

Appendix-A

English and Pashto Versions of the Questionnaire

About the Questionnaire

Dear Sir/Madam,

This Questionnaire asks for information about the major indicators of pedagogy namely; Teaching-learning process, Curriculum and textbooks and Evaluation procedures that you practice in your school. Hence, the questions under this Questionnaire are divided into three parts. The information to be collected through this Questionnaire will be used for the research purpose only and will be treated confidentially. Most questions can be answered by marking (✓) for the only one appropriate answer and in case of some open-ended questions, provide your answer in the given space. Please ensure that no question remain unanswered.

Personal Information:

Please fill in your personal information as mentioned below:

Name: _____ **Age:** _____ **Sex:** Male / Female

Name of the school: _____

Educational Qualifications:

Baccalaureate Degree []

Bachelor Degree []

Master Degree []

Doctoral Degree []

Any other: _____

Teaching Subject (s): _____

Teaching Experience: _____ years _____ months _____ days

Part-1: Questions related to Teaching-Learning Process

Instruction: Please select and tick mark (✓) an appropriate answer with respect to the given questions and also provide brief description wherever necessary.

1. Do your teaching goals and methods address a variety of students' learning styles? () Yes () No
2. Is lecturing the only method you usually employ a to teach each class? () Yes () No
3. Do you use more rewards and lesser punishment in the classroom? () Yes () No
4. Is problem-solving based learning an important part of your teaching practice? () Yes () No
5. Do you have fundamental knowledge of basis of educational psychology? () Yes () No
6. Do you provide your students a scope for seeking further knowledge? () Yes () No
7. Do you tend to follow the textbook closely? () Yes () No
8. Do you provide scope to the learners for constructing knowledge? () Yes () No
9. Do you encourage the students for 'learning by doing' ? Why? () Yes () No

10. Do you integrate more than one teaching methods at a time, while teaching? () Yes () No
11. Do you employ small group discussion in your class while teaching? () Yes () No
12. Do you facilitate your students to learn best by finding solutions to the problems on their own? () Yes () No
13. Do you think that teaching through activities encourages students to develop their ideas? () Yes () No

14. Does your teaching in every class has very specific learning goals and objectives to be accomplished? () Yes () No

15. Do you use different teaching learning materials while teaching? () Yes () No

16. Which different methods do you use to make your teaching more effective?

17. Which type of different approaches do you use to make your teaching interesting?

Part-2: Questions related to Curriculum and textbooks

Instruction: Please select and tick mark (✓) an appropriate choice with respect to the given questions and also provide brief description wherever necessary.

18. Do your textbooks provide useful information about how to teach particular teaching points? () Yes () No

19. Do the textbooks provide students with what they need to learn? () Yes () No

20. Do you feel that your textbook is an effective tool for the pedagogy? () Yes () No

21. Do you have an easy access to other useful educational resources for the teaching-learning process in your school? () Yes () No

22. Do you feel that the existing curriculum is effective to maintain the achievement performance standards? () Yes () No

23. Do you feel that the existing textbooks are effective to maintain the achievement performance standards? () Yes () No

24. Do you feel that the textbooks are perfectly in tune with the curriculum? () Yes () No

If no, then what is lacking?

25. What are the things that you like the most about the textbook (s) you teach?

26. What are the things you dislike about the textbook (s) you teach?

27. What do you like to suggest for further modifications in the existing curriculum?

Part-3: Questions related to Evaluation procedures

Instruction: Please put tick mark (✓) in front of any one of the appropriate choice.

28. Do you assess your students to determine the degree of accomplishment of a desired learning outcome at the end of a subject only? () Yes () No

29. Do you evaluate your students to improve their learning process during the academic year? () Yes () No

30. Do you employ the appropriate assessment tools in order to measure students' knowledge, skills and attitudes? () Yes () No
31. Do you assess the quality of students' learning in a class at the end of an instruction? () Yes () No
32. Do you ensure your evaluation with respect to integrated various aspects in the textbooks? () Yes () No
33. Does your evaluation base on three learning domains (Affective, Cognitive and Psychomotor) of educational objectives? () Yes () No
34. Do you focus only on formative assessment? () Yes () No
35. Does your evaluation process simply based on summative assessment? () Yes () No
36. Do you encourage your students for self-evaluation?
How?

37. Do you diagnose the learning difficulties of your students? () Yes () No
38. Do you take any remedial measures after diagnosis? () Yes () No
39. What types of ways do you follow for assessing your students?

(You can tick mark more than one choices from the given below and also mention at last, if there is any more apart from the stated below.)

- Testing []
- Mid-term exams []
- Quizzes []
- Journals []
- Presentations []
- Reflections []
- Projects []

Final exam []

Activities []

Group discussion []

Any

other: _____

Thank you for completing the Questionnaire

Make sure that no question is unanswered

د ښوونکو پوښتنپاڼه

د پوښتنپاڼې په اړه اړين معلومات

پښاغلي ښوونکي، دغه پوښتنپاڼه د مهمو پيداگوژيکي فعاليتونو په اړه د معلوماتو راغونډولو په موخه جوړه شوې، چې تاسې په خپل ښوونځي کې ورسره په ورځني ډول سر و کار لرئ لکه: تدریس او زده کړه ، ښوونیز نصاب (کتابونه) او د ارزونې پروسه. ددې لپاره نو په دغه پوښتنپاڼه کې راغلي ټولې پوښتنې هم د یادوو شویو موضوعاتو په اړه تر څانګړو عنوانونو لاندې اوږل شوې دي. باید وویل شي چې ددغې پوښتنپاڼې په وسیله راټولېدونکي ټول معلومات یوازې او یوازې د پوهنیزې څېړنې (علمي تحقیق) لپاره دي اودهېڅ بلې موخې لپاره نه کارول کېږي. ډېری پوښتنې یوازې د یوې علمي (په کولو سره ځوابیږي، ولي د تشریحي پوښتنو د ځوابولو لپاره مهرباني وکړئ په ورکړل شویو خالي ځایونو کې خپل معلومات ولیکئ. لطفأ هڅه وکړئ پوهه شی چې هېڅ پوښتنه یې ځوابه پاتې نه ده.

د خپل ځان په اړه معلومات :

مهرباني وکړئ خپل معلومات په لاندې خالي ځایونو کې ولیکئ:

نوم: _____ عمر: _____ جنسیت: نارینه /ښځینه

دښوونځي نوم: _____

رسمي زده کړې

[] دولسم یاس

[] څوارلسم یاس

[] لیسانس

[] ماسټر

[] دوکتور

نور: _____

هغه مضمون یا مضامین چې تاسې یې تدریسوئ: _____

ښوونیزه (تدریسي) تجربه: _____ کاله _____ میاشتې _____ ورځې

لومړۍ برخه: د ښوونیزې-روزنیزې پروسې اړوند پوښتنې

لارښوونې: مهرباني وکړئ یوازې یو ځواب (یا) نه (په نښه (✓) کړئ او د تشریح لپاره په لاندې درکړل شوي خالي ځای کې خپل معلومات ولیکئ .

1. آیا له درس وړاندې کوم لیکلی پلان (درسي پلان) جوړوئ؟ هو() نه خیر ()

که مو ځواب (هو) وي، نو مهرباني وکړئ ووايئ: دغه پلان څه ډول وي؟

که مو ځواب نه (وي)، نو لطفاً ووايئ چې څنگه به له پلان څخه تدریس کوئ .

