

GENDER RESPONSIVE & CHILD CENTERED APPROACHES

Training Manual

**DIRECTORATE OF PROFESSIONAL DEVELOPMENT (DPD)
KHYBER PAKHTUNKHWA PESHAWAR**



In partnership with
Canada



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Gender Responsive & Child Centered Approaches - Training Manual for Middle School Teachers

Directorate of Professional Development (DPD), Khyber Pakhtunkhwa
June 2021

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**Approved by Directorate of Curriculum and Teachers Education
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No./ _____

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List of Acronyms/ Abbreviations

| | |
|-----------|--|
| 1. E&SEDE | Elementary & Secondary Education Department |
| 2. DPD | Directorate of Professional Development |
| 3. UNICEF | United Nation International Children Educational Force |
| 4. GAC | Global Affairs Canada |
| 5. DCTE | Directorate of Curriculum & Teachers Education |
| 6. CCA | Children Centered Approach |
| 7. TCA | Teacher Centered Approach |
| 8. GRA | Gender Responsive Approach |
| 9. ACR | Annual Census Report |
| 10. NER | Net Enrollment Rate |
| 11. UDHR | United Nation Human Rights |
| 12. CEDAW | Convention of the Elimination of all forms of Discrimination Against Women |
| 13. NCSW | National Commission on Status of Women |
| 14. KP | Khyber Pakhtunkhwa |
| 15. SWOT | Strength, Weakness, Opportunities, Threats |
| 16. IQ | Intelligence Quotient |
| 17. ADHD | Attention Deficit Hyperactivity Disorder |
| 18. OHCHR | Office of the High Commission for Human Rights |
| 19. ILD | Interactive Lecture Demonstration |
| 20. PPT | Power Point (Presentation) |

Preface

Government of Khyber Pakhtunkhwa is committed to bring quality to the education system through systemic changes. Besides other reform initiatives, Elementary and Secondary Education Department (E&SED) aims to implement Gender Responsive and Child Centered Teaching Approaches.

Directorate of Professional Development (DPD) Khyber Pakhtunkhwa Peshawar has been assigned the responsibility to develop training module and train teachers on Gender Responsive & Child Centered Teaching Approaches. For this purpose, A committee of four faculty members have been constituted as module writers on the basis of their prior knowledge.

We would like to acknowledge the technical support provided by UNICEF & GAC through its project officials; namely, Muhammad Arshad Saeed – GAC, Miss. Momina Ahmad – Education Officer United Nations Children’s Fund (UNICEF) Field Office, Peshawar KP. This manual is the result of the collective efforts of the UNICEF & GAC team, and DPD Technical Committee who put together their intellectual capacities and carved out time to contribute in developing this manual.

This module tries to cover the fundamental and relevant areas of Gender Responsive & Child Centered Teaching Approaches for all teachers. I believe that the training based upon this module will help improve teaching learning processes in the classroom resulting in improved Student Learning Outcomes, the ultimate goal of E&SED, Khyber Pakhtunkhwa.

Dr. Tariq Mehmood
Director Professional
Development
Khyber Pakhtunkhwa

Agenda of Training

| S.No | Session | Activities | Timing |
|--------------|---|--|----------------------|
| Day-1 | | | |
| 1 | Introduction | <ul style="list-style-type: none"> • Introduction of participants & Program • Training Objective • Setting Norms | 08:30 am to 9:00 pm |
| 2 | Key Themes & Terminologies of Gender | <ul style="list-style-type: none"> • Brainstorming on Gender Concept • Quiz on Various Terminologies about Gender | 09:00 am to 09:45 am |
| 3 | Conceptual Frame Work of Gender Responsive Approaches | <ul style="list-style-type: none"> • Think Pair & Share on Rationale & Significance of Gender Responsive Approaches • Group Work on Gender & Human Rights • Plenary Discussion on Common Gender Issues & their Related laws in Pakistan | 09:45 am to 11:05 am |
| | Tea Break | | 11:05 am to 11:30 am |
| 4 | Status of Women in Pakistan and Implications of Gender Discrimination | <ul style="list-style-type: none"> • Think pair & share on the Status of Women in Pakistan • Plenary Discussion on Barriers to Girls Education in Pakistan • Questions/ Answers on Gender Discriminations | 11:30 am to 01:35 pm |
| | Lunch & Prayer Break | | 01:35 pm to 02:30 |
| 5 | Gender Responsive Teaching Practices | <ul style="list-style-type: none"> • Brainstorming on Gender Gaps in Education in Pakistan • Plenary Discussion on the Need of Early introduction of Gender Concepts in Schools • Group Work on Gender Responsive Teaching Practices • Group Work on Gender Responsive Pedagogical Tools/ strategies | 2:30 pm to 04:00 pm |

| Day-2 | | | |
|--------------|---|--|----------------------|
| 6 | Concept of Child Centered Approaches (CCA) | <ul style="list-style-type: none"> Brainstorming on the Concept of Child Centered Approaches and its importance Group Work on Child Centered Approaches and its importance Practice on worksheet | 08:30 am to 09:20 am |
| 7 | Pedagogical Theories (Advocating Child Centered Approaches) | <ul style="list-style-type: none"> Brainstorming on the concept of Theory & Teaching Method Group Work on Learning theories regarding Child Centered Approaches | 09:20 am to 10:10 am |
| | Tea Break | | 10:10 am to 10:40 am |
| 8 | Child Psychology and Effects of Corporal punishment | <ul style="list-style-type: none"> Think Pair & Share on the Concept of Child Psychology Group Work & Gallery Walk on Child Psychology and its implication on Child Centered Approaches Group Discussion on Corporal Punishment and its implication on learning | 10:40 am to 12:00 pm |
| 9 | Child Centered Pedagogy and its Implications | <ul style="list-style-type: none"> Penal Discussion on Child Centered Vs Teacher Centered Approaches (TCA) Group work & Gallery Walk on Advantages & Disadvantages of TCA & CCA Group Task on Comparison of TCA & CCA | 12:00 pm to 01:25 pm |
| | Lunch & Prayer Break | | 01:25 pm to 02:30 pm |
| 10 | Child Centered Teaching Techniques | <ul style="list-style-type: none"> Brainstorming on Child centered and Teacher Centered Techniques Jigsaw activity on various Child centered Techniques Group Work on Methods, Strategies & Techniques of Child Centered Approaches | 02:30 pm to 04:00 pm |

| Day-3 | | | |
|--------------|--|---|----------------------|
| 11 | Practicum on Gender Responsive Approaches & Child Centered Practices | <ul style="list-style-type: none"> Group work on preparation of various Gender Responsive & Child Centered Teaching Practices Presentation/Demonstration on Prepared lessons based on Gender Responsive & Child Centered Teaching Practices | 08:30 am to 10:30 am |
| | Tea Break | | 10:30 am to 11:00 am |
| | | <ul style="list-style-type: none"> Presentation/Demonstration on Prepared lessons based on Gender Responsive & Child Centered Teaching Practices | 11:00 am to 01:00 pm |
| | Lunch & Prayer Break | | 01:00 pm to 02:00 pm |
| | | <ul style="list-style-type: none"> Presentation/Demonstration on Prepared lessons based on Gender Responsive & Child Centered Teaching Practices | 0200 pm to 03:30 pm |
| | Closing | <ul style="list-style-type: none"> Feedback on Demo Lessons and closing | 03:30 pm to 04:00 pm |

Day-One: Gender Responsive Approaches (GRA)

Session 1: Introduction of Gender Responsive Approach & Child Centered Approaches



Time: 30 Minutes

Objectives:

At the end of this session the participants will be able to:

1. familiar with each other.
2. describe the objectives of the training.

Material. Charts, Markers, Handout, Worksheet

Activity-1.1: Introduction

Time: 20 minutes

- Welcome the participants and invite a volunteer for recitation of some verses from The Holy Quran.
- Share brief introduction of the Program.
- Introduce yourself and your team.
- Ask the participants to introduce himself/herself turn by turn.
- Now share and discuss the Hadiths from **Handout 1.1** as starting point.
- Share the registration form and ask them to fill it.

Activity-1.2: Objectives of the Training

Time: 10 minutes

- Share and discuss the following objectives of the training with participants one by one with the help of already prepared charts/Power Point Presentation.

After Completing the training the participants will be able to:

1. build awareness regarding Gender Responsive teaching approaches and its different manifestations.
 2. work for acquiring a conducive environment in community and schools, wherein, equal opportunities can be provided to both boys and girls, irrespective of their gender.
 3. highlight and practice fundamental attributes of child centered Teaching Approaches.
 4. improve Gender Responsive Approaches & Child Centered Practices at school level.
- **Now Set Norms for conducting the training with consultation of the participants**

Handout 1.1: References from Hadiths

Hadiths:

Share the below hadith as starting point, :

It is stated by حضرت محمد رسول الله خاتم النبيين صلى الله عليه وعلى آله واصحابه وسلم

“that be strict, patient and balanced in your treatment with all your children, and if I were to give priority in this matter to someone, then women or girls are in priority”(Tabarani)

Given below are some sayings of حضرت محمد رسول الله خاتم النبيين صلى الله عليه وعلى آله واصحابه وسلم

- "The person who is put to a test because of the birth of the daughters and then he treats them generously, they will become a means of rescue for him from Hell." (Bukhari, Muslim).
- "The one who brought up two girls till they attained their maturity, will appear along with me on the Resurrection Day ... Saying this the Holy Prophet jointed and raised his fingers. (Muslim).
- "The one who brought up three daughters, or sisters, taught them good manners and treated them with kindness until they became self-sufficient. Allah (ﷻ) will make Paradise obligatory for him. A man asked: What about two, O Messenger of Allah? The Holy Prophet (ﷺ) replied: The same for two." Ibn `Abbas, the reporter of the Hadith, says: "Had the people at that time asked in respect of one daughter, the Holy Prophet (ﷺ) would have also given the same reply about her. " (Sharh as-Sunnah).
- Maintain equality between your sons, daughters and giving gifts. (Reference: Tarmizi # 1367)

Session 2: Introduction to key themes & terminologies of Gender



Time: 45 Minutes

Objectives: At the end of this session the participants will be able to:

1. explain the concept of Gender.
2. differentiate between Gender and Sex.
3. explain the various key terminologies of Gender.
4. distinguish between various key themes of Gender Concept.

Material. Charts, Markers, Handouts

Activity-2.1 Brain storming

Time: 10 Minutes

- Ask the participants what comes to your mind when you hear or see the word “Gender”?
- Tell them to write it in a word, a phrase or a sentence on a piece of paper.
- Tell them to paste these pieces of paper on a prominent place in the room.
- Read aloud their responses and separate the ones which lead to misconception of Gender (if there is any).
- Explain and discuss the concept of Gender with the help of **Handout 2.1** using PPT/Chart.
- Conclude the activity by asking the below questions for reflection.
 - What is the difference between Sex & Gender?
 - Do the roles and responsibilities, assigned to men/women, vary across different cultures and societies?

Activity-2.2 Quiz Competition

Time: 30 Minutes

- Ask three volunteers to come in front and assign them **Handout 2.2** for reading and discussion.
- Divide the rest of the participants in two groups.
- Enlist the different concepts of Gender given in **Handout 2.2**.
- Ask them to discuss these concepts for 10 minutes in groups and note down the key points of their discussion regarding each concept.
- Now tell all members of both the groups to stand in front of each other in a line/curve.
- Tell them that a gender concept from the handout will be announced and one member from each group has to respond on its turn.
- Tell the volunteers that they will act as judges to identify the most relevant responses from each group.
 - Conduct the quiz and conclude the activity by recalling some of the concepts from participants.

Conclusion:

Time: 05 Minutes

- Conclude the session by summarizing key discussion points on:
 - Difference between Gender and Sex.
 - Gender based terminologies

Handout2.1: Gender Concepts

Gender vs Sex

'Gender' and 'Sex' are often used interchangeably, despite having different meanings.

Canadian Institutes of Health Research has highlighted difference between Sex and Gender in following words.

Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.”

Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.

Handout-2.2: Gender Terminologies

Gender stereotypes

The constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. In most of the developing societies, women are seen as cleaners, caregivers and nurses, and men are seen as drivers, doctors and leaders. The images reinforce gender roles, which are socially constructed.

Gender Bias

Gender bias is a preference or prejudice toward one gender and results in unequal expectations, attitudes, language use and treatment. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious.

Gender Relations

Relationships between women and men acquired through the process of socialization in terms of power sharing, decision making, and division of labour within the household and in the society at large.

