lesson”, “Evaluation of the taught lesson” and “Assigning home work to the students” was higher than NIT teachers but t test revealed that this difference was not significant. (Findings No.4.6.1 to 4.6.10, 4.11.2)

3. Mean score of the performance of the PIT male teachers in comparison with PIT female teachers with respect to application of teaching skills, “Set Induction”, “Listening”, “Motivation”, “Teachers Liveliness” and “Planning” was on higher side but the application of t test revealed that this difference was not significant (Findings No. 4.2.1, 4.2.4 to 4.2.6, 4.2.8, 4.11.3 )

4. Mean score of the performance of the PIT male teachers and PIT female teachers with respect to application of teaching skill, “Presentation” and “Closing of the Lesson” reflected no difference. The performance of both the genders in the application of these two teaching skills was same. (Findings No. 4.2.2, 4.2.7)

5. Mean score of the performance of the PIT female teachers with respect to teaching skill, “Questioning” was higher than male PIT male teachers. (Findings No. 4.2.3)

6. Mean score of the performance of PIT male teachers in view of the comments of their head teachers indicated that the performance of the PIT male teachers with respect to "Command on the subject", was higher than PIT female teachers. (Findings No.4.7.1)

7. Mean score of the performance of the PIT female teachers with respect to “Use of management skills in the class”, “Use of A.V aids”, “Use of different teaching methods”, “Use of teaching kit”, “Partial re-capitulation of the lesson”, “Total re-capitulation of the Lesson”, “Evaluation of the taught lesson” and “Assigning home work to the students” was higher than PIT male teachers. The application of t test revealed that this difference was significant. (Findings No. 4.7.3 to 4.7.9, 4.11.4)

8. Mean score of the performance of both PIT male and female teachers in view of their head teachers with respect to, “Lesson Planning “ and “Assigning home work to the students ”, was same. According to the heads opinion, both the groups assigned homework to the students. (Findings No 4.7.2, 4.7.10)

9. Mean score of the performance of the PIT rural teachers with respect to performance of skill, “Set Induction”, "Presentation”, “Listening”, “Motivation “, “Teacher liveliness” and “Closing of Lesson” was higher than PIT urban teachers. The application of t test also indicated significant difference in the performance of both the groups.(Findings No 4.3.1, 4.3.2, 4.3.4 to 4.3.7, 4.11.5)

10. Mean score of the performance of PIT urban teachers with respect to application of teaching skill, “Questioning” was higher than PIT rural teachers.(Findings No. 4.3.3)

11. The mean score of the performance of PIT urban teachers and PIT rural teachers with respect to skill, “Planning” was same. (Findings No. 4.3.8)

12. Mean score of the performance of the PIT urban teachers in view of their head teacher in the area of, “Command on the subject”, “Lesson

Planning”, “Use of management skills in the class”, “Use of A. V. Aids in the class”, “Use of different teaching methods”, “Use of teaching kit”, “Partial re-capitulation of the lesson” and “Assigning home work to the students” was higher in comparison with PIT rural teachers. The application of t test revealed no significant difference in the performance of both the groups. (Findings No.5.7.1 to 5.7.7, 5.7.10, 4.11.6)

13. Mean score of the comments of the head teachers regarding the performance of the PIT rural teachers and PIT urban teachers with respect to “Total re-capitulation of the lesson” and “Evaluation of the taught lesson” was same. It revealed that both the groups taught the lesson by using the teaching skill in similar way. (Findings No. 5.7.8, 5.7.9)

14. Mean score of the performance of PIT Urban male teachers with respect to application of teaching skills; “Set induction”, “Presentation”, “Motivation”, “teachers Liveliness”, “Closing of lesson”, and “Planning” was higher than PIT female teachers. The application of t test revealed that this difference was not significant (Findings No. 4.4.1, 4.4.2, 4.4.5 to 4.4.7, 4.4.8, 4.11.7)

15. Mean score of the performance of PIT Urban male teachers and PIT Urban female teachers with respect to application of teaching skill, “Questioning” & “Listening” was same. ( Findings No. 4.4.3, 4.4.4)