2. آیا ستاسو ښوونیزې موخې (درسي اهداف) او ښوونیز میتودونه کولی شي د ټولو زده کوونکو چې په مختلفو لارو

زده کړه ترسره کوي او ځان پوهوي، زده کړیزې اړتیاوې ځواب کړي؟ هو() نه خیر ()

3. آیا تاسې معمولاً د لیکچر میتود څخه کار اخلي؟ هو() نه خیر ()

4. آیا تاسې په ټولګي کې له رڼې (فزيکي یا شفاهي) څخه کار اخلي؟ هو() نه خیر ()

5. آیا تاسې خپل زده کوونکي د ښه فعالیت په بدل کې تقدیروئ؟ هو() نه خیر ()

6. آیا تاسې کله هم د خپل تدریس لپاره د مشکل- حلونې میتود (Problem-Solving) څخه کار اخلي؟ هو() نه خیر ()

7. آیا له پیداوړۍ سره ستاسو بلدتیا د تدریس دلایله موثریت لامل شوې؟ هو() نه خیر ()

8. آیا تاسې له داسې کومې تګلارې څخه کار اخلي چې خپل زده کوونکي له ښوونځي څخه بهر لا پورې زده کړې ته وهڅول شي؟ هو() نه خیر ()

9. آیا تاسې تل هڅه کوی ترڅو خپل تدریسي کتاب تعقیب کړئ () هو () نه خیر ()

10. آیا تاسې په ټولګي کې خپلو زده کوونکو ته داسې چاپیریال برابرولی چې هغوی په خپله، خپله زده کړه ترسره کړي؟ () هو () نه خیر ()

11. آیا تاسې خپل زده کوونکي عملي زده کړې ته هڅوئ؟ () هو () نه خیر ()

څنگه یې هڅوئ؟

12. آیا تاسې په یوه درسي ساعت کې له څو مختلفو ښوونیزو میتودونو څخه په ګډه توګه کار اخلئ؟ () هو () نه خیر ()

که یې اخلئ نو مهرباني وکړئ لږ تر لږه د دوو داسې میتودونو نومونه واخلئ چې تاسې یې په ګډه توګه کاروئ.

13. لاندې کوم ډول میتودونه د خپل تدریس د لاینه موثریت په موخه کاروئ؟ (تاسې کولی شئ له یوه څخه ډېر میتودونه په نښه کړئ.)

- (a) لیکچر میتود []
- (b) د بحث او مباحثې میتود []
- (c) د ښودنې یا نمایش میتود []
- (d) تجربوي میتود []
- (e) دستونځي حلونې میتود []
- (f) مشارکتي میتود []
- (g) د انټرنېټ په وسیله د درس ورکونې میتود []

نور_____

14. آیا تاسې په خپل ټولګي کې په کوچنیو ګروپونو کې د زده کونکو ترمنځ بحثونه په لاره اچوي؟
(هو) (نه خیر)
15. آیا تاسې خپلو زده کوونکو ته ددې زمینه برابرې ترڅو هغوی خپله د یوې عملي ستونزې د حلولو له لارې زده کړه وکړي؟
(هو) (نه خیر)
16. آیا تاسې خپلو زده کوونکو ته ددې اجازه ورکړې تر څو هغوی د یوې عملي زده کړیزې ستونزې د حل پر لاروچارو غور وکړي؟
(هو) (نه خیر)
17. آیا تاسې په دې باور یاست چې زده کونکي د عملي زده کړیزو فعالیتونو په ترسره کولو سره د فکري وړتیاوو غښتلتیا ته هڅل کړي؟
(هو) (نه خیر)
18. آیا تاسې د هر ځانګړي درس لپاره ټاکلي درسي موخې لری چې باید د یو درسي ساعت په پای کې یې ترلاسه کړ؟
(هو) (نه خیر)
19. آیا تاسې له مرستندویه درسي موادو څخه کار اخلي؟
(هو) (نه خیر)

نویسه برخه: د د نصاب او درسي کتابونو اړوند پوښتنې

لارښوونې: مهرباني وکړئ یوازې یو ځواب (هو) یا (نه) په نېټه (۷) کړئ او د تشریح لپاره په اړوند درکړل شوي خالي ځای کې خپل معلومات ولیکئ .

20. آیا ستاسو تدریسي کتاب په دې اړه ،چې څنګه خپلې مهم تدریسي موضوعات تدریس کړی، ځانګړي معلومات وړاندې کوي؟
(هو) (نه خیر)
21. آیا ستاسو له زده کوونکو سره موجود تدریسي کتابونه، دوی (زده کوونکو) ته هغه اړین معلوماتو برابروي، چې باید زده او وپېلولي؟
(هو) (نه خیر)
22. آیا تاسې باوري یاست چې ستاسو تدریسي کتاب یوه ښه پېداکوژیکي منبع ده؟
(هو) (نه خیر)
23. آیا تاسې په خپل ښوونځي کې نورو مرستندویه تدریسي موادو او منابعو ته اسانه لاس رسلی لری؟
(هو) (نه خیر)
24. آیا تاسې باوري یاست چې موجود ښوونیز نصاب د نني دور د لوړو تعلیمي معیارونو سره سم جوړ او یو غوره نصاب دی؟
(هو) (نه خیر)
25. آیا تاسې باوري یاست چې موجود تدریسي کتابونه د لوړو تعلیمي معیارونو سره سم او د زده کوونکو زده کړیزې اړتیاوې پوره کوي؟
(هو) (نه خیر)
26. آیا باوري یاست چې تدریسي کتابونه په بشپړه توګه د ښوونیز نصاب سره په مطابقت کې دي؟
(هو) (نه خیر)

که د 26 پوښتنې ځواب مو (هو) وي نو څنگه؟

27. نور کوم لاندې مرستندويه مواد کاروي، ترڅو تدریس مو خورا اغېزمن وي؟
(کولی شئ له يوه څخه ډېر ځوابونه په نېټه کړئ)

- (a) د پوښتنو بانک
- (b) د استاد د تدریس لارښود (کتاب)
- (c) نقشي او شکلونه
- (d) الکترونيکي وسايل (کمپیوټر، عېريز او تصويري الات ...)

نور _____

28. لطفاً د ښوونځيو موجوده تدریسي کتابونو څو مهمې مثبتې ځانگړتياوې چې ستاسو د پام وړ وي دلته وليکئ.

29. لطفاً د ښوونځيو موجوده تدریسي کتابونو څو مهمې منفي ځانگړتياوې چې ستاسو د پام وړ وي دلته وليکئ.

30. لطفاً ووايئ لاندې کوم اړخونه دي چې تاسې غواړئ په موجوده تدریسي کتابونو کې سم (اصلاح) شي؟
(د لاندې هرې برخې لپاره ستاسو تشرېح ته اړتيا ده)

منځپانگه (محتوا): _____

دموضو عالوترتیب:

اودون او تنظیم:

د شکلونو، انځورونو او لیکلي متن تر منځ ترتیب او منطقي اړیکه:

نور

درېمه برخه: د ارزښتي اړوند پوښتنې

لارښوونې: مهرباني وکړئ یوازې یو ځواب (هو) یا (نه) په نښه (✓) کړئ او د تشرېح لپاره په اړوند درکړل شوي خالي ځای کې خپل معلومات ولیکئ.