Gender Expression

How people express their gender. Everyone expresses their gender in different ways: for example, in the way they dress, the length of their hair, the way they act or speak and in their choice of whether or not to wear makeup.

Gender Discrimination

Denying opportunities and rights to individuals on the basis of their gender.

Gender Equity

Giving equal treatment to both girls and boys, women and men to access resources and opportunities, according to their respective needs. The concept recognizes that women and men have different needs and power in society and that these differences should be identified and addressed in a manner that rectifies the imbalances between genders. This may include equal treatment, or treatment that is different but enables girls/women and boys/men to equally exercise rights, benefits, obligations and opportunities.

Gender Equality

The elimination of all forms of discrimination based on gender, so that all people have equal opportunities and benefits.

Gender Blindness

The failure to recognize the differences between males and females, therefore leading to failure to provide for the differences.

Gender Awareness

The ability to identify problems arising from gender inequality and discrimination, even if these are not apparent on the surface Gender mainstreaming. The consistent integration of gender concerns into the development and implementation of policies, plans, programs and projects at all levels, including national, community, school and classroom.

Gender Sensitive

The ability to recognize and respect the experience and needs of all genders.

Gender Responsiveness

Taking action to correct gender bias and discrimination in order to ensure gender equality and equity.

Gender Mainstreaming

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

<https://www.un.org/womenwatch/osagi/gendermainstreaming.htm>

Objectives: At the end of this session the participants will be able to:

1. describe the conventions and laws of Gender & Human Rights at National & international level.
2. familiarize with the rationale & significance of Gender Responsive Approaches.

Material. Prepared Charts, Markers, Handouts, and Worksheet.

Activity: 3.1 Think -Pair -Share

Time: 30 min

- Brainstorm the following questions
 - What different professions can be equally adopted by men & women?
 - Why do we limit the women to certain roles/professions?
- Conclude that 'the assigned roles, responsibilities & professions to a specific gender is based on cultural & social norms rather than biological structure'.
- Ask the trainee teachers to read the **Handout 3.1** individually.
- Divide the participants into pairs and ask the following questions using chart.
 - What is the overall literacy rate in Pakistan and what is the literacy rate among women in Khyber Pakhtunkhwa?
 - Why less women in KP are literate and how can this difference be overcome?
 - What can be the role of women/girls in development of a country?
 - How can discrimination with a specific gender affect the overall development?
- Ask them to discuss these questions in pairs.
- Take responses from some pairs randomly and lead the discussion to the importance of Gender responsive Approaches in all sectors especially in Education sector.
- Now explain & discuss the Summary of misconceptions and acquaintance (**Handout-3.2**) through Chart/ PPT Presentation.
- Conclude the activity by recalling the key points of discussion and summarize the activity.

Summary of Discussion for PPT/Chart

- Gender Plays key role in constituting educational policies and teaching methodologies/Strategies.
- Both boys and girls should be provided with equal opportunities in every walk of life and education in particular.
- Women are approximately half of Pakistan Population.
- They are not provided with adequate access to exercise their due rights, have access to resources and play their effective social role as compared to men.
- Pakistan's standing in Global Gender Parity Index 2021 is 153/156 according to World Economic Forum (WEF).
- Male members of the society in Pakistan enjoys cultural dominance over the women.
- Educators can play a vital role in eliminating the wrong practices of suppression and exploitation of women in our society.
- They could inculcate the concepts of gender equality and respect for the opposite gender in and out of the classroom.
- An educator must be aware of different concepts of gender as this understanding can help him/her to promote a sound learning environment for all the learners irrespective of their gender.

Activity: 3.2 Group Work

Time: 30 min

- Divide the participants into groups of 5 and ask them to discuss **Handout 3.3** in groups for 10 minutes.
- Monitor the group discussion.
- After completing group discussions ask them to complete the **worksheet 3.1** by using chart paper and paste the charts on wall.
- Tell them to make a gallery walk and note the key points of other groups' task.
- Conclude the activity by asking the below question as reflection:
 - Which Gender Practices are the essential Human Rights?

Activity: 3.3 Plenary Discussion

Time: 20 min

- Write the following questions on writing board.
 - What are the key Common Gender Issues in Pakistan?
 - What are the related laws addressing the key Gender Issues?
- Ask the participants to read the **Handout 3.4** & invite a plenary discussion on these questions.
- Lead the discussion and give a PPT presentation/charts using **Handout3.4**.

Conclusion:

- Conclude the session by summarizing key discussion points on:
 - Laws of gender and human rights.
 - Rationale and significance of gender responsive approach.

Handout 3.1 : Examples of Gender Discrimination

i. **Misconceptions at Social Level**

- ✓ Women cannot perform better than men in any field.
- ✓ Man is usually consider as head of the family.
- ✓ Women role is only nurturer and care giver
- ✓ Certain jobs cannot be performed by women i.e. development work, etc. OR certain jobs are considered only for women e.g. House hold chores & Teaching etc.
- ✓ Women should only be limited to their “Homes”
- ✓ The women who go out for job are not considered as “Good”
- ✓ The women’s role as caregiver/ nurturing is inferior one.

ii. **Political Biases**

- ✓ Power and Authority are considered to be the due rights of men/boys in every field of life.
- ✓ Decision making for different Development projects influenced by men as participation of women is less.
- ✓ Free Expression and respect to the views of women politicians are not valued in most cases.
- ✓ Women are considered to be more involved at the local level political activities linked to their domestic roles.

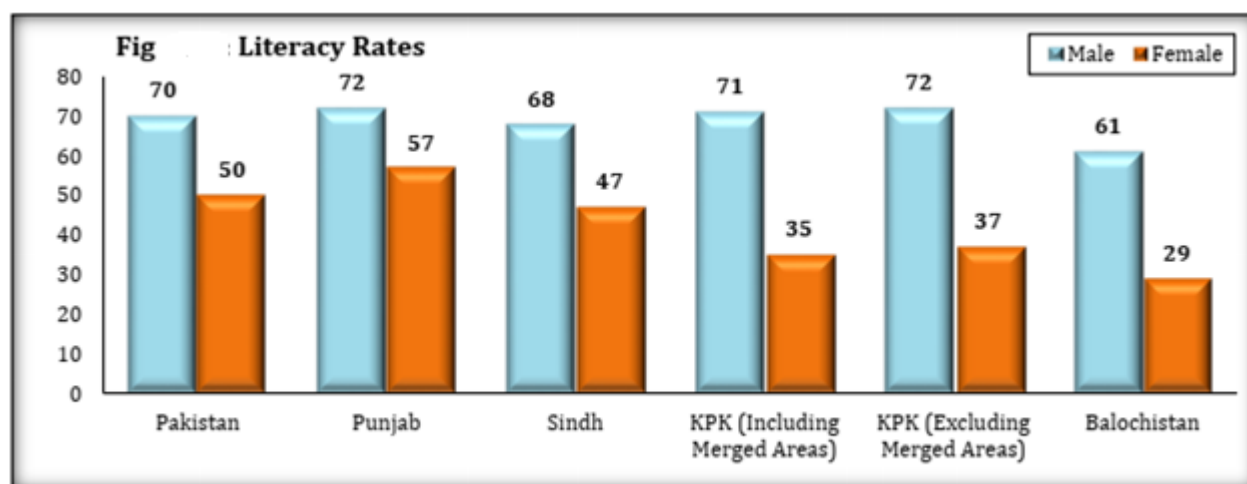
iii. **Economical Differences**

- ✓ Difference in women and men occupying high level career and control of financial and other productive resources. (e.g. Mostly, in Banking and Corporate Sectors).
- ✓ Lack of awareness to consider strategic needs of women during project planning, development and implementation due to less participation of female at developmental level.
- ✓ Discrimination in wages paid to women or men for services rendered in labour market or work place.

iv. **Educational Disparities**

- ✓ Insufficient educational opportunities for girls and cultural expectations associated with girls and boys
- ✓ According to Annual Census Report (ACR) 2018-19 (ESED-KP) the Net Enrollment Rate (NER) of female in KP is 55% as compared to male is 75% (while in NMDs NER of Female is 40% % as compared to male is 73%)
- ✓ Family resources are subjected to be more focused on boys rather than girls in our country this is usual practice of not giving share to daughters out of hereditary family property and although there exist laws recognizing their right to family property of father or mother etc.

| Table : Literacy Rate (10 Years and Above)-Pakistan and Provinces (percent) | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Province/Area | 2014-15 | | | 2019-20 | | |
| | Male | Female | Total | Male | Female | Total |
| Pakistan | 70 | 49 | 60 | 70 | 50 | 60 |
| Rural | 63 | 38 | 51 | 64 | 39 | 52 |
| Urban | 82 | 69 | 76 | 79 | 67 | 74 |
| Punjab | 71 | 55 | 63 | 72 | 57 | 64 |
| Rural | 65 | 45 | 55 | 67 | 48 | 57 |
| Urban | 82 | 73 | 77 | 80 | 72 | 76 |
| Sindh | 70 | 49 | 60 | 68 | 47 | 58 |
| Rural | 55 | 24 | 40 | 53 | 23 | 39 |
| Urban | 82 | 70 | 76 | 79 | 66 | 73 |
| Khyber Pakhtunkhwa (Including Merged Areas) | - | - | - | 71 | 35 | 53 |
| Rural | - | - | - | 69 | 31 | 50 |
| Urban | - | - | - | 80 | 53 | 67 |
| Khyber Pakhtunkhwa (Excluding Merged Areas) | 71 | 35 | 53 | 72 | 37 | 55 |
| Rural | 69 | 31 | 50 | 70 | 34 | 52 |
| Urban | 80 | 52 | 66 | 81 | 54 | 68 |
| Balochistan | 61 | 25 | 44 | 61 | 29 | 46 |
| Rural | 54 | 17 | 38 | 55 | 22 | 40 |
| Urban | 78 | 42 | 61 | 76 | 47 | 63 |



(Pakistan Economic Survey 2020-21)

Handout-3.2 Rationale & Significance of Gender Responsive Approaches

Rationale:

It is essential to consider gender in constructing policies and selecting teaching methods to ensure both boys and girls are equally supported. The following statistics support the case for a gender lens in teaching.

Women constitute almost half of the population of Pakistan. However, access to and control over resources, entitlement to rights and power-sharing are unequally distributed between men and women. The need for supporting gender responsive policies, programmes and budgets cannot be stressed enough especially in a country like Pakistan which stands at 153 out of 156 on the Global Gender Parity Index for 2021 that is released every year by the World Economic Forum. (http://www3.weforum.org/docs/WEF_GGGR_2021.pdf ; page 311)

Long-standing beliefs about social and cultural roles can also be difficult for boys/men because they are expected to have the power in relationships with girls/women and are allowed to use violence to demonstrate their physical or muscular power.

Educators can help to build the foundation of an inclusive society that respects and protects the dignity and rights of all people, including females, by fostering feelings and behaviors of self-worth and social respect in and out of the classroom. To do this effectively, educators must understand the basic concepts of gender and human rights.

As an educator, understanding different gender concepts allows you to be respectful of differences and to promote safe learning environments for all learners. Gender and sex are often used interchangeably but 'sex' refers to biologically-determined reproductive anatomy, while 'gender' generally refers to socially constructed roles for males and females, or norms that define the characteristics, capacities and behaviors expected of boys/men and girls/women.

Handout 3.3: Gender and Human Rights

The Office of the United Nations High Commissioner for Human Rights (OHCHR) defines human rights as the following:

“Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible”

Since the founding of United Nations in 1945, equality between men and women has been among the fundamental human rights guaranteed. The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all people and all nations.

The Universal Declaration of Human Rights

The UDHR contains 30 articles, and covers the most fundamental rights and freedoms of people (collectively and individually) everywhere in the world. The articles can be divided into 6 groups.

- **Articles 1 and 2 are the foundation blocks** on which the UDHR is built. They reaffirm human dignity, equality and brotherhood.
- **Articles 3-11 are the house’s first column.** They are the **rights of the individual**: the right to life, outlawing of slavery or torture, equality before the law, the right to a fair trial etc.
- **Articles 12-17 are the second column.** These are the **rights of individuals within civil and political society**. They include freedom of movement, the right to a nationality, the right to marry and found a family, as well as the right to own property.
- **Articles 18-21 are the third column.** They are the **spiritual and religious rights** of individuals, such as freedom of thought and conscience (i.e. religion), the right to your own opinion, the right to peaceful assembly and association, and the right to vote and take part in government.
- **Articles 22-27 are the final column** to the UDHR house. They are the **social, economic and cultural rights of the individual**. They include the right to work, the right to rest and leisure, the right to a decent standard of living, and the right to education.
- **The final three articles, 28-30, are the pediment** that binds these four columns together. They remind us that **rights come with obligations, and that none of the rights mentioned in the UDHR can be used to violate the spirit of the United Nations**.