16. Mean score of the performance of PIT Urban male teachers in view of their heads opinions with respect to “Command on the subject” and “Lesson planning” was better than PIT urban female teachers.(Findings No.4.9.1, 4.9.2)

17. Mean score of the performance of PIT Urban female teachers in view of their heads opinion with respect to application of skills, “Use of management skills in class”, “Use of A.V Aids”, “Use of different teaching methods”, “Use of teaching kit”, “Partial re-capitulation of the lesson”, “Total re-capitulation of the lesson”, “Evaluation of the taught lesson” and “Assigning home work to the students” was higher than PIT urban male teachers. The application of t test indicated that this difference was not significant. (Findings No. 4.9.3 to 4.9.10, 4.11.8)

18. Mean score of the performance of PIT rural male teachers with respect to application of teaching skills; “ Set Induction”, “Closure of lesson” and “Planning” was higher than PIT rural female teachers. (Findings No. 4.5.1, 4.5.7, 4.5.8)

19. Mean score of the performance of PIT rural female teachers with respect to application of teaching skills, “Listening” and “Motivation” was higher than PIT rural male teachers. (Findings No.4.5.4, 4.5.5)

20. Mean score of the performance of PIT rural male and female teachers with respect to application of teaching skills; “Presentation”, “Questioning” and “ Teacher’s Liveliness” was the same ( Findings No. 4.5.2, 4.5.3, 4.5.6)

21. There was no significant difference in the performance of PIT rural male and PIT rural female as per t –test ( Findings No 4.11.9 )

22. Mean score of the performance of PIT rural male teachers in view of their head teacher’s opinion with respect to application of teaching skill,

“Command on the subject” was higher than PIT rural female teachers. ( Findings No.4.10.1)

23. Mean score of the performance of PIT rural female teachers in view of comments of their head teachers with respect to application of teaching skill “Proper lesson planning”, “Use of management skills in class”, “Use of different teaching methods”, “Partial re-capitulation of the lesson”, “Total re-capitulation of the lesson”, “Evaluation of the taught lesson” was higher than PIT rural male teachers. The application of t test however revealed that this difference was not significant ( Findings No. 4.10.2, 4.10.3, 4.10.5, 4.10.7 to 4.10.9, 4.11.10)

24. Mean score of the performance of PIT rural male teachers and PIT rural female teachers in view of their head teacher opinion with respect to application of teaching skill “Use of A.V Aids”, “Use of teaching kit” and “Assigning home work to the students” was same. (Findings No. 4.10.4, 4.10.6, 4.10.10)

## **5.4 RECOMMENDATIONS**

Keeping in view the findings and conclusions of the study, following recommendations are given.

1. Findings of the study indicate positive result of in-service teacher training programs especially in teaching methodology. It is, therefore, recommended that in future, in-service teacher training programmes may be based on selected teaching methodologies.

2. It has been observed that the results of the in-service teacher training programmes are positive. Hence it is recommended that in-service teacher training programmes may be continued in future. However, these programs may be need- based.

3. In the research study eight teaching skills were selected and the findings of the study have shown positive results in the development of these skills. It is recommended that the future in-service trainers may select more teaching skills for in-service teacher training programme.

4. It has been observed that the development of PIT rural teachers has been more effective in the areas of, “Set Induction”, “Presentation” “Listening”, “Motivation”, “Teacher Liveliness” and “Closing of Lesson” during in-service training. This shows seriousness of the trainees from the rural areas. It is, therefore recommended that special arrangements may be made to ensure the commitment of the trainees during in-service training programs. Some practical measures need to be developed to identify the committed trainees and non-serious trainees need to be screened out within the first few days of the training. This will also economize in-service teacher training programme.

5. It has been observed that the trainees have improved with respect to the following teaching skills during their in-service teacher training:

- |                  |                         |
|------------------|-------------------------|
| 1. Set Induction | 5. Teachers’ liveliness |
| 2. Presentation  | 6. Motivation           |
| 3. Questioning   | 7. Closing of lesson    |
| 4. Listening     | 8. Planning             |

It is, therefore, recommended that future in-service training courses be re-designed for the development of these teaching skills. It is also recommended that the future researchers may investigate the factors leading

to effective development of these teaching skills so that the future in-service programmes may be designed on the basis of these factors.