- 1 3. آیا تاسې د زده کوونکو ارزونه د کورس په پای کې تر ډېره په دې موخه کوي چې معلومه کړئ آیا دوی په ټاکلي مضمون کې د بریالیتوب نمرې وړلي شي او که نه؟
(هو) (نه خیر)
- 2 3. آیا تاسې د کورس په جریان کې د خپلو زده کوونکو ارزونه په دې خاطر کوي تر څو هغوی خپلې تمېګر ټیاوې اصلاح کړي
(هو) (نه خیر)
- 3 3. آیا ډاډه یاست چې تاسې د خپلو زده کوونکو د ارزونې لپاره دا سې وړ وسایل یا طریقي کاروي چې ددوی پوهه، مهارتونه او سلوک پرې درجه بندي کړي؟
(هو) (نه خیر)
- 4 3. آیا تاسې د هر درس په پای کې د درس ارزښتي کوي؟
(هو) (نه خیر)
- 5 3. آیا ستاسو ارزونه په دغو درېیو اړخونو متمزکړه وي (پوهه، مهارت، سلوک)؟
(هو) (نه خیر)
- 6 3. آیا تاسې یوازې د درسونو په جریان کې د زده کوونکو پر ارزونه ټینګار کوي؟
(هو) (نه خیر)
- 7 3. آیا تاسې غوره بولي چې زده کوونکي دې د درسي پروګرام (درې-څلور میاشتني) په پای کې وازول شي؟
(هو) (نه خیر)

38. آیا تاسی خیل زده کوونکی پخپله د خپلو خاوندو ارزولې ته هڅوی؟ هو () نه خیر ()

39. تاسې د خپلو زده کوونکو د ارزولې لپاره له لاندې کوم ډول طریقو څخه کار اخلې؟
(کولی شئ له یوه څخه ډیر ځوابونه وټاکئ)

د سمستر د پای ازموینه []

د سمستر د منځ ازموینه []

اونیزې ازموینې []

ژورنالونه []

کورنۍ لیکلې دندې []

پروژې []

ټولګیز فعالیتونه []

ګروپي بحثونه []

نور: _____

(د دغې پوښتنې لپاره ځوابولو څخه مو مننه کوو)

Appendix-B

A List of Experts for the Validation of Data Collection Tools

Sr. No.	Name of the Expert	Name of the Institution
1.	Prof. R.C. Patel	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda
2.	Prof. R. S. Mani	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India
3.	Prof. N.P. Deota	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India
4.	Prof. Chhaya Goel	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India
5.	Prof. Karnam Pushpanadhan	Professor, Department of Educational Administration (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India
6.	Prof. Dipti Oza	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India
7.	Prof. Anjali Khirwadkar	Professor, Department of Education (CASE), Faculty of Education & Psychology The M.S. Uni. Of Baroda, India

8. Prof. Maryam Ahmadi	Professor, Department of Psychology Faculty of Education Kabul University, Afghanistan
9. Prof. Gholam Hussain Amiri	Professor, Department of Psychology Faculty of Education Kabul University, Afghanistan
10. Prof. Mohammed Tahir Fitrat	Professor, Department of Pedagogy Faculty of Education Kabul University, Afghanistan
11. Prof. Karima Dariz	Professor, Department of Pedagogy Faculty of Education Kabul Education University, Afghanistan
12. Prof. Abdul Wasi Azimi	Professor, Department of Pedagogy Faculty of Education Kabul Education University, Afghanistan

Appendix-C

English and Pashto Versions of the Semi-Structured Interview Schedule

- Q. 1** Do you think that the curriculum implemented in your schools really helps to improve the quality of education? How?
- Q. 2** Do you feel that the existing school textbooks are based on the curriculum guidelines? How?
- Q. 3** Do you think that the textbooks provide useful information to the teachers about how to teach particular topic/s?
- Q. 4** Do you think that the textbooks provide students with what they need to learn in terms of knowledge, skills, facts, values, attitudes etc.? How?
- Q. 5** Do you believe that the teachers in your school adopt effective pedagogy for their classroom practices? To what extent the adopted pedagogy is helpful to improve the quality of education?
- Q. 6** Do you have any particular policy for evaluation which helps you to improve the quality of education in your school?
- Q. 7** Are you sure that the assessment process which is employed by most of your teachers really helps the students for quality based learning? How?
- Q. 8** Do you think that the curriculum and textbooks need to be improved, if so, which aspects do you think should be upgraded?
- Q. 9** Do you feel that your school is having all educational resources to fulfill the curricular objectives? If not, then what do you require?
- Q. 10** How the professional development needs of your teachers are taken care of?

د ښوونځيو د مديرانو سره مرکه

لومړۍ پوښتنه: آیا تاسې باور لرئ چې د اوسنۍ ښوونیز نصاب پر تطبیق سره کېدلی شي د زده کړو کیفیت ښه شي؟ څنگه؟

دویمه پوښتنه: آیا تاسې ډاډه یاست چې د ښوونځي اوسني ښوونیز کتابونه د ملي نصاب پر معیارونو او سپارښتنو برابری لیکل شوي؟ څنگه؟

درېیمه پوښتنه: آیا تاسې فکر کوئ د ښوونځي ښوونیز کتابونه پر داسې مالوماتو مشتمل دي چې کولی شي له ښوونکو سره مرسته وکړي چې څنگه ځینې ځانګړي ښوونیز موضوعات تدریس کړي؟

څلورمه پوښتنه: آیا تاسې باوري یاست چې ښوونیز کتابونه پر ټولو هغو اړینو مالوماتو مشتمل دي چې زده کوونکي یې باید د ښوونځي په دوره کې زده کړي، لکه پوهه، مهارتونه، ارزښتونه، ټولنیز نړاوتنه او داسې نور...؟ څنگه؟

پنځمه پوښتنه: تاسې ډاډه یاست چې ستاسې ښوونکي د تدریس اغېزناکه پیداوړي کاروي، که داسې وي دغه پیداوړي تر کومې اندازې د باکیفیته زده کړو په انتقال کې مرستندویه تماميږي؟

شپږمه پوښتنه: آیا تاسې د ارزونې داسې کومه ځانګړې تګلاره لرئ چې پر عملي کولو سره یې ستاسو په ښوونځي کې د زده کړو کیفیت لوړېدلی شي؟

اوومه پوښتنه: آیا تاسې په دې ډاډه یاست چې د ازموینې هغه تګلارې او روشونه چې ستاسې په ښوونځي کې یې ښوونکي عملي کوي، د زده کوونکو سره د باکیفیته زده کړو په تر لاسه کولو کې مرسته کولی شي؟ څنگه؟

اتمه پوښتنه: تاسې فکر کوئ چې په موجوده نصاب او په ښوونیزو کتابونو کې سمون ته اړتیا شته، که وي کوم اړخونه باید اصلاح شي؟

نهمه پوښتنه: آیا ډاډه یاست چې ستاسو ښوونځي ټولې هغه اسانتیاوې او اړینې منابع چې د نصاب د بریالي تطبیق لپاره باید په ښوونځي کې موجودې وي، لري؟ که یې نه لري، کوم څه ته اړتیا لرئ؟

لسمه پوښتنه: تاسې د خپلو ښوونکو مسلکي اړتیاوې څنگه پوره کوئ؟

Appendix-D

English and Pashto Versions of the Questions for the Focus Group Discussion

- Q. 1 Do you think your school textbooks appropriately fit your level (age/grade)?
- Q. 2 Do your teacher facilitate the difficulties of the textbooks and are you satisfied with the way, they teach the textbooks?
- Q.3 To what extent do you think the textbooks fit your course requirements in terms of knowledge, skills and attitudes?
- Q. 4 Which parts of your school textbooks do you like the most and why?
- Q. 5 Which items of your school textbooks are boring, you do not like and you want that to be improved?
- Q. 6 Are you happy with your teachers' behaviors towards you in the classrooms?
- Q. 7 Do your teachers encourage you for active classroom participation?
- Q. 8 How do you learn in your classroom? Name the teaching-learning activities usually carried out in your classrooms.
- Q. 9 Do your teacher give you homework? Usually, which kinds of homework do you do?
- Q.10 How do your teachers evaluate your learning? Which methods and tools do they use to assess you?
- Q.11 Do your teacher engage you in some practical work related to laboratory and computer Lab?