In 1967, United Nations Member States adopted the Declaration on the Elimination of Discrimination against Women, which states that discrimination against women is an offence against human dignity and calls on States to “abolish existing laws, customs, regulations and practices which are discriminatory against women, and to establish adequate legal protection for equal rights of men and women” (OHCHR 2014 Women ‘s Rights are Human Rights, Geneva, page 5).

Ref: <https://www.ohchr.org/documents/events/whrd/womenrightsarehr.pdf>

In 1979, it became an international treaty known as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which means that it is a legally binding agreement between states.

Pakistan ratified CEDAW on December 3, 1996. CEDAW obligates states to "establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination." (Article 2.C of CEDAW, 1979)

Every human being is entitled to human rights, enshrined in international law, which include:

- right to equality
- freedom from discrimination
- freedom of speech and expression
- freedom of thought, conscience and religion
- economic, social and cultural rights
- right to education

Human beings have the right to live free from discrimination and not be denied opportunities or rights based on their race, sex, gender, socio-economic status, religion, ability or other social identity. Regardless of where you live, gender equality is a fundamental human right, though gender inequalities continue to persist. Women and girls experience multiple and intersecting forms of discrimination which excludes them from accessing resources/facilities such as education, health care, food, water, housing and land. Men and boys may also experience intersecting forms of discrimination that prevent them from equal access to resources and opportunities, although gender is not usually one of them. This system of exclusion and discrimination harms the safety, development and well-being of all human beings.

Gender equality is at the heart of human rights. Gender responsive schools play a critical role in lifting up every child's right to safety, dignity and education, regardless of gender. A human rights framework can support teachers and schools to raise awareness and dismantle harmful gender practices and stereotypes, so that girls and women, along with boys and men, can bring forth their needs and desires, as well as their creative ideas and brilliance to address the social and environmental issues of our time.

Gender equality and freedom from discrimination are human rights. While there may be different political or religious opinions on gender, we all have an obligation to ensure that no one is mistreated, marginalized or discriminated against. Everyone in society deserves to be treated with respect and to be provided with equal opportunities.

Handout 3.4: Common Social Gender Issues & Their Redressal in Pakistan

Common Gender issues in Pakistan

- ✓ Fear of violence/ discrimination against women.
- ✓ Harassment at workplace is one of the reason for not working.
- ✓ Discrimination on the basis of sex in job related activities.
- ✓ Lack of equal access for all segments of social level (men and women) to the resources and opportunities.
- ✓ Large difference in male/female education in rural and urban areas.
- ✓ Social Barriers in casting votes in some pockets of the province.

Gender Laws in Pakistan

Pakistani Constitution of (1973) article 25 addresses that:

- ✓ All citizens are equal before the law and are entitled to equal protection before the law
- ✓ No discrimination on the basis of sex alone
- ✓ Nothing in this article shall prevent the state from making any special provision for the protection of women and children

Article 34 stated:

- ✓ Full participation of women in all spheres of national life.
- ✓ Pakistan Labor Policy 2002 states that elimination to gender discrimination to reinforce gender equality.

i) National Commission on Status of Women

National Commission on the Status of Women (NCSW) is a statutory body, established in July 2000. It is an outcome of the national and international commitments of the Government of Pakistan like Beijing Declaration and Platform for Action, 1995; and National Plan of Action (NPA) for Women, 1998. Six Commissions have completed their respective term of three years. Term of the last Commission expired on 31st October, 2019. The National Commission on the Status of Women (NCSW) was established with the specific purpose to:

- examine policies, programs and other measures taken by the Government for women's development and gender equality
- review laws, rules and regulations affecting the status of women
- monitor mechanisms and institutional procedures for redress of violations of women's rights and individual grievances
- encourage and sponsor research to generate information, analysis and studies relating to women and gender issues
- develop and maintain interaction and dialogue with NGOs, experts and individuals in society at the national, regional and international level

ii) Khyber Pakhtunkhwa Commission on the Status of Women

The Khyber Pakhtunkhwa Commission on the status of Women is a statutory body established under 'The Khyber Pakhtunkhwa establishment of the commission on status of women Act XXVIII 2016'. It came in to being on May 13, 2010 in the backdrop of the devolution of powers and Federal Women Development Ministry.

Under the 'Khyber Pakhtunkhwa Commission on the Status of Women Act, 2016' The most basic purpose to establish the Commission was to have a regulatory monitoring body that can work with sister government organizations as well as with NGO's towards the emancipation of women, equalization of opportunities including socio-economic condition among women and men. Also to eliminate all forms of discrimination/violations against women.

iii) Representation of women in parliament – women reserve seats in National Assembly and KP Assembly.

In order to implement the fundamental rights guaranteed in the constitution, substantive amendments in the constitution as well as election laws are made to ensure increased women's participation in political process. For instance, 60 seats for women are reserved in the National Assembly under Article 51 and 17 seats are reserved in the Senate of Pakistan under Article 59. While, 168 seats for the provincial assemblies i.e. Balochistan (11), Khyber Pakhtunkhwa (26), Punjab (66) and Sindh (29) under Article 106 of the Constitution. Similarly, the Elections Act, 2017 directed the political parties to ensure at least five per cent representation of women candidates when fielding candidates for general seats, which is a progressive development to encourage representation of women in legislative bodies

| Worksheet 3.1 | |
|---------------|---|
| i. | Define Human Rights <hr/> <hr/> |
| ii. | What are the international legal protection (Declarations, Conventions and Treaties etc.) for Human Rights? <hr/> <hr/> <hr/> <hr/> |
| iii. | When Pakistan ratified CEDAW ? <hr/> |
| iv. | Enlist the broader categories of Human rights, enshrined in international law? <hr/> <hr/> <hr/> |
| v. | What role can teachers and schools play in supporting and implementing Human Rights/ Women Rights? <hr/> <hr/> <hr/> <hr/> |

Session 4: Status of Women in Pakistan and Implications of Gender Discrimination.



Time: 65 Minutes

Objective: At the end of this session the participants will be able to:

- i) build awareness about women status in society as citizens of Pakistan.
- ii) debate discriminatory attitude of the society towards the women.
- iii) describe girls' right to education and equal opportunities in life.

Materials required: Writing board, Markers, Charts, Masking Tape, Handouts 4.1, 4.2, 4.3 and Worksheets 4.1, 4.2 & 4.3.

Activity 4.1: Think-Pair-Share

Time: 20 minutes

- Divide the participants into pairs.
- Ask them to read and complete the **worksheet 4.1** by think-pair-share.
- After filling-in the worksheet, take responses from some pairs.
- Discuss the responses and ask them to read **Handout 4.1**.
- Ask them:
 - What they feel about the status of Women in Pakistan?
 - Suggest what could be the individual and collective role of society to improve the status of Pakistani women?
 - Are there any benefits / needs to improve the status of our Women?
- Conclude the activity by sharing the following text:

The prestige and honor of women given by Islam should be emphasized. The prevailing social norms of our Society such as aborting baby girls, honour killing, early age marriages, Swara, Vani (custom of handing over young and innocent girls in compensation of crime committed by any male member of the family), acid throwing, depriving the women of their share in inheritance, domestic violence, child labour etc., are inhuman and non-Islamic.

Activity 4.2: Plenary Discussion

Time: 20 minutes

- Share with the participants:
"A very small number of girls reach the master level of Education in Pakistan as compared to boys".
- Write or display the following question on the writing board:
 - What are gender related barriers that may lead to low participation of girls in our Education System?
- Take their responses and write them on the board.
- Ask any one volunteer to share her story as an example.
- Now ask them to read and discuss the **Handout 4.2** in pairs.
- Generate a plenary discussion on 'Barriers to Girls Education in Pakistan'.
- Conclude the discussion by recalling the key points.

Activity 4.3: Question/Answer**Time: 25 minutes**

- Share with the participants:
A very small number of women employees in our work place and rare of them are at top positions
- Write or display the following question on the writing board:
 - How many women and men were working at top positions during your student life or professional career?
 - What are gender related barriers which lead to low representation of women at Workplaces as compared to men?
- Take their responses and write them on the board.
- Summarize the activity by classifying their responses into the following categories:
 - i. Social norms.
 - ii. Early age marriages.
 - iii. Low support services for gender violence and harassment.
 - iv. Unawareness of gender rights and opportunities.
 - v. Lack of awareness on the part of women to cope with gender barriers.
 - vi. Inadequate role of men to promote women.
- Ask the participants to:
 - Define gender discrimination in their own words.
 - Enlist gender discrimination practices present at their homes, educational institutes and workplaces.
- Write their responses on writing board and funnel down their responses to find ways to improve gender balance in Pakistan.
- Now ask them to read **Handout 4.3** about gender discrimination.
- To comprehend reading activity, the participants to complete the **Worksheet 4.2** individually.
- Ask two volunteers to discuss their working on Worksheet 4.2.

Conclusion:

- Conclude the session by summarizing key discussion points on:
 - Status of women in Pakistan.
 - Gender discrimination and its implications in our home, education and workplaces.
 - Need of gender responsive approach for development of Pakistan and wellbeing of Pakistani.

Handout 4.1 Status of Women in Pakistan

There is great diversity in the status of women across classes, regions, and the rural/urban divide due to uneven socioeconomic development and the impact of tribal, feudal, and capitalist social formations on women's lives. There are many other factors which also affect the women status in Pakistan's male dominated society, which include our culture, norms and traditions.

Islam gives the equal rights to both men and women, despite Islamic teaching, values and virtues our patriarchal society does not allow the women to enjoy equal status as men.

The total population of Pakistan, as per Population Census of 2017, is about 208 million, of which 49 per cent are women. Pakistan has been ranked at a very low position of 151 out of 153 countries, as per World Economic Forum's Gender Gap Index 2020.

(Reference: <https://asiapacific.unwomen.org/en/digital-library/publications/2020/11/young-women-in-pakistan-status-report-2020>)

Pakistan has adopted a number of key **international** commitments to gender equality and women's human rights:

- The Universal Declaration of Human Rights, 1948
- The Convention on the Elimination of all forms of Discrimination Against Women, 1979
- Beijing Declaration and Platform for Action, 1995
- The Sustainable Development Goals, 2015

National commitments in place include:

- A National Policy for Development and Empowerment of Women, 2002
- Protection against Harassment of Women at Workplace Act, 2010
- Prevention of Anti-Women Practices Act, 2011
- The Acid Control and Acid Crime Prevention Act, 2011
- The National Commission on the Status of Women (NCSW), 2012
- Criminal Law (Amendment) (Offences in the name or pretext of Honour) Act, 2016
- Criminal Law (Amendment) (Offences Relating to Rape) Act 2016
- Prevention of Electronic Crimes Act, 2016
- A National Plan of Action on Human Rights, 2016

The National Commission on the Status of Women (NCSW) came into existence through a presidential ordinance and was established by the NCSW Act, 2012. The basic role of NCSW is to examine and review laws, policies, programmes and monitor the implementation of laws for the protection and empowerment of women, and to facilitate the government in the implementation of international instruments and obligations.

KP Provincial commitments adopted include:

- Gender Equality Policy Frameworks
- Women's Empowerment Packages and Initiatives.

The Khyber Pakhtunkhwa Commission on the Status of Women is a statutory advisory body established under the Khyber Pakhtunkhwa Act XIX of 2009 which was amended by the Khyber Pakhtunkhwa Assembly under the new Act XXVIII of 2016. The Commission in Khyber Pakhtunkhwa is the first ever Provincial Level Commission in the country, established with functions to oversee implementation of laws, policies and programs related to women and propose new measures where gaps exist.

The Government of Khyber Pakhtunkhwa formulated Women Empowerment Policy Framework in 2014. Its vision is empowerment of women so that they can realize their full potential and participate fully in development. Its components are social, economic, political and legal empowerment and assess to justice.