6. To see further effectiveness of the in-service teachers training programmes, there is a need to see their impact on the students' achievements. For this purpose an independent study in this field is required. This will further help in planning and organizing future in-service training programmes.
7. There may be a separate training package for head-teachers to run administrative, academic and students' affairs of the primary schools. This may be decided at district level with the involvement of District Officer. For this purpose some manuals may also be developed which may comprise the guidelines in the above areas.

## **STRATEGY FOR FUTURE**

1. In future only committed teachers may be nominated for in-service teacher training programme. This will be helpful in getting positive results of the in-service programmes.
2. The in-service training programmes may be arranged for a handsome period. Preferably the duration of such in-service programmes may be at least 15 days. The training programme may be launched in the summer and winter vacations in different areas of the country.
3. There is a need of continuous testing of the performance of the trainees during in-service teachers training programme so that the trainees may get proper training and resources are utilized effectively.

4. After the completion of the training cycle, the performance of the trainees may be monitored continuously by the trained supervisors. This will help in getting positive results of their training.
5. The Government may provide funds for future training programmes continuously with the provision of some incentives in shape of increments, award or other monetary benefits in recognition of those who improve their teaching with respect to different teaching skills.
6. The future in-service training programmes may be further decentralized. A separate training cell under the supervision of a District Education Officer may be constituted for the purpose. The cell may be assigned the task of teacher training with a mechanism to work regularly for the expansion of the in-service teacher training programmes.
7. The system for the nomination of the primary teachers for in-service training programme may be improved by involving their head teachers and respective District Education Officers.
8. Different in-service teacher training programmes may be integrated in order to utilize the resources efficiently and to achieve the objectives in a better way. For this purpose, different donor agencies and Federal or Provincial Government, may coordinate their efforts to initiate such in-service training programmes.

## BIBLIOGRAPHY

- Aggarwal, J. C. (1990). Development and Planning of Model Education, Vikas Publishing, Delhi.
- AIOU, (1991). PC-I New PTOC Project, (unpublished ) Islamabad
- Ali S. A & H. S (1979). Crisis in Muslim Education, King Abdul Aziz University, Jeddah.
- Anderson, L. W.(1987). Affective Teacher Education- the International Encyclopedia of Teacher Education, Pergamon Press Inc. USA.
- Bolam, R.(1980). In-service Education and Training of Teacher and Education, Final Report of CERI Projects on INSET (OECD), Paris.
- Bukhari, T.A. (2002). Development of a Model for in-service training of teachers in Pakistan, University Institute of Education Research, Rawalpindi.
- Childress, R. J. (1982). In-service Education of Teachers, Encyclopedia of Educational Research, Fourth Edition, Boston University, 1982
- Dave, R.H.(1978). Life long education and the training of teachers - developing a curriculum for teacher education on the basis of the principals of life long education, UNESCO, Institute for education, Oxford.
- Department of Education and Science Oxford University,(1992) Press Release, U.K.
- Dunkin, J. M.(1987). The International Encyclopedia of Teaching and Teacher Education, University of Sydney, Australia Pergamon Press, Oxford.
- Erant, M. (1988). In-service Teacher Education, The International Encyclopedia of Teaching and Teacher Education in Michael J. Dunkin (Ed). the University of Sydney.
- Farooq, R. A. (1993). Education System in Pakistan, Issues and Problems, Asia Society for Promotion of Innovative and Reforms in Pakistan, Islamabad.
- Fazalur Rehman, (1947). All Pakistan Educational Conference, Karachi.
- Gay, L.R. (2000). Educational Research Competencies for Analysis and Application, 5<sup>th</sup> Ed. Islamabad: National Book Foundation.
- Goraha, M. A. (1981). Aims, Goals and objectives of Education (Basic Concepts of Educational Planning), vol-1 AIOU.