د زده کوونکو سره د ګروپي مرکي پوښتنې

1. تاسو ته چې کوم کتابونه درکړل شوي ستاسو د سويي مطابق دي؟
- ګران دي؟
- اسان دي؟
2. آیا ښوونکي کولی شي دغه کتابونه په سمه او ساده توګه تاسو ته تدریس کړي؟
3. د اوسنيو کتابونو چې تاسې ته تدریسېږي کومو اړخونو سره یې تاسې ډېره دلچسپي لری؟ ولې؟
4. کوم اړخونه او برخې په دغو کتابونو کې داسې دي چې تاسو ورسره چندان علاقه نه لری او یا غواړئ اصلاح شي؟
5. دښوونکو رویه او سلوک په درسي وختونو کې تاسو سره څنګه دی؟
6. ایا ښوونکي تاسې هڅوي تر څو له هغوی سره په درس کې فعال ګډون وکړئ؟
- په څه ډول؟ بېلګې یې ووايست
7. آیا ښوونکي تاسې ته اجازه درکوي چې په ټولګي کې درس اړوند پوښتنې ورڅخه وکړئ؟
- معمولاً تاسو خپلې پښتنې څنګه مطرح کوئ؟
8. په ټولګي کې زده کړه په څه ډول کوئ؟
- کوم فعالیتونه په روزمره ډول تر سره کوئ؟
9. کورنۍ دندې درکول کېږي؟
- معمولاً کوم ډول کورنۍ دندې تاسې سرته رسوئ؟
10. د ښوونکو له خوا په څه ډول ستاسو ارزونه کېږي؟
- روزمره اونۍ وار یا میاشتني؟
- لیکلې نا لیکلې؟
11. عملي زده کړه څنګه کوئ، لابراتوار، کتابتون او یا آنلاین منابعو ته لاس رسی لری؟

Appendix-E

Classroom Observation Schedule

Teacher: _____ School: _____

Course: _____ Class: _____

Time: _____ Date: _____

Student Information: Number of students present: _____ Boys _____ Girls

Classroom Desk Arrangement: Desks in rows and columns _____ Desks in groups _____

Desks in circle: _____ Other (specify) _____

3 = Effective	2 = Somewhat Effective	1 = Ineffective	NO = Not Observed
The teacher evidenced careful planning and classroom flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear, and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or classroom flexibility in implementation of the behavior, eliciting some appropriate student responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or classroom flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (NOTE: There must be an obvious attempt made for the certain behavior to be rated "ineffective" instead of "not observed".)

Part-1 : Aspects related to Teaching-learning Process

Sr. No.	Aspects	3	2	1	NO
1.	Teacher checked students' homework.				
2.	Teacher provided time for the students to think, recall and discuss each other in pairs what they have learnt from the previous lesson.				
3.	Teacher elicited information about the previous lesson from the students.				
4.	Teacher carried out a warm up activity before entering to the new lesson.				
5.	Teacher employed brainstorming techniques.				
6.	Teacher engaged students in problem identification and definition.				
7.	Teacher engaged students in solution-finding activities and comprehensive solution articulation.				

8.	Teacher allowed students to discover key ideas individually through structured activities and/or questions.				
9.	Teacher encouraged students to judge or evaluate situations, problems or issues.				
10.	Teacher encouraged students to ask questions.				
11.	Teacher treated all students in a fair and equitable manner.				
12.	Teacher asked questions to assist students in making inferences from data and drawing conclusions.				
13.	Teacher gave answers to students' questions / queries gladly.				
14.	Teacher encouraged students to interact with each other in Group and Pair activities.				
15.	Teacher integrated more than one teaching methods in the class.				
16.	Teacher provided equal learning opportunity to all the students in the class.				
17.	Teacher was asking a variety of questions to encourage participation of all the students.				
18.	Teacher encouraged students to synthesize or summarize information within or across disciplines.				
19.	Teacher provided opportunities to the students to generalize from concrete information to the abstract.				
20.	Teacher engaged students in comparing and contrasting ideas.				
21.	Teacher explained important ideas in the content simply and clearly.				
22.	Students expressed their feelings and problems freely.				
23.	Teacher employed other tools / instructional aids (i.e. technology, computer, videos, overhead projector etc.).				
24.	Teacher addressed the diversity in classroom (inclusiveness).				
25.	Teacher incorporated activities for the students to apply new knowledge.				
26.	Teacher monitored effectiveness of team / group work by moving around in the classroom.				
27.	Teacher used board to illustrate the concepts by providing more examples.				
28.	Overall classroom environment was conducive for learning.				
29.	Teacher has prepared well-designed materials in an organized manner to meet the goals/objectives of the class.				
30.	Teacher used some other supportive teaching-learning materials in the class.				
31.	Teacher used relevant TLMs properly during teaching.				
32.	Teacher prepared a lesson plan for the lesson.				
33.	Some printed material was observed on the walls of the classroom.				

34.	Teacher-Students Interaction <ul style="list-style-type: none"> ➤ No discipline ➤ Shouted at the child ➤ Hit the child ➤ Punished the child ➤ Quietly reminded the rules to the misbehaving child ➤ Separated the misbehaving child from the other children ➤ Any other 	
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Part-2: Aspects related to Evaluation Procedures

Sr. No.	Aspects	3	2	1	NO
1.	Teacher ensured the evaluation with respect to various integrated aspects in the textbooks.				
2.	Teacher's evaluation was based on three learning domains namely, Affective, Cognitive and Psychomotor.				
3.	Teacher was assessing students' learning along with teaching.				
4.	Teacher encouraged students for self-evaluation.				
5.	Teacher encouraged students for peer evaluation.				
6.	Teacher used a variety of evaluation techniques to assess students' learning at different stages of the lesson.				
7.	Teacher assessed the quality of students' learning in the class at the end of instruction.				
8.	What strategies did the teacher use to assess oral expression of language? (check all that apply) <ul style="list-style-type: none"> ➤ Called on individual pupils to repeat phrase/word/sound ➤ Choral response with signal to repeat phrase/word/sound ➤ Called on individual pupils to give brief (e.g. yes/no) response ➤ Choral response to give brief (e.g. yes/no) response ➤ Called on individual pupils to give free expression response ➤ Any other 				
9.	What strategies did the teacher use to assess reading skills? (check all that apply) <ul style="list-style-type: none"> ➤ Asked students to read aloud individually ➤ Asked comprehension questions ➤ Any other 				
10.	What did the teacher do when a student gave the wrong response or did not respond at all? (check all that apply) <ul style="list-style-type: none"> ➤ Asked another student ➤ Provided feedback ➤ Encouraged the other students. ➤ Provided remediation - analysis (breaking the task down) 				

	➤ Criticized the student ➤ Encouraged the student to try again ➤ Ignored the error ➤ Any other	
11.	Approximation about the use of Language/s by the teacher and students during English class. Teacher: English <i>Pashto</i> Mix During English class _____ Students: English <i>Pashto</i> Mix During English class _____	

Date:

Name and Signature of School Complex H.M

Appendix-F

List of Secondary School Principals for the Interview

Sr. No.	Name of the Principal	Name of the School
1.	Abdul Shakoor Qadari	Tajrubawi High school
2.	Abdul Rahman	Shash Gahr High School
3.	Sifatulah	Machal Gho High School
4.	Wulayet Meer	Hassan Qala High School
5.	Qandahari	Khalilan High School
6.	Dawod Khan	Andwam High School
7.	Sayed Jalal	Pathan High School
8.	Gull Wali	Pathan(Naswan)High School
9.	Habibullah	Aryoub High School
10.	Rasool khan	Sarwan Khail High School
11.	Bakhter Gull	Chamkani High School
12.	Abdullah	Bangakh High School
13.	Raz Mohammad	Ahmed Khail High School
14.	Asghar Khail	Hazar Darakht High School
15.	Jihadullah	Rabaat High School
16.	Reaayet Hanif	Bal Khail High School
17.	Bakhter Gull	Bukirki High School
18.	Basim Jan	Patke High School
19.	Jawad Khan	Shawak High School
20.	Habibullah	Kullal Gu High School
21.	Baz Mohammad	Batoor High School