Handout 4.2: Barriers to Girls Education in Pakistan

A) INSIDE THE SCHOOL SYSTEM

Many of the barriers to girls' education are within the school system itself. The Government of Pakistan has not achieved an universal primary education to meet the needs of the country's children, especially girls. While handing off responsibility to private school operators nothing can absolve the state of its obligation, under international and domestic law, to ensure that all children receive a decent education. Barriers within the education system are:

1. Lack of investment (Insufficient budgetary allocation by the government)
2. Non-conducive learning environment such as overcrowded classroom, lack of facilities etc. in schools compel children to drop out.
3. Authoritarian approach by teachers – absence of child friendly environment in schools, including punishment
4. No enforcement of free and compulsory Education (Article 25.a)

B) OUTSIDE THE SCHOOL SYSTEM

Aside from the barriers to education within the school system, girls also face barriers in their homes and in the community. These are:

1. Poverty of parents
2. Illiteracy of parents
3. Child Labor
4. Social Norms
5. Insecurity due to distant location of schools
6. Gender Discrimination- Despite of higher achievements by girls in education, boys are preferred for enrollment, quality education and better opportunities by families.
7. Early Marriages
8. Armed Conflicts and Targeted Attacks on Schools
9. Other dangers on the way to School

Handout 4.3: Gender discrimination

Gender discrimination is based on gender stereotyping by a culture, i.e. which considers males as superior and females as inferior or weak. It defines the practice of granting or denying rights or privileges to a person(s) based on their gender.

Gender inequalities have existed from a long time, but currently, it has greatly threatened the well-being of and social justice in the society and sustainable development of a nation. Everyday forms of violence that occur within our homes include gender discrimination in intra-household food distribution, lack of access to education and health, denial of inheritance right, restriction on women's mobility, verbal abuse and physical violence against women by family members etc. Mistreatment and violence also take place in the name of culture; such as local customs of, Sawara (custom of handing over young and innocent girls in compensation of crime committed by any male member of the family) , and Honour Killing, Acid Throwing etc. have also become widespread and acceptable. All of these malpractices has their own adverse effects.

For instance: **Child marriage** is any formal marriage or informal union where one or both parties are under age. It is fueled by gender inequality, poverty, social norms and insecurity. It violates girls' rights to health, education and opportunity. Ending child marriage is needed to improve the education, health and development of millions of girls, and their children, because it has devastating consequences on:

- **Education:** When a girl gets married she is often expected to drop out of school to look after the home, children and extended family. For the same reasons – and sometimes because of official school or national policies – it is difficult for married girls, pregnant girls and young mothers to return to school.
- **Health:** If married at early age, girls are more likely to have early pregnancies, experience dangerous complications in pregnancy and childbirth, acquire HIV, and experience domestic violence.
- **Development:** When they marry as children, girls miss out on developing the skills, knowledge and confidence they need to make informed decisions, negotiate, access paid employment and live independent lives. With little access to education and economic opportunities, girls and their families are more likely to live in poverty.

Gender discrimination is also deeply rooted in Pakistani society in education and employment sectors. For the progress and prosperity of a country there is needed to eliminate the discriminatory attitude of the society towards the women. Women are often convinced that the work they do at home is their duty and that they do not need and should not expect any reward for it. While, the work is done by men is considered more valuable in the sense of social and economic value.

The **gender differentials in paid and unpaid works** also led to differently conditioning men and women's economic, social and political standing in society. Women's universally expected involvement in un-paid domestic work leads to feminization of domestic work all over the globe. Even if both the man and woman in a couple work outside home in paid labour market, when return to home, women are expected to perform all the domestic chores. The men helping women in domestic chores of cooking, cleaning and washing is a less frequently occurring phenomenon.

The 1998 census showed a total 31.98% labour force participation rate in 1998; including 59.24% for men and 2.23% for women labour force participation rate at national level. Whereas, at provincial level, KPK had overall 29.09% labour force participation of both sexes in 1998. It is 1.64% for women and 55.52% for men in KPK. The labour force participation rate of rural women in KPK was only 11.7% as compared to that of their urban women counterparts of 5.6% according to Pakistan Labor Force Survey 2018-19

published by Pakistan Bureau of Statistics (PBS). Women's labour force participation rate in Pakistan did not progress much till today. In the same report the crude labor force participation rate is 32.1% in Pakistan. The crude participation rate is 48.1% for men and 15.5% for women.

Similarly, women do not participate in **decision making**. To break this structure there is dire need to empower the women. In Pakistan the status of women is much better in the urban areas when compared to the rural areas. Data from the Pakistan Fertility and Family Planning Survey 1996-97, reveals that women's decision-making authority is clearly related to the context in which they live, as urban women have a say in household matters, almost equal to their husbands', whereas most rural women report that their husbands and other family members have a predominant role in household decisions with regard to seeking medical treatment for a sick child or to make purchases of household items. Moreover, urban women has greater freedom to go outside home alone, achieving gender equality and fertility reduction outcomes.

In nutshell, women have no or low share in income / earnings of the family, there is no equal status of women, female were not allowed to work out side home, women are more vulnerable to poverty, women share more burden of productive and household work, if household and productive burden share equally it could help in poverty alleviation, household poverty could be reduced when both male and female members earn. Male members are the decision makers in their houses, there is no equal opportunity in higher education for women, also women are facing difficulties in labour market and quality living.

It seems that if skill enhancement opportunities not provided to women equally it would affect poverty alleviation and gender development. There is dire need to focus on women empowerment in education, employment, decision-making and providing legal, political, economic and social rights to women.

Worksheet 4.1

Instruction: Fill in the Islamic practices against each given inhuman practice prevalent before Islam.

| Inhuman Practices before Islam | Islamic Practices |
|--|-------------------|
| Women were humiliated, treated harshly and reduced to a position of being maids rather than dignified women | |
| Women, held in bondage to their husbands, either kept by them or divorced by them at their will and pleasure only. | |
| Women were viewed as the embodiment of sin, misfortune, disgrace and shame. | |
| Women have no rights or any kind of position in society. | |
| Women were deprived of all opportunities to develop their personalities and their individualities. | |
| Women were not allowed to make full use of their abilities to the benefit of their society. | |
| Women denied all rights of inheritance and ownership, rather they were considered as objects of inheritance. | |
| A women was classed not as a person but as a thing, divisible like a property. | |
| Woman was an object of scorn and contempt. | |

Worksheet 4.2

Instruction: Suggest some ways to improve Gender Balance in Pakistan.

1.

2.

3.

- Generate a small discussion on responses and collect the worksheets for record.
- Conclude the activity by sharing: There are multiple ways to improve gender balance in the country which will reduce gender discrimination. Exemplify it by giving the participants **worksheet 4.3** to complete.

Worksheet 4.3

Instruction: How will you appreciate these Women of Pakistan? Make **SWOT** (strengths, weaknesses, opportunities and threats) Analysis for each by enlisting them:

1. **Strengths** which she has as a woman.
2. **Weaknesses** which she has overcome.
3. **Opportunities** that should be provided to her.
4. **Threats** in society that she faces during her struggle for gender equality.



Strength: _____

Weakness: _____

Opportunity: _____

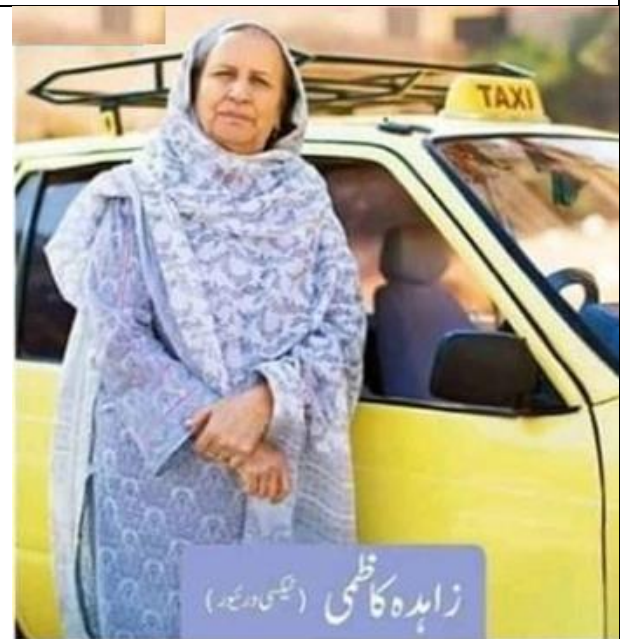
Threat: _____

Strength: _____

Weakness: _____

Opportunity: _____

Threat: _____





Strength: _____

Weakness: _____

Opportunity: _____

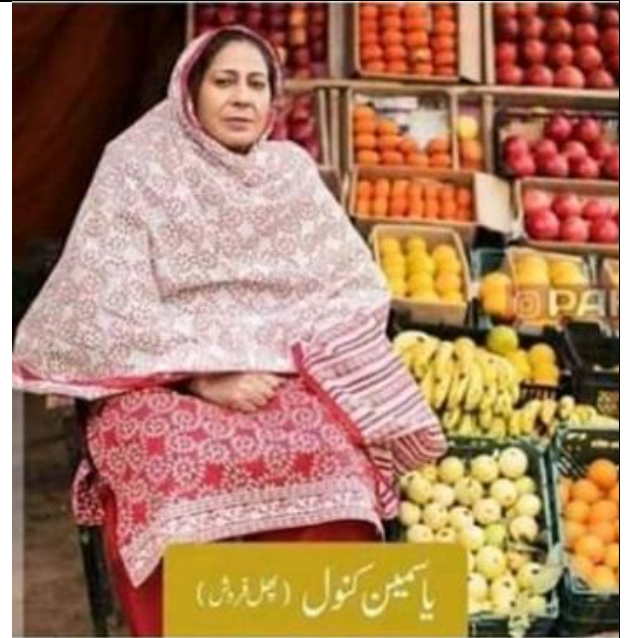
Threat: _____

Strength: _____

Weakness: _____

Opportunity: _____

Threat: _____



Session 5: Gender Responsive Teaching Practices Time: 95 Minutes

Objective: At the end of this session the participants will be able to:

- i) build awareness about Gender responsive teaching approaches.
- ii) elevate the participants' interest and awareness on the gender responsive pedagogy.
- iii) emphasize that Learning Environment and language can diminish the existing Gender gaps

Material required: Writing board, Markers, Charts, Masking Tape, Handout 5.1, 5.2, 5.3, textbooks of different subjects of primary and elementary level.

Activity 5.1: Brainstorming

Time: 20 Minutes

- Brainstorm the participants on gender gap observed in literacy results in Pakistan/ Khyber Pakhtunkhwa by asking the following questions.
 - **What is the ratio of school going girls in your area at primary, elementary and secondary level?**
- Make pairs of participants and ask them for Situation Analysis by reading and discussing **Handout 5.1** and **Handout 5.2**.
- Take a few responses and conclude the activity by emphasizing the need of improvement in status of Education in Pakistan generally and importance of gender responsive education specifically to fill the gender gap in literacy.

Activity 5.2: Plenary Discussion

Time: 20 Minutes

- Generate discussion about gender responsive approaches (GRA) in schools by asking the following questions:
 - What are the prevailing Teaching practices used in our Schools?
 - How gender differences arise in school environment?
 - Which classroom practices lead children to actively socialize themselves along gender-differentiated pathways?
 - How Schools can magnify or diminish gender differences by providing conducive environment.
 - Why there is need for early introduction of gender concepts in schools?
- Lead the discussion by addressing all the questions one by one.
- Conclude the discussion by considering their responses and emphasize the need of early introduction of gender concepts in schools.
- Share that a survey involving over 2,000 children ages 4 to 16, found that from an early age, children make assumptions that confirm gender stereotypes.

Activity 5.3: Group work

Time: 25 Minutes

- Divide the participants into triads.
- Ask them to read & discuss the **Handout 5.3** regarding plug-in points and their reinforcement in Gender Responsive Teaching practices.
- Provide them charts and markers.
- Give KP textbooks of different subjects i.e. English, Urdu, Islamiyat, Social Study, Math and Science of Primary and middle level)
- Ask them to find at least five plugin points by using the format of **Handout 5.3** based on gender responsive teaching practices .

- Tell them to make a presentation and present it.
- Invite any two groups to present their work to the class.
- After completion of Presentations Ask the following questions:
 - Are teachers aware of the teaching learning material based on gender biasness?
 - What gender biases could you find/observe in your classroom?
 - Do they need to use the gender responsive language in their classroom?
- Conclude the activity by funnel down their responses toward need and importance of Gender responsive practices to teach gender equality in the classroom.

Activity 5.4: Group work

Time: 30 Minutes

- Ask the participants to write a minute paper on:
 - Pedagogical tools which can help to teach gender equality in classroom.
- After writing activity, ask participants to display their papers on writing board/ wall.
- Share a few writing with the whole group.
- Now form suitable groups and ask the groups to read and discuss the **Handout 5.4**.
- Ask them to note down their key discussion points on chart.
- Invite groups one by one to present their discussion points.
- Appreciate their efforts and encourage questions from the other groups.