- Government of Pakistan, Ministry of Education, (1972). Education Policy, 1972, Islamabad.
- Government of Pakistan, Ministry of Education, (1979). National Education Policy, 1979, Islamabad.
- Government of Pakistan, Ministry of Education, (1979). National Education Policy and Implementation Programme, Islamabad.
- Government of Pakistan, Ministry of Education, (1989). National Education Conference, Islamabad.
- Government of Pakistan, Ministry of Education, (1992). National Education Policy, Islamabad.
- Government of Pakistan, Ministry of Education, (1998). National Education Policy, 1998-2010, Islamabad.
- Government of Pakistan, Ministry of Education. (1959). Commission on National Education, Karachi.
- Government of Pakistan, Ministry of Finance, (2000). Economic Survey of Pakistan 2001-2002, Islamabad.
- Government of Pakistan, Ministry of Interior (Education Division) (1951). Proceedings of the All Pakistan Educational Conference, 1947, Karachi.
- Government of Pakistan, Planning Commission, (1983). The Sixth Five Year Plan, 1983-88, Islamabad.
- Government of Pakistan, Planning Commission, (1988). Seventh Five Year Plan 1988-93, Islamabad.
- Government of Pakistan, Planning Commission, (1993). Eighth Five Year Plan 1993-98, Islamabad.
- Gupta, S.M.(1997). Teacher Education in the Changing Scenario, A. P .H Publishing Corporation, New Delhi.
- Guruge, A.W.P (1981) Economics Consideration in Educational Planning, AIOU, Islamabad.
- Hashmi N. (1998 ).Effectiveness of N-PTOC Programme of AIOU, Islamabad.
- Iqbal M. Z.(1996). Teacher Training in the Islamic Perspective, Institute of Policy Studies and International Institute of Islamic Thought, Islamabad.

- Jaffer, N.(1990). Problems of Education in Pakistan, Royal Book Company, Karachi.
- Khan,R.(2003). "Effectiveness of PEP-ILE, Programme in Tehsil Swabi", Islamabad.
- Khurshid, M. (1998). Effectiveness of New PTOC Training on the class room performance of female school teachers in Rawalpindi Division, AIOU. Islamabad
- Lawton, D. (1986). School curriculum planning, Hodder and stoughton, London.
- Letson, T. W. (1971). Encyclopedia of Education, Deighton, Lee C., Vol.9, Macmillan Co and the Free Press, Crowell-Callier Educational Corporation.
- Haq, Mehboobul. (1970). Annual Planning in Pakistan, Journal of Development Planning No.2, Islamabad.
- Mehmood, K. (1999). Effectiveness of in-service training imparted through Teachers Training Project, AIOU, Islamabad.
- Mohn, J.R, (1992). Effectiveness of Teacher Training Programmes, Ph.D Edu, ANMOL Publication, New Delhi.
- Pakistan Education Foundation.(2000). Un-published document, Islamabad.
- Project, N-PTOC AIOU.(2001). Efeciveness of N-PTOC of AIOU, Islamabad.
- Rohidekar S.R. (1997). Reorganization of Teacher Education, A.P.H. Publishing Corporation New Delhi.
- Ryan. Y, (1994). Quality in Postgraduate Education, Kogan Page, London.
- Satti, Z. H. (1998). A study of the effectiveness of N-PTOC in District Haripur, N.W.F.P., University of ARID, Rawalpindi.
- Semiotics (Pvt.)Limited.(1999). Study of the Effectiveness of In-service Training Programs offered to Primary School Teachers in N.W.F.P, Islamabad.
- Shah, M H. (2001). Impact of PEP-ILE Inputs on Children's, Peshawar.
- Sharif, H.M. (1965). A proposed programme of in-service education for teaching with special reference to improving the teaching language Arts in the Primary Schools of Pakistan, Graduate School of Indiana University.
- Sharon F.R and Gretchen B. R. (1995). Dynamic Teachers—Leaders of Change, Corwin Press Inc. California.