22. Jawaz Khan	Shawak High School
23. Mohammad Nasim	Shabak Middle School
24. Noorullah	Wagi High School
25. Saidullah	Karizgi Middle School
26. Saber Gull	Tora Khail Middle School

Teacher Assessment in the Secondary schools of Afghanistan with Reference to Some Parameters of Pedagogical Practices

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ABSTRACT

Nowadays teacher performance assessment in education has become significant with a view to enhance the quality of education. It is evident that this thrust area would lead to quality and excellence in education. It is realized that the most arguable point about teacher assessment is the improvement of students' performance and learning outcomes. One of the very debatable issues about quality teaching is that to what extent a teacher is able to provide a positive learning environment inside the classroom. Similarly, a qualified teacher is also assumed to create good learning conditions by employing effective pedagogy.

The available studies on Afghan teacher teaching skills (Afghanistan National Education for All (EFA) Review Report, 2015; National Education Strategic Plan (NESP), Ministry of Education, 2016; Education Sector Analysis Report Draft, 2016 and Mansory, 2010) indicate that the vast majority of Afghan school teachers employ traditional pedagogy which cannot help learners to advance their 'critical thinking' ability and become 'autonomous' learners (Barron and Darling-Hammond, 2008). The above conceptual background and reviewed report of Afghanistan have inspired the authors to assess the teachers' performance in the secondary schools of Afghanistan with reference to some parameters of pedagogical practices. The present paper depicts the observed existing pedagogical practices through a series of classroom observation and attempted to suggest some ideas to overcome the challenges of the teachers.

Keywords: Parameters of pedagogical practices, Teacher assessment

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INTRODUCTION

Literature highlights a number of competencies that a qualified teacher should own to be successful in his/her professional career. A wide consensus regarding competent teacher is that he/she should have good content knowledge, pedagogical knowledge, problem-solving ability, sensitivity towards students' learning needs, professional beliefs and attitudes towards his/her teaching-learning experience, decision making and some other social skills for effective teaching. One can see the reflection of all the above competencies in terms of certain parameters of quality education if they would be assessed systematically. This perhaps emphasizes the notion of teacher performance assessment to ensure the quality of education. Nowadays teacher performance assessment in education has become significant with a view to enhance the quality of education. Research trends also show that the performance assessment practices in education largely focused on performance appraisal of teachers worldwide. It is evident that this thrust area would lead to quality and excellence in education. It is realized that the most arguable point about teacher assessment is the improvement of students' performance and learning outcomes. In other words, teacher quality should be measured with respect to his/her professionalism and its effect on learners' outcomes as a result of his/her teaching experience in the classroom (OECD, 2009). One of the very debatable issues about quality teaching is that to what extent a teacher can provide a positive learning environment inside the classroom. Positive climate in terms of quality of students learning and achievement, giving full support and consideration to every individual in the class, inculcating high standard humanistic behavior in students, creating an attitude of cooperation and healthy relationship among learners, as well as the school community, and providing the opportunities for the students to learn by their own (National Institute of Education, Maldives, 2014).

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Similarly, a qualified teacher is also assumed to create good learning conditions by employing a variety of effective teaching models and strategies in his/her classroom. Particularly, the inquiry-based and problem-solving approaches are supposed to improve learners' cognitive ability in terms of critical thinking, system thinking and making a decision. These types of activities can help students challenge the debate and let them to investigate different aspects of the topic and to make a decision finally by their own (WWF-UK, 2010).

As it is defined by UNICEF (2014), pedagogy is what a teacher needs to know and the skills a teacher should be able to command. The available studies on Afghan teacher teaching skills (Afghanistan National Education for All (EFA) Review Report, 2015; National Education Strategic Plan (NESP), Ministry of Education, 2016; Education Sector Analysis Report Draft, 2016 and Mansory, 2010) indicate that the vast majority of Afghan school teachers employ traditional pedagogy which cannot help learners to advance their 'critical thinking' ability and become 'autonomous' learners (Barron and Darling-Hammond, 2008). According to Mayer (2002), a meaningful learning occurs when students learn by using their cognitive process to solve a real problem. Problem-solving is

coming up with a way of achieving a new learning goal which a learner has never achieved before. The above elaborated conceptual background and reviewed report of Afghanistan has inspired the authors to assess the teachers' performance in the secondary schools of Afghanistan with reference to some parameters of pedagogical practices. The present paper depicts the observed existing pedagogical practices through a series of classroom observation and attempted to suggest some ideas to overcome the challenges of the teachers.

ABOUT THE STUDY

The present study has been conducted on Afghan secondary school teachers. The overarching aim of this study was to assess the pedagogical practices of the Afghan teachers in secondary schools with reference to some of its parameters viz. teaching-learning process, curriculum, and teaching materials and students' evaluation. The data has been gathered from, purposively selected 26 schools in 13 districts of Paktia province. Paktia is a province in which many nongovernmental organizations (NGOs) namely; UNESCO, UNICEF, CARE International, World Bank, Afghan Women Educational Center (AWEC) along with government have conducted a huge number of capacity building programs for the school teachers. The 'Classroom Observation Schedule' was prepared and used for assessing specific classroom behaviors of the teachers under their pedagogical practices. Totally 26 classes have been observed in the selected 26 schools. The study has attempted to get the answers to the following research questions:

- What type of pedagogical practices do the Afghan secondary school teachers employ in their classrooms?
- To what extent their pedagogical practices are suitable and help well in achieving the learning objectives expected in the curriculum?
- Do the pedagogical practices ensure quality learning?

ANALYSIS AND INTERPRETATION

To assess the teachers and their pedagogical practices in Afghan secondary schools, the authors have developed a 'Classroom Observation Schedule', which covered entirely 56 items under three major sub-titles viz. aspects related to teaching-learning, aspects related to curriculum and teaching materials and aspects related to students' evaluation. The analysis and interpretation of different items under each sub-title have been described verbally and graphically as under:

Analysis of the Aspects related to Teaching-learning

Under this sub-title total 32 items were set in the observation schedule indicating aspects related to teaching-learning. For every single aspect assessment choices were given to be tick marked as; 3 = effective, 2 = somewhat effective, 1 = ineffective and N/O not observed. To facilitate the analysis of the stated 32 items, they were clubbed together into six groups based on interrelationship.