Conclude

- Review the session by recalling the key-points of the whole session.
- Reflect on session by asking: How can gender responsive practices be applied in the classrooms?

Handout 5.1: Gender gaps in Education (Pakistan)

- Pakistan's literacy rate, at 60% (40% of its population remains unable to read or write). The following table shows that compared with men, only half of women are literate. Below table offers data on literacy rate in KP.

| Adult Literacy Rate (Age 10+) in KP - 2018-19 | | |
|---|------|--------|
| Both Sexes | Male | Female |
| 55% | 75% | 36% |
| Source: PBS, 2019, PSLM 2018-19, Islamabad | | |

- Above table shows that about two third women in KP cannot read and write.
- The primary school dropout rate is 22.7% which is alarming given it as at the stage of developmental learning.
- Khyber Pakhtunkhwa improved to 89% in 2018-19 against 88% in 2015-16 in Gross Enrolment Rates (GER) at the primary level. Still in 2018-19, girls lagged behind boys considerably. The following table shows the disparity:

| KP Gross Enrolment Ratio (Primary Level) For Settled Districts 2020-21 | | |
|---|---------|--------|
| Both Sexes | Boys | Girls |
| 89.60% | 100.98% | 76.55% |
| Source: Annual School Census Report For Settled Districts 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 21 | | |

| KP Gross Enrolment Ratio (Primary Level) For NMDs Districts 2020-21 | | |
|--|--------|--------|
| Both Sexes | Boys | Girls |
| 59.35% | 72.60% | 40.25% |
| Annual School Census Report For NMDs 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 23 | | |

- Net Enrolment Rates (NER) at Khyber Pakhtunkhwa improved only from 67% in 2015-16 to 66% in 2018-19. Lower NER of only 55% among girls as compared to 75% among boys at primary level. See table below.

| KP Net Enrolment Ratio (Primary Level) For Settled Districts 2020-21 | | |
|---|--------|--------|
| Both Sexes | Boys | Girls |
| 67.25% | 76.98% | 56.85% |
| Source: Annual School Census Report For Settled Districts 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 22 | | |

| KP Net Enrolment Ratio (Primary Level) For NMDs 2020-21 | | |
|---|---------------|---------------|
| Both Sexes | Boys | Girls |
| 49.75% | 66.53% | 32.19% |
| Source: Annual School Census Report For NMDs 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 24 | | |

A) Girls' Education in Pakistan

| Number and Percentage of Govt. Educational Institutions and Teachers in KP during 2020-21- (excluding Newly Merged Districts) | | | |
|---|--------------|-------------|---------------|
| Indicator | Total | Male | Female |
| Number of Schools | 27,638 | 16,701 | 10,937 |
| % of Schools | - | 60.60 | 40 % |
| Number of Teachers | 155,838 | 98,997 | 50,841 |
| % of Teachers | - | 64 % | 36 % |
| Source: Annual School Census Report For Settled Districts 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 09. | | | |

| Number and Percentage of Govt. Educational Institutions and Teachers in Newly Merged Districts (NMDs) of KP (2020-21) | | | |
|--|--------------|-------------|---------------|
| Indicator | Total | Male | Female |
| Number of Schools | 5,826 | 3,465 | 2,361 |
| % of Schools | | 59 % | 41 % |
| Number of Teachers | 17,049 | 11,879 | 5,170 |
| % of Teachers | | 70% | 30 % |
| Source: Annual School Census Report For NMDs 2020-21, Khyber Pakhtunkhwa Education Monitoring Authority, page 10. | | | |

- The COVID-19 crisis has already affected the status of girls' education in Pakistan and will have its consequences in the longer run.
- The government must capitalize approximately Rs. 6.5 trillion to guarantee that every out-of-school girl in Pakistan has access to formal education by 2030. Currently 22.8 million or 44% children in Pakistan are not enrolled in school, with the dominance of it being girls.
- 32% of primary school age girls were out of schools in Pakistan, compared to 21percent of boys, and only 13 percent of girls were in school by the ninth grade.
- The country cannot overcome its education crisis without securing at least 12 years of education for every Pakistani girl. By allocating at least 6% of the GDP to education Pakistan can then guarantee the development of a structured and improved infrastructure of educational strategies.
- Despite recent educational achievements and efforts to engage girls and young women in education, there remain significant challenges such as cultural norms, early marriage and childbearing, security concerns, and long distances to school which do not recognize the value of the girls' education.

Reference: <https://page.org.pk/education-budget-of-pakistan>

Handout 5.2: Situation Analysis in Khyber Pakhtunkhwa (2014-15)

1. Gender disparity among those who had ever attended school:
36 percent of girls, 74 percent of boys
2. Gender disparity among those who completed primary school
28 percent of women, 59 percent of men

Reference: <https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan>

Handout 5.3: PLUG-IN POINTS for Gender Responsive Teaching

| KP Textbook of English – Grade 6 | | | Theme: Gender Responsive Teaching Practices | |
|----------------------------------|--|------------------------|--|--|
| # | TOPIC | SUB-TOPIC | PLUG IN POINTS | REINFORCEMENT POINT |
| 1 | حضرت محمد رسول الله خاتم النبيين صلى الله عليه وعلى آله واصحابه وسلم The Rasool of Mercy (Unit 1, pg. 02) | Reading Paragraph # 3 | حضرت محمد رسول الله خاتم النبيين صلى الله عليه وعلى آله واصحابه وسلم was looked after by his foster-mother, Haleema and his mother, Bibi Amina. | Role of women in family and upbringing children. |
| 2 | New Boy in Class (Unit 2, pg. 17) | Listening and Speaking | How will you react, if a friend is being bullied? | Effects of Bullying on girls education and strategies to cope with Bullying |
| 3 | A Nation's Strength (Unit 3, Pg. 22) | Theme (of the Poem) | Role of Women in a Nation's Strength | Introduction/contributions of Fatima Jinnah, Begum Liaquat Ali Khan, Fatima Sughra, Begum Salma Tassaduq Hussain, Benazir Bhutto, Nigar Johar, Maleeha Lodhi etc. |
| 4 | Democracy (Unit 5, pg. 43) | | Introduction / Summary to discuss role of Women in Government | Enlisting Mughal Queens as Rulers (Daulat Begum, Nur Jahan) and Female members of Pakistan Govt. (Benazir Bhutto, 60 female seats in National Assembly, 11 seats in Balochistan Assembly, 26 in Khyber Pakhtunkhwa, 66 in Punjab, 29 in Sindh, & 17 seats in Senate) |
| 5 | Little Things (Unit 6, pg. 61) | Poem | Julia A. Carney – She wrote the poem | Do you Like to Write a Poem? |

Handout 5.4

Gender Responsive pedagogy:

Gender responsive pedagogy explains the relevance of incorporating gender in the syllabus. It develops teaching and learning approaches that are gender responsive. It enables teachers to handle gender-related conflicts that may arise in the classroom and beyond. It also demonstrates an understanding of a gender responsive outdoor learning environment. Gender Responsive Pedagogy identifies gender blind school facilities; indoor and outdoor and find possible solutions to produce them. It also inspires gender-related positive attitudes among students and peers. The main characteristics of Gender Responsive Pedagogy are given below:

- **Relevance of Gender in the Competency Based Curriculum**
The curriculum is free from discrimination based on gender, disabilities, special educational needs background and others. The teaching and learning approach is based on discrete skills. Teachers are guided on what, how and when the integration could be done.
- **Gender – Responsive Teaching and Learning Environment**
Classroom setting and arrangement are gender responsive. Classroom size and sitting arrangement do not address any gender less or more than other. Indoor and outdoor illustrations portray/display gender equality. Physical education (Sports activities) and co-curricular activities are gender sensitive so equal opportunities are available to both gender.
- **Gender oriented language use in the classroom and at school**
Gender neutral language eliminates assumptions about someone's gender identity based upon their appearance. It avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities.
- **Teaching and learning resources**
Teaching-learning resources: curriculum content, textbooks and teaching aids (visual, audio, and tactile materials) are available to all without any discrimination. Teaching-learning materials are interactively used in gender responsive classroom environment.
- **Lesson planning and delivery**
Content, Methodology, Teaching-learning materials, Resources, nothing here say anything about gender. Teachers are trained for Gender responsive lesson planning and delivery. Teachers to include gender responsive aspect in lesson plan rather than gender biased.
- **Gender Responsive Interactions**

Teacher-learner interactions, Student-student Interactions, Parent-teacher interactions and/or Teacher-teacher Interactions are meant to eradicate gender gaps. A number of indicators show gender responsive interactions in classroom such as:

- How are the learners seated?
- Does the teacher equally call on boys and girls?
- Does the teacher equally allow time for their answers?
- Does the teacher equally reward correct answers?
- Does the teacher use a variety of interesting methods to encourage boys and girls to learn?

- Are class rules and practices equal and fair to girls and boys?
- Do learners feel they can participate?
- Gender Responsive Assessment
Teachers prepare gender responsive assessments by designing and interpreting neutral questions to avoid gender bias. They promote it by administering gender responsive assessment test and providing feedback according to each learner's specific needs.

There is a need of gender sensitive pedagogies in classroom in order to achieve good quality education outcomes. As education is considered as most powerful tool for social changes, it must be used to promote gender equality. The Gender Responsive Pedagogy and Teacher Training tool offers a practical approach to incorporating gender equality into child-centered pedagogy. Teachers can communicate through their personal experiences of gender, it will support them to explore and identify the key issues faced by boys and girls in their classrooms. Then they can change the learning environment by integrating gender sensitive pedagogical approaches

Gender Equality in Classroom:

Take following measures and alike to promote gender equality in your classroom.

- Never divide the class by gender, or make statements just addressing one gender
- Avoid using gender specific words like chairman, fireman, etc. when discussing careers or occupations. Instead use the corresponding gender-neutral terms such as chairperson (or chair), firefighter etc.
- Instead of using the terms you guys, or boys, use gender-neutral terms like everyone or people or to refer to all students in your class.
- Avoid assigning classroom or school tasks based on historical roles of gender. For example, asking boys only to move chairs or desks and girls cleaning.
- Include as many resources as possible within your classroom and curriculum that depict women and men in non-traditional ways.
- When you do see/hear examples of gender stereotypes, use them as an opportunity for 'teachable moments' and ask students to discuss what they mean and why they use them.
- Avoid statements that generalize, 'girls tend to...' or 'boys are more...'
- Actively encourage students to engage in activities that might sit outside their gender's comfort-zones (e.g. sports, drama etc.)
- Take note of how often you draw on either male or female to answer different types of questions and make an effort to rectify any inequity.
- Praise, encourage, and respond to contributions of females and males equally.
- Call on female as often as male to answer both factual and complex questions.
- Create a classroom atmosphere where female are not interrupted by others more often than male.
- Establish collaborative groups composed of both male and female to provide opportunities for all voices to be heard.
- Value intellect; avoid references to appearance and physical attributes.
- Choose female for leadership positions as often as male.
- Avoid comments or humor that disgrace or stereotype male or female.
- When we speak about important personalities, it is good to explicitly say that important personalities are both men and women.

Day-Two: Child-Centered Approach

Session 6: Concept of Child-Centered Approach



Time:

50

Minutes

Objectives: At the end of the session, the participants will be able to:

- Describe the concept of child-centered approach.
- Differentiate between teacher-centered and child-centered approaches.
- Understand the importance of child-centered teaching and learning.

Materials: Charts, Markers, Handout, Worksheet, Sticky Notes

Activity 6.1: Brainstorming

Time: 15

Minutes

- Ask the participants what they know about child-centered teaching approach.
- Ask them to write their responses individually on a piece of paper/ sticky note and to paste their papers/ sticky notes on the wall.
- Read the responses and share few of them with participants.
- Share the key points of child-centered approach through PPT presentation/chart by using the points given in **Handout 6.1**.

Activity 6.2: Plenary Discussion

Time: 15 Minutes

- Form suitable groups.
- Ask them to read and discuss **Handout 6.2**.
- Supervise and facilitate the group work.
- After completion, take a few responses from each group.
- Generate a plenary discussion keeping in view key features of **Handout 6.2**.
- Conclude the activity by recalling the key points.

Activity 6.3: Think-Pair-Share**Time: 10 Minutes**

- Ask the participants to work on the **Worksheet 6.1** individually with help of given **Handout 6.2**.
- Now ask them to discuss their filled worksheets in pairs.
- After completion, ask a few participants to share their work.
- Conclude the activity by recalling the correct responses.