- Siddiqui M. A.(1991). In-Service of Proximal Development for Learning and Teaching. Ashish Publication House, New Delhi.
- Siddiqui, S A. (1982). Foreword to Economics and Financing of Education. AIOU. Islamabad.
- Singh S.A.(1980). Critical Study of the Programmes of the Pre-service and In-service Education of Teachers of Higher Education in India, Ph.D Edu.MSU, Baroda.
- Sinha, P.(1982). An Evaluative Study of Teacher Education in Bihar Ph.D Edu, Pat, New Delhi.
- Zaki, W.M. (1969). Educational Development in Pakistan. West Pakistan Publishers Co. LTD., Islamabad.

**LIST OF SCHOOLS OF DISTRICT ABBOTTABAD**  
**WHERE THE CLASS TEACHING WAS OBSERVED**  
**IN ONE OR MORE GROUPS**

1. Govt. Boys Primary School (boys) Banda Qazi Abbottabad (two groups)
2. Govt. Boys Primary School (Boys) Jhangi, Abbottabad (three groups)
3. Govt. Boys Primary School (Boys) Lamba Banda, Abbottabad (two groups)
4. Govt. Boys Primary School No.4 Abbottabad (two groups)
5. Govt. Boys Primry School Zafar Mara Abbottabad
5. Govt. Boys Primary School Kunj Qadeem, Abbottabad
6. Govt. Boys Primary School Zafar Maidan, Abbottabad
7. Govt. Boys Primary School upper Kunj, Abbottabad
8. Govt. Boys Primary School, Sheikhul Bandi, Abbottabad
9. Govt. Girls Primary School Jamia, Abbottabad
10. Govt. Girls Primary School Kunj, Abbottabad (two groups)
11. Govt. Girls Primary School City, Abbottabad
12. Govt. Girls Primary School Sir Syed Colony, Mandian
13. Govt. Girls Primary School No.1 Nawashehr Abbottabad (three groups)
14. Govt. Girls Primary School No. 2 Nawashehr Abbottabad
15. Govt. Girls Primary School No. 3 Nawashehr Abbottabad (two groups)
16. Govt. Girls Primary School Mera Muzaffar, Abbottabad
17. Govt. Girls Primary School No.4 Nawashehr Abbottabad (two groups)

**LIST OF SCHOOLS OF DISTRICT HARIPUR**  
**WHERE THE CLASS TEACHING WAS OBSERVED**  
**IN ONE OR MORE GROUPS**

1. Govt. Boys Primary School, Pandak, Haripur (two groups)
2. Govt. Boys Model primary School Haripur (two groups)
3. Govt. Boys School No.3, Haripur (two groups)
4. Govt. Boys Primary School Mang, Haripur
5. Govt. Boys Primary School Galham, Haripur (two groups)
7. Govt. Boys Primary School No.1 Haripur
8. Govt. Primary School Sarya, Haripur (four groups)
9. Govt. Girls Primary School No.2 Haripur (two groups)
10. Govt. Girls Primary School Darwesh Haripur (three groups)
11. Govt. Girls Primary School No. 1 Haripur
12. Govt. Girls Primary School Pandak, Haripur (two groups)
13. Govt. Girls Primary School Pind Munim, Haripur
14. Govt. Girls Primary School Pind Kamal Khan (three groups)
15. Govt. Boys Primary School Galham, Haripur
16. Govt. Girls Primary School, Mang, Haripur (two groups)