It was revealed that out of all 26 observed teachers, 5 teachers (i.e., 19%) carried out the activities related to the very first stage of the session effectively. This stage includes checking students' homework, giving time to think, recall and discuss the previous lesson, linking the previous lesson with the new one and warming up activities. Secondly, 9 teachers (i.e., 34.6%) teachers did it somewhat effectively while 12 teachers (i.e., 46%) were found to be ineffective. With regard to student-centered teaching-learning activities in terms of individual group/pair

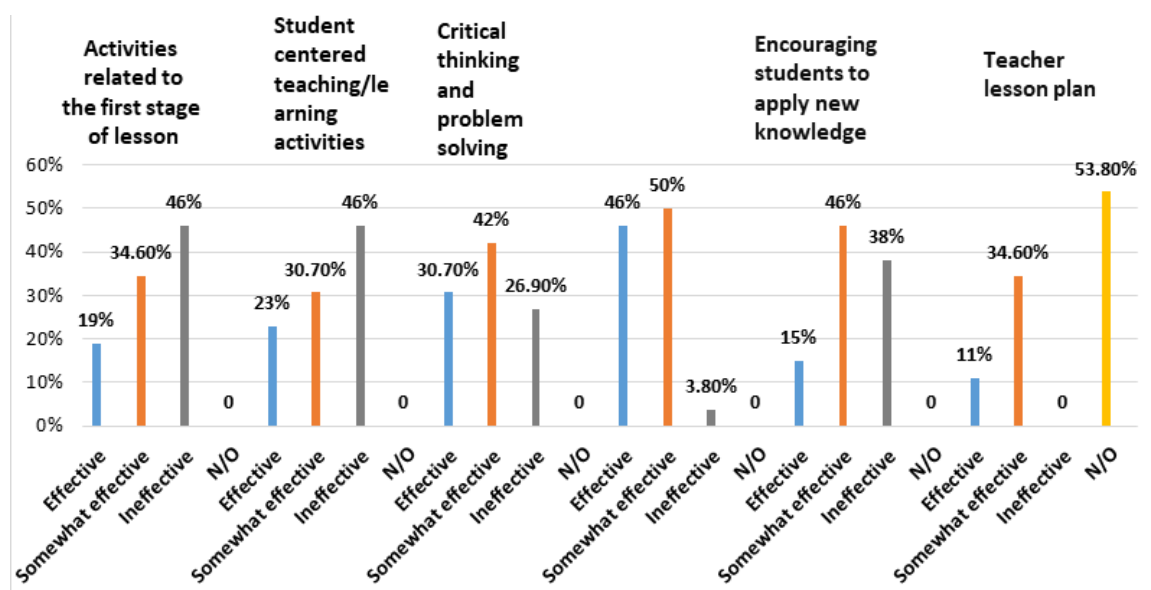
work classroom discussion and their participation in classroom activities, it has been observed that 6 teachers (i.e., 23%) designed such type learning activities for their classes effectively. Eight teachers' (i.e., 30.7%) classes were observed somewhat effective and 12 (i.e., 46%) other teachers conducted these type of activities in an ineffective way or missing at all. The third criteria for teacher assessment were set as to what extent he/she tries to engage students in critical thinking and problem-solving activities. The findings specify that 8 (i.e., 30.7%) teachers used some techniques to promote students critical thinking abilities. In the same case 11 (i.e., 42%) other teachers tried somewhat effective to engage students in these type of activities, while 7 (i.e., 26.9%) teachers were identified ineffective. With respect to students' freedom in the classroom to ask questions and their participation in learning activities, the study found that 12 (i.e., 46 %) teachers provided a positive classroom climate effectively. In this respect, 13 (i.e., 50%) teachers were assessed somewhat effective and 1 (i.e., 3.8 %) teacher was assessed to be ineffective. Another related aspect was providing opportunities to the students to apply the new knowledge into practice. Here, 4 (i.e., 15 %) teachers found effective, 12 (i.e., 46 %) were found somewhat effective and 10 (i.e. 38 %) teachers assessed ineffective. The last (i.e., sixth) item was about lesson plan for every single teaching session. The findings revealed that only 3 (i.e., 11 %) teachers had already prepared a lesson plan for their classes, 9 (i.e., 34.6 %) others had somewhat, that is may be an outline of what they were teaching in the classrooms. Besides, 14 (i.e., 53.8 %) other teachers did not have any written lesson plan. Graph 1 shows the graphical presentation of all six criteria and the related interpretation discussed above.

Analysis of the Aspects-related to Curriculum and Teaching-learning Materials

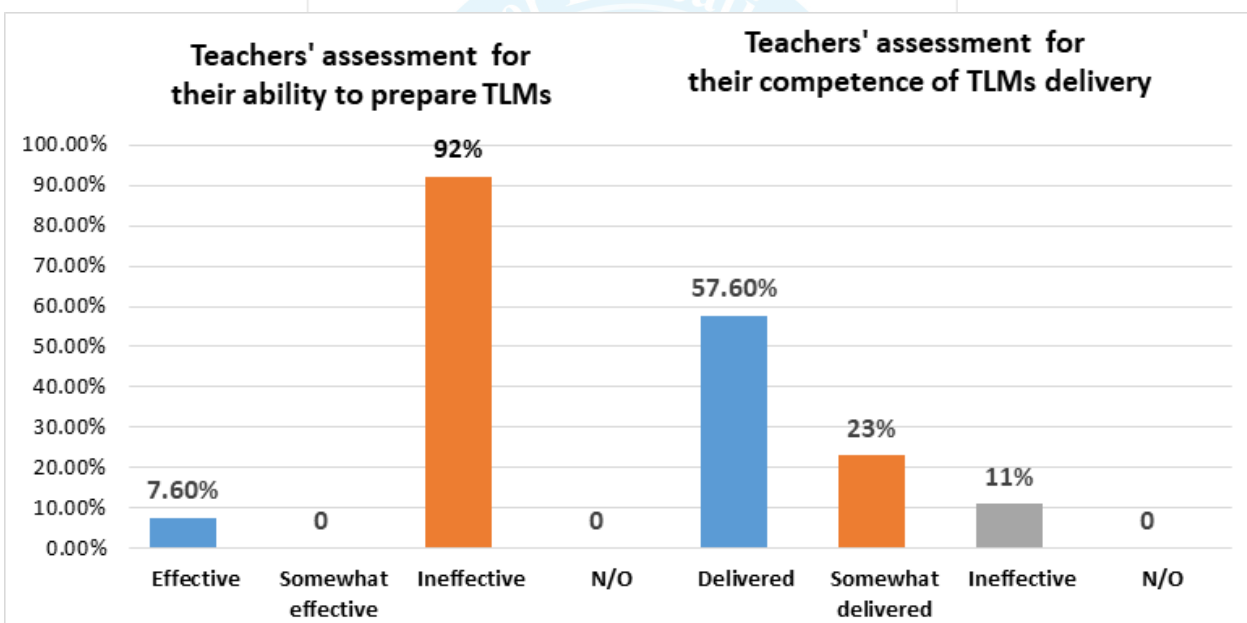
In this part of the observation schedule, there were only two aspects out of thirteen, which were directly related to the teachers' performance. The first aspect is related to teachers' ability regarding the preparation of teaching-learning materials (TLMs) appropriate to the level and learning needs of the students as well as suitable to achieve the expected learning goals/objectives. The findings reveal that only 2 (i.e., 7.6 %) teachers attended their classrooms with already prepared TLMs except for their course books. The rather significant number 24 (i.e., 92 %) teachers did not use any supplementary TLMs in their classrooms except the textbooks. The second criteria were to assess teachers' competence in using TLMs in the classroom. It has been observed that 17 (i.e., 57.6 %) teachers delivered the materials they had planned to present in the classroom, but it cannot be claimed that they conveyed the information or knowledge in an effective way in the sense that the majority of these teachers employed lecture method only. Additionally, 6 (i.e., 23%) teachers were observed that they delivered the expected materials somewhat in a single session while 3 (i.e., 11 %) others failed for what they should have delivered in the classroom. Graph 2 explains the analysis graphically.