Conclusion:**Time: 5 Minutes**

Conclude the session by emphasizing the following points:

- i. In **child-centered education**, learner is the active participant in teaching learning process.
- ii. Teacher acts as facilitator.
- iii. Activity-based teaching is applied to ensure active participation of learners.
- iv. Students' holistic development is addressed.

Reflection:**Time: 5 Minutes**

Ask the participants:

How can we apply the learning from this session at school level?

Handout 6.1:

Key Features and Importance of Child-Centered Approach

Key Features:

1. Student-centered education refers to the methods of teaching that shift the focus of instruction from the teacher to the student.
2. Student-centered learning aims to place the children at the center of the learning process in which they are active participants.
3. It involves giving children choices of learning activities.
4. In the conventional teacher-centered approach teacher is the sole transmitter of knowledge to the students who instructs students what to do, but in student-centered approach teacher acts as a facilitator.
5. Teacher facilitates learner to achieve learning objectives by creating conducive learning environment using a variety of activities like activity-based teaching with effective interactive relations between the learners and the teachers (Gredler, 2009).
6. Activity-based teaching is applied to ensure active participation of the learners.

Importance:

1. Students' holistic development is addressed
2. Students are active not passive learners.
3. It promotes students confidence, creativity, critical thinking, problem solving and decision making skills.
4. This approach values the decisions and actions of the students.

Handout 6.2: Concept of Child-Centered Approach

The terms of student-centered, child-centered or learner-centered approaches are used interchangeably, broadly refer to the methods of teaching that shift the focus of instruction from the teacher to the student. Student-centered learning aims to place the children at the center of the learning process in which they are active participants. It involves giving children choices of learning activities, with the teacher acting as facilitator of learning. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered approach is different from and contrary to the conventional teacher-centered approach whereby teacher is the sole transmitter of knowledge to the students, teacher instructs students what to do, what to read or listen etc. In teacher-centered approach, the overall tone of the teacher is authoritarian and students have no or limited space to express their views and cannot participate in learning process following their own distinct choice or preferences.

Student-centered learning puts students' interests first. In a student-centered learning space, students choose what they will learn, how they will pace their learning, and how they will assess their own learning. This is in contrast to traditional education, also known "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning.

The term **student-centered learning** also refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. To accomplish this goal, schools, teachers, guidance counselors, and other educational specialists may employ a wide variety of educational methods, from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.

Teaching focused theories like Bloom's Taxonomy (1954), experiential learning of Kolb (1984) based on John Dewey's, Kurt Lewin's and Jean Piaget's concepts of learning and flexible approach to teaching revealed that student-centered approach to teaching is a paradigm shift from teacher to learner-centered, a deliberative effort to facilitate learner to achieve learning objectives by creating conducive learning environment using a variety of activities like activity-

based teaching with effective interactive relations between learners and teachers (Gredler, 2009).

Some of the advantages of child-centered approach are:

- It concentrates on the child as an individual.
- It looks at things from the child's perspective.
- It gives the child an opportunity to learn through experiences.
- The child will learn by doing.
- Listening to children will make them feel that their ideas are valued.
- The child will get a feeling of belonging by taking part in planning learning activities.
- The child will get access to a variety of activities.
- The child's holistic development will be addressed (how?... because diverse needs of children including cognitive, emotional, psychological, and social needs will be met during activity based and participatory learning process...).
- It enables the child to make decisions and solve problems (problem solving and decision making skills).
- It allows the child to be developed confidently and independently.
- It contributes to self-respect so the child can feel comfortable with who they are.
- The child develops an understanding of the self and the surrounding world.
- Learning becomes interesting for children when they are allowed flexibility, encouraged to participate through interaction, manipulation and creativity etc.

Worksheet 6.1

Instruction: Read Handout 6.2 and complete the worksheet.

Q 1. What are the key features of child-centered entered approach?

1. _____
2. _____
3. _____

Q 2.What is the role of a teacher in child-centered approach?

1. _____
2. _____
3. _____

Q 3.Why is child-centered approach important?

1. _____

2. _____
3. _____
4. _____

Session 7: Pedagogical Theories Advocating Child Centered Approach



Time: 50

Minutes

Objectives: At the end of the session, the participants will be able to:

1. Differentiate between learning theory and teaching method.
2. Discuss the educational theories focusing on child-centred learning.

Materials: Writing board, Charts, Markers, Handout

Activity 7.1: Brainstorming

Time: 15 Minutes

- Write the terms “**Learning Theory**” and “**Teaching Method**” on the writing board.
- Ask the participants: What is the difference between these two terms?
- Take responses from the participants and write them on the writing board.
- Give your feedback and conclude the discussion.

Feedback

The difference between the two is that the **Learning Theory** is a proposed explanation of how the knowledge is obtained, processed and retained while **Teaching Methods** are set of activities, based on the learning theories. Teaching Methods aim to provide stimulation, guidance, direction and encouragement for learning.

Activity 7.2: Group Work

Time: 35 minutes

- Make five groups of participants.
- Ask them to read and discuss **Handout 7.1**
- Instruct them to make a presentation on each theory addressing the following points through chart:
 1. Nature of the theory (definition with its mode).
 2. Role of the teacher according to the theory.
 3. Application of the theory with respect to child-centered approach.
- Give them 15 minutes for completion of group task.
- Invite any three groups for presentation (05 minutes for each group)
- Ask the remaining groups to mention the additional points (if any).
- Conclude the activity by recalling the key points.

Handout 7.1: Learning Theories Focusing on Child-Centred Approach

Teachers can create specific strategies and techniques to apply different learning theories in their classrooms. They need to first focus on getting a well-rounded education to learn about all kinds of techniques for teaching and classroom management. They also need to understand learning theories to be prepared to utilize them in their classrooms.

An understanding of learning theories helps teachers connect to all different kinds of students. Teachers can focus on different learning styles to reach different students, creating teaching that focuses directly on student needs and aptitudes.

| Theories | Guidance for Teachers |
|---|---|
| 1. Pragmatism John Dewey (1852-1952) <ul style="list-style-type: none">▪ Students learn by doing▪ Education should be student-oriented, not subject-oriented▪ An active mind can be educated through observation, problem solving, and enquiry▪ Teaching material (textbooks, models etc.) should be provided in a way that is stimulating and interesting to the students since it encourages original thought and problem solving▪ Material should be relevant to students' own experiences and context | <ul style="list-style-type: none">• Teaching should not be limited to lecturing only. Activities should be part of the lesson plan.• Students should be assigned tasks that require thinking, creativity, and exploring solutions.• Teacher should make his or her lesson interest provoking, by including new information that is relevant to the context and experiences of students. |
| 2. Cognitivism Jean Piaget (1896-1980) <ul style="list-style-type: none">▪ Children act/behave like little scientists. They take an active role in the learning process.▪ Children perform experiments, make observations, manipulate items (e.g. toys, gadgets) around them, and try to learn about these things and their working.▪ While interacting with the items or world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information. | <ul style="list-style-type: none">• Students should be offered opportunities for exploration, and observing various processes and dynamics in their environment, inside and outside the school e.g. in the garden, observing plants, animals and birds etc. |

3. Stimulus Response Theory

Edward Thorndike (1874-1949)

- | | |
|---|--|
| <ul style="list-style-type: none">▪ One's ability to successfully perform cognitive tasks (e.g., academic ability) is linked with his or her prior positive experiences (stimulus response patterns) linked with certain rewards or motivation. | <ul style="list-style-type: none">• Teachers should always encourage students on their performances, even if they are not able to give correct answers.• Students should be appreciated for their attempts or efforts, whether successful or unsuccessful, correct or incorrect.• They may be guided in case of incorrect answers but not discouraged or humiliated in the presence of others. |
|---|--|



Objectives : At the end of the session, the participants will be able to:

- Describe child psychology and its major contexts.
- Explain the importance of knowing child psychology for teachers.
- Understand the effects of corporal punishment on students' personality.

Materials: Charts, Markers, Handout

Activity 8.1: Think-Pair-Share

Time: 15 Minutes

- Write the term 'Child Psychology' on the writing board.
- Ask the participants to think about child psychology for two minutes and share their ideas in pairs.
- Take a few responses from the participants and note these responses on chart / writing board.
- Conclude the activity through mind mapping on writing board.

Activity 8.2: Group Work & Gallery Walk

Time: 25 Minutes

- Divide the participants into four groups.
- Ask them to read and discuss **Handout 8.1**.
- Facilitate them to prepare a presentation based on key points of **Handout 8.1**.
- Supervise and assist the group work.
- After completion, ask the groups to paste their charts on the wall and do the gallery walk.
- Give chance to participants for questions and answers.

Activity 8.3: Group Discussion

Time: 25 Minutes

- Ask the participants to read and discuss **Handout 8.2** in pairs.
- Ask them to note down those points which are new for them, in respect of physical, non-physical punishment and their effects on learners.
- Draw two columns on writing board (1: Kinds of punishments and 2: Alternatives of these punishments).

| Kinds of punishment | Alternatives of these punishments |
|---|--|
| <ul style="list-style-type: none"> Physical punishment | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> Non-physical punishment | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> Ask them what are the alternatives for various types of punishments? Take their responses and note down in the relevant columns. Conclude the activity by reinforcing some of the key alternatives of corporal punishment. | |
| <p>Conclusion: Time: 05 Minutes</p> <p>Conclude the session by emphasizing the following points.</p> <ol style="list-style-type: none"> i. Child psychology focuses on the mind and behavior of children which deals with their physical, mental, emotional, and social development. ii. Major contexts of child psychology are: cultural, social and socio-economic. iii Understanding child psychology helps a teacher to judge holistic development of children and detect behavioral and academic problems. iv. Corporal punishment has negative effects on a learners' personality which has lifelong impact on them. | |
| <p>Reflection: Time: 05 Minutes</p> <p>Ask the participants:</p> <p>How can we apply the learning from this session at school level?</p> | |

Handout-8.1: Understanding Child Psychology

Child psychology is one of the many branches of psychology. This particular branch focuses on the mind and behavior of children from prenatal development through adolescence. Child psychology deals not only with how children grow physically, but with their mental, emotional, and social development as well.

Major Contexts in Child Psychology

There are three major contexts that we need to consider in our analysis of child psychology.

1. Cultural Context

The culture a child lives in contributes a set of values, customs, shared assumptions and ways of living that influence development throughout the lifespan. Culture may play a role in how children relate to their parents, the type of education they receive and the type of childcare that is provided.

2. Social Context

Relationships with peers and adults have an effect on how children think, learn and develop. Families, schools and peer groups all make up an important part of the social context.

3. Socio-economic Context

Social class can also play a major role in child development. Socio-economic status (often abbreviated as SES), is based upon a number of different factors including how much education people have, how much money they earn, the job they hold and where they live.

Children raised in households with a high socio-economic status tend to have greater access to opportunities, while those from households with lower socio-economic status may have less access to such things as health care, quality nutrition, and education. Such factors can have a major impact on child psychology.

Child Psychology and Learning:

“Educational psychologists aim to understand how kids learn and find ways to improve learning outcomes” –Jessica Levetan.

They work with children and teenagers to identify strengths and weaknesses, help them tap into their existing resources, and build on strategies to overcome challenges and improve performance.

And this often extends beyond the classroom to other aspects of daily living, such as stress management and building resilience and self-confidence. It's not just intelligence that affects learning outcomes. Emotional issues, attitudes, motivation, self-regulation, behaviour and self-esteem all contribute to learning.

Importance of Child-Centered Approach in the Context of Child Psychology

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning”–Brad Henry, American Politician

It is important for a teacher to apply student-centered techniques because it assists the psychological development of the students. A teacher needs to understand the child psychology to transform from a good teacher to an effective teacher. Every child is unique and needs a different technique to learn things. Different children have different IQ levels and a teacher cannot apply the same techniques to impart knowledge to all, therefore, activity-based teaching is useful for it. Child Psychology that mainly deals with the mental care and conditions of children and so does the student-centered approaches.

Understanding Child Psychology:

The teachers should know the child psychology to better understand the abilities of a child and channelize them in the right direction. Every single action performed by a child is an indicator of their current feelings and thoughts.

As teachers, if we can appropriately understand, comprehend and react to these, we will be much more successful in raising the children to be good human beings.

The child psychology helps not only to develop unique techniques that apply to every child but also gives special attention to those who have learning deficits like ADHD (Attention Deficit Hyperactivity Disorder) autism, etc. A study of child psychology helps the teachers to identify the main reason of delay in mental growth of children or learning difficulties faced by some of the children.