**LIST OF SCHOOLS OF DISTRICT MANSEHRA**  
**WHERE THE CLASS TEACHING WAS OBSERVED**  
**IN ONE OR MORE GROUPS**

1. Govt. Boys Primary School Kalgan, Mansehra
2. Govt. Boys Primary School Labarkot, Mansehra (two groups)
3. Govt. Boys Primary School Dara, Mansehra
4. Govt. Boys Primary School No. 1 Mansehra
5. Govt. Boys primary School Jabri Mansehra (two groups)
6. Govt. Boys Primary School Hassanpur, Mansehra
7. Govt. Boys Primary School Malikpur, Mansehra
8. Govt. Boys Primary School, Sherpur, Mansehra
9. Govt. Boys Primary School, Kotka, Mansehra
10. Govt. Boys Primary School, Gandhian, Mansehra (two groups)
11. Govt. Boys Primary School Trangri Pain, Mansehra
12. Govt. Girls Primary School No.1 Mansehra City
13. Govt. Girls Primary School No.2 Mufti Abad, Mansehra.
14. Govt. Girls Primary Jabri, Mansehra (two groups)
15. Govt. Girls Primary School Dab No.2 Mansehra
16. Govt. Girls Primary School Dab No.1 Mansehra (two groups)
17. Govt. Girls Primary School Naugazi Mansehra (three groups)
18. Govt. Girls Primary School Labour kot Manashra (two groups)
20. Govt. Girls Primary School College Doraha, Mansehra

**LIST OF SCHOOLS OF DISTRICT BATTAGRAM**  
**WHERE THE CLASS TEACHING WAS OBSERVED**  
**IN ONE OR MORE GROUPS**

1. Govt. Boys Primary School Garoli Bazar, Battagram
2. Govt. Boys Primary School Rasool Khan Colony, Battagram
3. Govt. Boys Primary School, Colony, Battagram
4. Govt. Boys Primary School, Battagram
5. Govt. Boys Primary School Batarkol Battagram
6. Govt. Boys Primary School Kakar Chang, Battagram
7. Govt. Boys primary School Kandoli Chapar gram Battagram
8. Govt. Boys Primary School Phagora Battagram
9. Govt. Boys Primary School Sultan abad Battagram
10. Govt. Boys Primary School Arghshora, Battagram
11. Govt. Girls Primary School Chapargram, Battagram
12. Govt. Girls Primary School Battagram
13. Govt. Girls Primary School Phagora, Battagram
14. Govt. Girls Primary School Kamargali, Battagram
15. Govt. Girls Primary School Madan Pain, Battagram
16. Govt. Girls Primary School Kakarchang, Battagram
17. Govt. Girls Primary School Jaupao Battagram
18. Govt. Girls Primary School Arghshori, Battagram
19. Govt. Girls Primary School Sandasur Qasim Khan Battagram
20. Govt. Girls Primary School Kas Mohammad tahir, Battagram







**RESEARCH ASSOCIATE PROFILE**

1. Mr. Imtiaz Ali, SET, Government Boys High School Mang, Haripur
2. Mr. Shahid Mehmood Raja, SET Government Boys Middle School, Galam pind Haripur
3. Mr. Nadeem Sultan Qazi, SET Govt. Boys High School No.2, Abbottabad
4. Mrs. Razia Sultana, Principle, Government Ghirls High School No.1 Abbottabad
5. Mr. Anwar khurshid, Assistant District Officers ( Schools) Mansehra
6. Abdul Latif,SET & Head master Government Boys Middle School Labour Kot Mansehra.
7. Mrs. Alia Khurshid, SET Govt Girls School No.1 Mansehra
8. Mr. Noor Habib, SET Government Boys High School Battagram
9. Mr. Fida Muhammad Khan, Assistant District Officer, Battagram
10. S. Manzoor Hussain Shah, Lecturer, AIOU

-

Appendix "E"

**ARID & AGRICULTURE UNIVERSITY, RAWALPINDI**

Dated 2.6.2003

Subject:- **CLASS-ROOM PERFORMANCE OF PTC TEACHERS**

A research study 'Comparative study of the trained primary teachers with & without in-service primary teachers & to develop a strategy for future' has been planned by S.Manzoor Hussain Shah a student of M.Phil programme of Allama Iqbal Open University.

The researcher has to observe the performance of some of PTC teachers with & without in-service of your district. For this purpose the researcher has to visit various schools of your district.

It will be appreciated if the researcher is allowed to observe the class-room teaching of above mentioned teachers for his research purpose.

Thanking you in anticipation

Yours sincerely,

Sd/

Dr. R.A.Farooq

Thesis Adviser,

ARID Agriculture, Rawalpindi

The Executive District Officer,  
Haripur, Abbottabad, Mansehra, Battagram Districts

-