Analysis of the Aspects-related to Students' Evaluation

Two major aspects were assessed under this part of the classroom observation schedule. The first aspect was the students' evaluation based on three learning domains (affective, cognitive, and psychomotor). The findings indicate that only 3 (i.e., 11 %) teachers assessed students' understanding of materials based on these three learning domains. Eighteen (i.e., 69 %) teachers were observed



Graph 1: Analysis related to teaching-learning



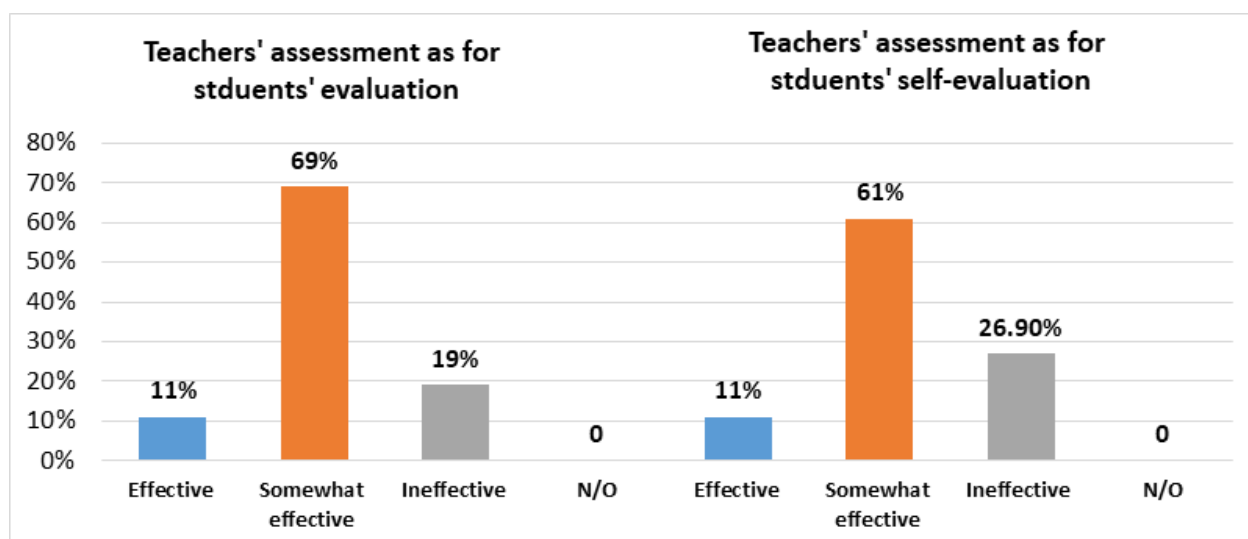
Graph 2: Analysis related to teaching-learning materials

somewhat effective in doing so, while 5 (i.e., 19 %) teachers were found ineffective. The second aspect was about providing a good climate and encouraging students for self-evaluation based on the three learning domains. It has been found that the same number of teachers 3 (i.e., 11 %) encouraged their students for self-evaluation, 16 (i.e., 61 %) teachers were found somewhat effective in doing so and 7 (i.e., 26.9 %) teachers were found ineffective. Graph 3 shows the analysis graphically.

CONCLUSION

In regard to the analyzed data and the graphical presentations made, it is quite significant that most Afghan school teachers employ traditional pedagogical methods (teacher-centered) in their classrooms. The findings in all three major aspects of

pedagogical practices demonstrate that Afghan teachers face a number of serious challenges in their career, especially in classroom practices. It has been observed that nearly all of the teachers had poor competence in general and particular subjects' pedagogy. For this obvious reason, they had to use the only teaching method "lecture" in their classrooms. Particularly, careful planning and preparing learning materials including electronic resources and its effective transition were noted as a big challenge for them. The only procedure they adopted for TLMs' delivery was following the already fixed content order in the textbooks. Another terrible truth is their failure as teachers to engage students in activities that help them promote their cognitive skills. Also, the majority of the teachers found not effective in students' evaluation, which is only the major evidence to see the impact of their teaching-learning process. Hence to come up with a solution to the above



Graph 3: Analysis related to students' evaluation

stated lacking on the part of the teachers, continuous short term in-service professional development programs can help teachers to overcome the challenges they are facing within their professional career (Crowther et al. 2002). Particularly, school administrations are responsible for the opportunities that they should provide for the teachers to enhance their professional competencies. Moreover, constant follow up assessment and feedback is required to improve teachers' classroom performance (OECD, 2009).

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A CRITICAL REFLECTION OF TEACHER EDUCATION POLICIES IN AFGHANISTAN

Atif Noorajan & Satish Pathak

INTRODUCTION

The War-affected Afghanistan started to rebuild itself after Bonn agreement in December 2001. Lots of achievements have been made over the past 17 years in different sectors of life including education. One of the serious constraints to the reconstruction process of social and economic infrastructures in this post-war time was lack of experienced and qualified human supply in every sector of life. Hence, Afghanistan faced with a chronic shortage of qualified teachers as the number of school enrolment dramatically increased from one million in 2002 up to over 8.5 million right now (World Bank, 2018). As an initial attempt for the rehabilitation and modernization of shattered educational system, the Afghan government elaborated anew National Curriculum Framework in 2003 in line with up to date international standards and Afghan community needs. This curriculum framework defined a number of objectives for quality school education as well as compatible qualifications for school teachers. On the whole, the framework encourages teachers and educators to improve the students' achievement in schools by adopting the effective teaching approaches and practices. But, it seemed to be a very challenging job in a country where almost all qualified teachers had fled due to the long lasting war. As the conflict ceased, most of the teachers in Afghanistan were newly employed who did not meet the required academic standards and pedagogical skills and therefore, academic and professional teacher training was extremely needed at the time (NCF, 2003). Hence, since the educational training institutions across the country were devastated, the Afghan government in partnership with international community started to resume the teacher education process by providing a large number of training opportunities and capacity building programs both inside the country and abroad.

The structure of this paper thus provides a critical analysis of teacher education policies and practices in Afghanistan, particularly those adopted in the post-conflict period 2002-2017. It looks into the failures and shortcomings in respect of strategies in professional development programs and how appropriate and effective these strategies and programs are in adapting a relevant and updated curricula and teaching-learning approaches that can prepare teachers to be succeeded in their teaching career in various educational settings and real classroom situations. It also suggests some possible alternatives and new directions for the better future of teacher education in Afghanistan.

A BRIEF OVERVIEW

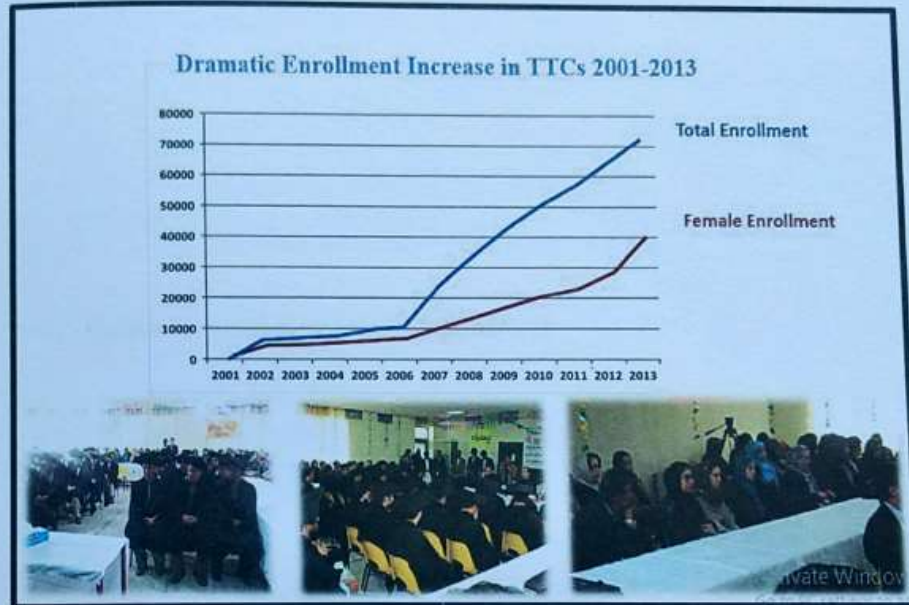
"To build a national cadre of qualified teachers who will be knowledgeable in content and in pedagogy, teachers are at the heart of education. By encouraging the recruitment, development and retention of teachers, Afghanistan is investing in the future of its youth and in the future of a stable and peaceful nation." (Ministry of Education, 2014)

With the vision above, Afghanistan started to address the dire need of having qualified school teachers. This country had the same experience in 2002 and onwards with respect to the loss of educational personnel as of the other conflict-affected countries such as Rwanda, Cambodia and Liberia. Teacher education is the core activity in education and it is considered to be the most influential force for equity, access and quality in education (UNESCO, 2016).