The understanding of child psychology helps to **judge development of children**. There are different dimensions of development in children, such as physical, psychological, emotional, cognitive, moral and socio-emotional development.

The **physical development** refers to the growth in weight and height of children as well as their motor skills (gross and fine) that the pre-schoolers acquire during the early stage of development.

Cognitive development refers to the ability to absorb the knowledge, skills, problem solving and dispositions. This domain also includes language, reasoning, and memory. The IQ level differs from child to child and can be judged by their reasoning ability and the thought process taking place in the children.

Socio-emotional development often refers to the ability of a child to socialize with his peers, care givers, or other adult members of the family or in the surroundings. In other words, it helps to judge the way he develops and expresses his feelings.

All these dimensions or domains of developments are interrelated and the wholesome development of a child includes an improvement in all these areas.

If there is a deficiency in socio-emotional development, it will have a direct impact on the other two factors of child development.

This is mainly because the socio-emotional development includes feelings such as fear, confidence, mutual attachment the child has for his teacher or his friends etc. A thorough study of a particular child will help a teacher to effectively communicate different ideas to him/her. Activity-based teaching or child-centered techniques are helpful for all the above mentioned developmental processes of the students.

Child-centered techniques enable the learners to actively participate in class which enhances students' creative, cognitive, collaborative, problem solving skills, develops learners' critical thinking, and promotes their confidence. When the teacher involves learners in class activities it is essential for their physical, mental, social and psychological development. Child psychology says that children have curiosity to know things and to go deep inside, they want to do things by their own hands. We observe in our daily life that the children try to eat or drink by their own hands so, keeping these inborn psychological factors in mind, teachers may mold their teaching through which they adopt **"learning by doing"** technique. In this technique learners are given chance to participate, act, observe, think and perform a given task.

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Handout 8.2: Corporal punishment and its Effects on students' Learning

Defining Corporal Punishment (Physical and Non-Physical)

People usually think that corporal punishment includes physical punishment only. It includes mental or emotional discomfort as well, for example, humiliation.

According to the Khyber Pakhtunkhwa Child Protection and Welfare Act, 2010: "corporal punishment" means intentional use of physical force intended to cause a high degree of pain or discomfort for discipline, correction and control, changing behaviour or in the belief of educating or bringing up the child, that either results in or has a high likelihood of resulting in injury, psychological harm, mal-development or deprivation".

| Types of Corporal Punishment | |
|---|--|
| Physical Forms of Punishment | Non-Physical Forms of Punishment |
| <ul style="list-style-type: none">▪ Smacking▪ Slapping▪ Spanking, the act of slapping, especially on the buttocks as a punishment for children <p>(With the hand or with an implement, for example a whip, stick, belt, shoe, etc.)</p> <ul style="list-style-type: none">▪ Kicking▪ Shaking▪ Throwing a child▪ Scratching▪ Pinching▪ Pulling hair▪ Boxing ear▪ Forcing a child to stay in uncomfortable positions | <p>Mental abuse or any other kind of non-physical forms of punishment which are cruel and degrading. Examples include:</p> <ul style="list-style-type: none">▪ Belittling (trivializing or downplaying feelings, thoughts, physical features or talents of students, for example calling a student dumb, stupid, foolish, dwarf, fat, lean etc.)▪ Humiliating (declaring one as inferior, shameless, mean, nasty etc.),▪ Denigrating (criticising in a derogatory manner, defaming, stereotyping)▪ Scapegoating (when teacher puts the blame of his or her own incompetence or failure to teach effectively to the students inability to learn)▪ Threatening or scaring (for example, I will break your legs, I will hang you upside down etc.) |

Punishment and Its Effect on Student Learning

Corporal punishment leads to adverse physical, psychological and educational outcomes – including increased aggressive and destructive behaviour, increased disruptive behaviour in the classroom, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, lack of confidence, develops fear, occurrence of physical pain, loss of tangibles or activities etc.

Punishment, particularly the corporal punishment is an area of concern for schools and school officials because it has been found to have negative impact in academic performance.

1. Punishment creates fear among the students especially during teaching and learning processes.
2. Physical punishment influenced by fear distorts a student's motivation to learn.
3. Students who are physically and emotionally abused develop anxiety that causes loss of concentration and poor learning.
4. It develops negative feelings and attitude towards the teacher and people.
5. Corporal punishment kills creativity, promotes violence and aggression in the society.
6. It affects the child's emotional, mental development and school performance.

Research has proved that physical punishment generates many negative social outcomes in students e.g. aggression, disruptive behaviour in school, lack of acceptance by peers, crime and delinquency. Children's cognitive and intellectual developments are also adversely affected as a result of physical punishment by teachers or parents.

In addition to physical punishment, many teachers use humiliation or shaming techniques to punish low performing students or those who violate class discipline. Humiliation of children in the presence of their peers or class fellows also produces long term negative effects on the personality development of children. They feel discouraged and sometimes they start ignoring all such abusive language and become brazen and adopt impertinent behaviour, instead of improving their performance. Teachers need to use alternate positive techniques e.g. counseling, individual attention and motivation etc.



Objectives: At the end of the session, the participants will be able to:

1. Draw a comparison between child-centered and teacher-centered approaches.
2. Describe the advantages and disadvantages of teacher-centered and child-centered approaches.
3. Apply the child-centered pedagogies at classroom.

Materials: Charts, Markers, Masking Tape, Handouts

Activity 9.1: Panel Discussion

Time: 20 Minutes

- Ask the participants to stand in two rows, facing each other, on the basis of following criteria.
Row-1: The supporters of the teacher-centered approach
Row-2: The supporters of the child-centered approach
- Ask them to give logical reasons in favor of their supported approach to justify their opinion.
- Take responses from both groups randomly.
- Conclude the activity by reinforcing the key aspects of child centered pedagogies.

Activity 9.2: Group Work

Time: 30 Minutes

- Divide the participants into four groups.
- Distribute **Handout 9.1** among all the groups and tell them to read and discuss it.
- Provide each group with charts and markers
- Tell them that Group one will work in competition with group two and group three with group four.
- Tell them that first group will be working on advantages of TCA and second group will be working on disadvantages of TCA. Similarly third group will be working on advantages of CCA and fourth group will be working on disadvantages of CCA.
- At the end the charts will be displayed for a gallery walk.
- Ask the participants to do a gallery walk.
- Conclude the activity by sharing the following closing remarks.

The teacher-centered approach focuses on how a teacher delivers the content while child-centered approach focuses how a student learns .

Activity 9.3: Role Play

Time: 15 Minutes

- Divide the participants into two groups.
- Ask them to read and discuss **Handout 9.2**.
- Ask them that each group will present a role play that describes both the approaches
- Invite group one to present the role play on TCA and group two on CCA.
- Appreciate their efforts and give feedback if needed.
- Conclude the activity by recalling the key points of both the approaches.

Conclusion:

Time: 05 Minutes

Conclude the session by highlighting the following points:

- Both approaches have the advantages and disadvantages.
- Child-centered approach is more effective especially for learning of collaboration and communication skills.
- Teacher-centered approach may be applied occasionally to manage the time and pace of teaching tasks.

Reflection:

Time: 05 Minutes

Ask the participants:

How can we apply the child-centered pedagogy in classroom?

HANDOUT 9.1: Advantages and Disadvantages of Teacher-Centered Approach (TCA) and Child-Centered Approach (CCA)

Advantages of Teacher-Centered Approach

- Order in the class! Students are quiet as the teacher exercises full control of the classroom and activities.
- Being fully in control minimizes an instructor's concern that some of the students may be missing key learning points or material.
- When a teacher takes full responsibility for educating a group of students, the class benefits from a focused approach to research, planning and preparation.
- Teachers feel comfortable, confident and in-charge of the classroom activities.
- Students always know where to focus their attention — on the teacher.

Disadvantages of Teacher-Centered Approach

- This method works best when the instructor can make the lesson interesting; in the absence of this, students may get bored, their minds may wander and they may miss key information.
- Students work alone, missing potential opportunities to share the process of discovery with their peers.
- Collaboration, an essential and valuable skill in school and in life, is discouraged.
- Students may have less opportunity to develop their communication and critical thinking skills.

Advantages of Child-Centered Approach

- Teaching-learning becomes a more shared experience between the instructor and the students and between the students themselves.
- Students build both collaboration and communication skills.
- Students tend to be more interested in learning when they can interact with one another and participate actively in their own education.
- Members of the class learn to work independently and to interact with others as part of the learning process. It helps them to learn team work and team spirit.
- Cognitive and psychological abilities of students grow as they are not scolded, threatened, or oppressed because of authoritarian attitude of the teacher. Rather they are allowed to express and encouraged to come up with new ideas and solutions of the problems.

Disadvantages of Child-Centered Approach

- With students free to interact, the classroom space can feel noisy or chaotic.
- Classroom management can become more of an issue for the teacher, possibly cutting into instructional activities.
- With less focus on lectures, there can be a concern that some students may miss important information.
- Though collaboration is considered beneficial, this approach may not feel ideal for students who prefer to work alone.

Handout 9.2: Comparison of Teacher-Centered Approach (TCA) and Child-Centered Approach (CCA)

| Teacher-Centered Approach | Child-Centered Approach |
|---|---|
| Focus is on instructor | Focus is on both students and instructor |
| Focus is on language forms and structures (what the instructor knows about the language) | Focus is on language use in typical situations (how students will use the language) as students are allowed to express in the class and communicate with peers. |
| Instructor talks; students listen | Instructor facilitates learning; students interact with instructor and one another |
| Students work alone, and listen to teacher only. | Students work in pairs, in groups, or alone depending on the purpose of the activity |
| Instructor monitors and corrects every students' utterances | Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise |
| Instructor answers students' questions | Students answer each other's questions, using instructor as an information resource |
| Instructor chooses topics | Students have some choice of topics |
| Instructor evaluates student learning | Students evaluate their own learning; instructor also evaluates |
| Classroom is quiet | Classroom is often noisy and busy |
| Due to discipline imposed by teacher and one way communication by the teacher students find learning boring | Due to encouraging environment in the classroom and participatory process of teaching, students find the learning interesting; they pay full attention and enjoy the process. |



Objectives: At the end of the session, participants will be able to:

- Understand the various child-centered teaching learning techniques.
- Describe how to convert their teaching into student-centered learning.
- Explain Do's and Don'ts of child-centered approach.

Materials: Charts, Markers, Box, Handout

Activity 10.1: Engagement/Brainstorming

Time: 10 Minutes

- Ask the participants, to think about student-centered teaching techniques for two minutes.
- Prepare paper strips of techniques listed below and put these in the box.
- Invite few participants one by one to pick a piece of paper from box, read it and tell whether it is student-centered or teacher-centered teaching technique.
- Now direct the responses of the participants towards the topic.

| Teacher-Centered Techniques | Child-Centered Techniques |
|---|---|
| 1. Teacher solves exercise and class notes down | 1. Class solves worksheet |
| 2. Class listens passively | 2. Role play |
| 3. One way lecture by a teacher | 3. Project work |
| | 4. Whole class involves in the activity |

Activity 10.2: Jigsaw

Time: 35 Minutes

- Divide participants into groups of six (Home Group).
- Assign **Handouts 10.1, 10.2 and 10.3** to each group.
- Make expert groups.
- Ask them to read the assigned Handouts and discuss in groups(Expert Group).
- Apply Jigsaw technique and re-group the participants. (Back to Home Group)
- Each group member will explain the concepts (gained in Expert Group).
- Give chance to participants for questions and answers.
- Conclude by sharing the key elements of Jigsaw teaching technique.

Activity 10.3: Gallery Walk**Time: 25****Minutes**

- Divide participants in five groups
- Assign them **Handout 10.4** and give charts and markers.
- Ask them to read the assigned handout and discuss in groups.
- Ask them to classify the content of **Handout 10.4** into the methods, strategies and techniques
- Ask them to display their group work on walls and have a gallery walk.
- Highlight and discuss if there is any misconception and conclude the activity.

Conclusion:**05 Minutes**

Conclude the activity by emphasizing the following points

- i. In a learner-centered teaching environment, **learners** actively participate become capable of constructing new knowledge and skills and make decisions.
- ii. In a learner-centered teaching environment, **teachers** recognize that all learners are unique and utilize different teaching styles
- iii. Recap different examples of student-centered teaching.
- iv. Recap various steps of student-centered techniques.

Reflection:**Time: 05 Minutes**

Ask the participants:

How can we apply the learning from this session at school level?

Handout 10.1: Tips to promote Child-Centered Teaching

There are many ways to incorporate child-centered techniques into classroom resources and lessons:

1. Starting class with an Ayat/ Hadith/ quotation/ story etc.
2. Allow for student choice & autonomy
3. Assure students that their thoughts, ideas and suggestions has worth.
4. Give responsibilities to the students according to their skills by assigning the responsibility of proctorship, making cupboard in-charge / note books in-charge, allowing students to design their own seating arrangements etc.
5. Collaborating with students to create the rubric or scoring guide.
6. Ask open ended questions to develop their critical thinking, creativity and problem solving skills.
7. Give them small projects to present in the class.
8. Encourage students' collaboration and group projects.
9. Encourage students' reflection.
10. Get students involved in school based and community based activities
11. Guide students to make classroom rules in groups, display and observe them.
12. Develop trust and encourage students to communicate and participate in class.
13. Create an environment where mutual respect and a quest for knowledge guide behavior.
14. Allow students to share in decision making.
15. Give students the opportunity to lead.
16. Get students involved in their performance evaluation.
17. Let students choose the project's purpose
18. Plan class teaching activity-based.

Handout 10.2: Description of Child-Centered Teaching Techniques

| Active Learning Techniques | Descriptions |
|--|---|
| Small Group Discussion and Peer Instruction ("Think-Pair-Share") or "Concept Tests" | Students think about the answer to a question posed by the instructor, and then discuss the question among each other. The instructor selects students to explain the consensus to the class. |
| One-minute papers | Given an open-ended question, students spend one minute writing their answers on cards, which are collected by the instructor. Often given at the end of class, the questions ask students what was the most important concept they learned or what remains unclear. |
| Interactive Lecture Demonstrations (ILDs) | Students make predictions about the outcome of a classroom demonstration. They then observe the experiment or demonstration, describe the results, and discuss and reflect on the observed outcome. |
| Case studies | Students draw inferences and make decisions given a detailed description of a scenario (often based on a true story). |
| Concept mapping | Students create a visual representation (similar to a flow chart) that identifies and shows the inter-connections among various ideas related to a specific topic or problem. |
| Problem-based Learning | Students work in groups to solve complex, multifaceted, and realistic problems researching and learning necessary background material as needed. |
| Problem sets in Groups | Students work on problem sets in teams, and submit one set of solutions per team. |
| Random calling | The instructor informs the class that students will be selected at random to respond to a question (perhaps using a shuffled deck of index cards with students' names). Then the instructor poses the question to the class and remains silent for tens of seconds to allow everyone to think through an answer. After a sufficient pause (or perhaps after peer instruction), the instructor selects a student at random to share thoughts about the answer. Then, the instructor calls on another student at random to comment on the first student's response. |
| Analytical challenge before lecture (also called 'invention activities') | Students make predictions or attempt to answer questions before learning about the answers in class. The effort is more important than the accuracy of the attempted answers. |
| Group tests | A test is given twice to the same students. The first time, students answer the questions individually (as in a normal test) and submit their answer sheets. Then students are allowed to work in groups and re-take the same test. The two scores (individual and group) are averaged. |
| Writing with peer Review | Students evaluate each other's writing using a rubric or criteria provided by the instructor. |

Adapted by C. Sealfon from Table 2 of the [PCASTreport](#)

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Handout 10.3: Do's and Don'ts for Teacher: Child-Centered Approach

| Do's | Don'ts |
|--|---|
| Adopt different teaching approaches and organize various child-centred learning activities. | Don't adopt a one-way, lecturing form of teaching. |
| Enable children to learn happily through play and activities. | Don't arrange activities with a tight schedule and don't press children to complete their work in haste. |
| Teach the children according to their abilities and respect individual differences | Don't ignore the special needs of individual children. |
| Explain the concepts in simple and easy to understand words. | Do not use difficult words or terms while teaching. |
| The amount of assignments given should be of different variety and suitable quantity. | Don't ask children to do mechanical copying exercises or rote learning. |
| Assessment should take into account individual differences of children. | Don't expect all children of the same class level to attain the same standard of performance. |
| Appreciate students while they attempt to answer the question or perform any academic task or participate in any activity. | Do not humiliate or ridicule students who fail to give correct answer, who are late, or who have not completed home work (carry out counselling of such students separately). |

Adapted and refined from following sources:

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/dos-donts-for-kindergartens/index.html>

Handout 10.4: Implementing Student-Centered Approach

| |
|---|
| <p style="text-align: center;">Teaching Approach</p> <p>Teaching approach pertains to ideas. These ideas can be a set of philosophies, principles, or beliefs in learning and teaching. They are deemed very important as they serve as the foundation of the classroom teaching in general. It often defines what kind of educator he or she will be.</p> <p>Some of the examples of teaching approaches are the following: teacher-centered, subject-matter centered, teacher-dominated, banking approach, guided approach, learner-centered, interactive, and collaborative approach.</p> |
| <p style="text-align: center;">Teaching Method</p> <p>Once the course objectives are set, the teacher then decides on a plan on how to achieve the goals. Teaching method pertains to the systematic way of accomplishing the tasks in general.</p> <p>Some of the examples of teaching method are the following: direct method, lecture method, demonstration method, or group methods.</p> |
| <p style="text-align: center;">Teaching Technique</p> <p>After defining the methods, the teacher needs to decide on how to complete specific tasks. Teaching technique, hence, is used to showcase the well-defined procedures and the personal style of the teacher to carry out a specific method and strategy.</p> |
| <p style="text-align: center;">Teaching Strategy</p> <p>In every lesson plan, there is a certain procedure that needs to be followed to accomplish the introduced tasks. In order to do this, the teacher chooses the best teaching strategy for a particular goal.</p> <p>Some of the examples of teaching strategies are the following: inquiry-based strategy, differentiated instructions strategy, and cooperative learning strategy.</p> |

| | |
|---|---|
| <ul style="list-style-type: none">• Cooperative | <ul style="list-style-type: none">• Cooperative learning involves small groups working together to accomplish learning tasks. |
| <ul style="list-style-type: none">• Presentations | <ul style="list-style-type: none">• Presentations are learner presented assignments.• Students can do these in groups or individually. |
| <ul style="list-style-type: none">• Brainstorming | <ul style="list-style-type: none">• Brainstorming puts the thinker to work, present a situation. Ask the learners to think creatively. |

| | |
|--|--|
| <ul style="list-style-type: none"> • Discussion | <ul style="list-style-type: none"> • Present an issue and have the students talk about it. If they need, add more information, have them go find it. |
| <ul style="list-style-type: none"> • Small Groups | <ul style="list-style-type: none"> • What can a group of people accomplish? • Draw out the best characteristics of the group. Assign tasks/ roles. |
| <ul style="list-style-type: none"> • Panel/ Experts | <ul style="list-style-type: none"> • Panels are a way to include many voices on a subject. Students can write and ask questions in a Q & A session. |
| <ul style="list-style-type: none"> • KWL | <ul style="list-style-type: none"> • Put it on the poster. <ul style="list-style-type: none"> ➤ What do you know? ➤ Why do you want to know? ➤ What have you learnt? • It may help students to organize information before, during and after a unit of lesson. |
| <ul style="list-style-type: none"> • Case Study | <ul style="list-style-type: none"> • Use case studies in a classroom to learn about complex issues. • Apply critical thinking and explore scenarios. |
| <ul style="list-style-type: none"> • Jigsaw | <ul style="list-style-type: none"> • Divide students into groups, giving each member a different task. Bring group back together and share task. |
| <ul style="list-style-type: none"> • Learning Centers | <ul style="list-style-type: none"> • Breakup the classroom into different activities. After a set time ask students to rotate to new activity. |
| <ul style="list-style-type: none"> • Experiment | <ul style="list-style-type: none"> • Design experiments and have students engage or ask students to design the experiments. |
| <ul style="list-style-type: none"> • Role Play | <ul style="list-style-type: none"> • Role play is an acting/ performance on a concept or situation. It allows the learners to try out the experience. • It can be instructor created or learner created. |
| <ul style="list-style-type: none"> • Simulation | <ul style="list-style-type: none"> • Simulation is a form of experiential learning. • Simulations are instructional scenarios where the learner is placed in a 'world' defined by a teacher. • It's a controlled representation of reality. |
| <ul style="list-style-type: none"> • Project | <ul style="list-style-type: none"> • A project simulates what a learner could do at the work place. It could be a service project where students create positive change. |
| <ul style="list-style-type: none"> • Demonstration | <ul style="list-style-type: none"> • Demonstrations are the fun way to get students involved, for example cooking demonstration or science/ social activities demonstrations. |

| | |
|---|--|
| <ul style="list-style-type: none"> • Question & Answer | <ul style="list-style-type: none"> • Question & answer sessions allow the learners and the facilitator to learn more from each other. |
| <ul style="list-style-type: none"> • Index Card | <ul style="list-style-type: none"> • There are 101 ways to use index card. Give students an index card and ask them to create an activity. Set the guidelines together. |
| <ul style="list-style-type: none"> • Inquiry based | <ul style="list-style-type: none"> • Inquiry based learning starts with a question. It comes in many forms. • Try guided inquiry for more structure and open inquiry for less. |
| <ul style="list-style-type: none"> • Problem based | <ul style="list-style-type: none"> • Problem based learning seeks the learners to solve problems. It might be a part of problem. • Learners find solutions while the instructor facilitates. |
| <ul style="list-style-type: none"> • Discovery | <ul style="list-style-type: none"> • Discovery may be broad or narrow in scope. Some discovery learning allows the learners to choose a topic and explore. |
| <ul style="list-style-type: none"> • Games | <ul style="list-style-type: none"> • Learning games can be used to teach concepts in an interesting way. It may also be used as warm ups. |
| <ul style="list-style-type: none"> • Debate | <ul style="list-style-type: none"> • Conduction of debate on various topics either from textbook or general may enhance confidence, speaking skill and promotes critical thinking. |
| <ul style="list-style-type: none"> • Competition | <ul style="list-style-type: none"> • Students can engage in competitions arranged within a school (among classes), locally or internationally. This allows the learners to meet with different people, learn from them and have a broad view. |
| <ul style="list-style-type: none"> • Social Activities | <ul style="list-style-type: none"> • A teacher can assign different social activities to the students within a school or for home or surrounding community. It may develop their social skills. |

Note: Handout 10.4 will also be used for practicum session on day-3.

علم کی روشنی پھیلا رہا ہوں

فقیر سپاہی

اُستاد

علم کی روشنی پھیلا رہا ہوں سبھی کو حرفِ ج بتلا رہا ہوں
ہے میرا کام تقدیریں بدلنا لکھی پتھر پہ تحریریں بدلنا
اندھیرے دور مجھ سے بھاگتے ہیں مکڑا قوم کا چکا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

میرا سینہ ہے رازوں کا خزینہ سکھاتا ہوں میں جینے کا قرینہ
بنا دیتا ہوں پتھروں کا گمینہ میری ہر بات محوروں کی حسینہ
درس اخلاق کا سب کو دیا ہے! جھنڈا پریت کا لہرا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

آسمانی اشارے آچکے ہیں زمین پر کئی ستارے آچکے ہیں
جنہیں آنا تھا سارے آچکے ہیں بہاریں ہیں نظارے آچکے ہیں
خوشبو چار سو پھیلی ہوئی ہے چمن کو پھولوں سے مہکا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

میں پتھر لعل کر دیتا ہوں پل میں خدا کا امر ہے میری شکل میں
ہے میرا فیض انسانی نسل میں سچ سے کام ہے میرا اصل میں
علم کے کئی دیے روشن کیے ہیں عقل کی گتھیاں سلجھا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

ہنر علم و بصیرت بانٹتا ہوں میں ہر صورت میں سیرت بانٹتا ہوں
میرے مکتب سے جس نے فیض پایا اُسے ہے وقت نے سر پہ اٹھایا
سکھائی ہیں جو قدرت نے وہ باتیں ہر انسان کو میں وہ سکھلا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

میرے حالات اتر ہیں تو کیا ہے مگر منصب کا اپنے بھی پتا ہے
فلک کا بھید جو مجھ پر کھلا ہے قلم کا یہ معجزا ہے
وہ اکت تصویر بنتی جا رہی ہے میں جو تحریر لکھتا جا رہا ہوں

علم کی روشنی پھیلا رہا ہوں

میری تعظیم جس جس نے بھی کی ہے یہ دنیا اس کے آگے سب جھکی ہے
ادب سے بات جس نے بھی سنی ہے خبر منزل کی اس کو ہی ملی ہے
ادب استاد کا کرنا ہمیشہ بات اتنی ہے جو سمجھا رہا ہوں