Therefore, there was a pressing need for teacher training and school staff capacity building programs both in short-term and long-run. To take the situation into consideration, Afghan government designed a national Teacher Education Program (TEP) in partnership with international organization such as United States Agency for International Development (USAID), DANish International Development Agency (DANIDA), World Bank, United Nations International Children's Emergency Fund (UNICEF), Germany, France and AgaKhan Foundation (National Education Strategic Plan, NESP-2007). Afghan government in partnership with International donors began to design a number of capacity building and teacher training short-term programs for school teachers and staff. For instance, as a part of two Grand National projects (Education Quality Improvement Program (EQUIP I-II), a series of professional development training packages were developed for school teachers both in pedagogical skills and academic content In-service Education Training (INSET I-II, and more advanced packages: INSET III-IV and V). Besides, more other learning opportunities and educational trips were also arranged for the teachers outside the country; especially India has played a considerable role in a shared plan with Afghan government to organize short term trainings for the Afghan teachers at different levels in Indian professional institutions and universities.

In the part of Pre-service Teacher Education, a significant improvement has been made. In 2002, the number of pre-service educational institutions was only four across the entire country and the curriculum taught in these institutions was also extremely outdated. Therefore, the government and its international donors favored to concentrate more on the short term professional development programs. Later on, the number of Teacher Training Centers (TTCs) also has been increased over the past several years; that is, 48 public and 53 private TTCs right now all over the country. Similarly, the number of universities in the

country was very few but it has reached up to 30 public universities over the past several years. The number of enrolment in TTCs is also massively increased, which can be seen from the graph given below:



(Source: Official website of the Education Ministry of Afghanistan: <http://moe.gov.af/>)

Moreover, some of the upgrading programs at M.Ed. level were also conducted for the lecturers of TTCs. For example, the American University of Afghanistan started such a program in 2014 to promote the academic and pedagogical skills for the teachers of TTCs. Additionally, new learning opportunities for in-service teachers were provided to enhance their academic knowledge in the particular subjects by joining with undergraduate in-service faculty programs at the universities of the country. More importantly, a new Credentialing Framework for Teachers was also developed recently and tends to be implemented (NESP, 2017).



(Source: Official website of the Education Ministry of Afghanistan: <http://moe.gov.af/en>)

DEFICIENCIES AND SHORTCOMINGS

As it was mentioned earlier, after 2002 when the international community promised of tremendous financial and technical support for the post-war recovery of Afghanistan, particularly for educational sector, onwards, huge sums were spent on the short term teacher training projects. Yet, despite wasting a great amount of fund, the substantial improvement cannot be seen in the real classroom instruction and students achievement or in teacher training services (Afghanistan National Education for All (EFA) Review Report, 2015; National Education Strategic Plan (NESP), Ministry of Education, 2016; Education Sector Analysis Report Draft, 2016 & Mansory, 2010). Some of the key neglected aspects in both areas, i.e. in-service and pre-service, as the reasons for ineffectiveness of teacher education in Afghanistan, are discussed below:

IN-SERVICE TEACHERS' TRAINING PRACTICES

The core body for conducting in-service teachers' training programs is the Ministry of Education (MOE), but the Ministry of Higher Education and particularly Non-Governmental Organizations (NGOs) are the important cooperative partners in this sector. A lot of errors and shortcomings along with constraints can be pointed out when one looks critically at the

whole process of in-service teacher training programs and its real outcomes on the ground level in Afghanistan.

(a) Absence of a comprehensive policy and procedure

Lack of an overlapping policy including specific objectives, training standards and features for teacher professional development programs resulted that some equally important aspects of the process get neglected. Since NGOs have been conducting most of the in-service teachers' training activities, therefore, they were following their own agendas for designing and arrangement of these programs (Karlsson & Mansory, 2007). Thus, it was not guaranteed whether their objectives for Professional Development (PD) programs were set in line with the real needs of teachers or not. For instance, in all these programs it was extremely rare to teach teachers how to use technology in their classroom instruction or to prepare ICT integrated instruction plan. Lack of the focus on grade-specific skills was another less addressed aspect until very recent years. Inadequate connection of training content and real classroom practice was another concern about the appropriateness and effectiveness of these short term PD programs. It has been really felt that, these can very well bridge the gap between knowledge and real classroom practice. Even by passing the six years and afterwards when the first National Strategic Plan was developed in 2007, and it was found from the analysis of the situation that in-service PD activities carried out by most of the NGOs had not a significant impact on teacher quality improvement, still the ministry did not take any serious action in this regard (NESP, 2007).

(b) Hiring less qualified and irrelevant profession trainers

As mentioned previously, most of the short term teachers' training programs have been conducted by NGOs and since the government did not have a horizontal policy for the cooperation of all partners; it was up to the funding agencies to hire trainers using their self-developed standards. Thus, in more cases it happened, as it was concluded in a survey (conducted by the author in 2017) that the hired trainers had low level of academic qualifications and professional experience to deliver the training inputs compared to the in-service teachers.

(c) Lack of a strategy for monitoring and evaluation

A post-training evaluation and ongoing support for the teachers, especially following a PD program, is believed to be a substantial phase in the continuous process of teachers' professional development (Yogev, 1997; Rust & Dalin, 1990; Beeby, 1980). Teachers have to reflect on their real classroom practices as a result of what they have acquired from the

training (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Dalton, 2010). Thus, a comprehensive follow up strategy was not undertaken by the government or NGOs to determine the significant impact of PD training on the classroom instructional practices as well as on students' achievements.

PRE-SERVICE TEACHER EDUCATION

Teacher education was primarily started from 1913 when the first Teacher Training Institute was founded in Kabul (Afghanistan) with a newly recognized curriculum. Currently, teacher education is administered by two separate ministries namely; Ministry of Education and Ministry of Higher Education. The Teacher Training Centers (TTCs) belong to the Ministry of Education where teachers are trained for the primary and lower secondary schools. Similarly, the Faculties of Education prepare teachers for upper secondary level by the Ministry of Higher Education. Both TTCs and Faculties of Education train teachers in different subjects and the structure of the curriculum therefore embrace both subject content and pedagogical knowledge. At present Afghanistan has at least two- level pre-service teacher education system, TTCs (14 Grade- degree) and Faculties of Education that train teachers at bachelor level. A small number of universities may conduct Master degree programs in education for example; The American University of Afghanistan started a 36 credits-M.Ed. program in 2015 for TTCs' teachers. Before that one another M.Ed. program was undertaken by the University of Indiana of United States in partnership with Kabul Education University in Language Teaching Methodology (TESOL). The quality of TTCs' education is already believed to be very poor (Barakat, 2014 & Samady, 2013). And it may not be wrong to say that, most of the TTCs are functionally paralyzed and turned into so-called diploma awarding structures. Despite of some major changes made in pre-service teacher education in the form of quantity but less in quality. The following are some of the most substantial improvements that the Afghan government has failed to care for so far:

(a) Lack of a specific upgrading policy and framework for teacher education qualifications

Developing a national policy was essential from the beginning to define new teacher education qualifications, guidelines, standards and norms for teacher education programs, curricula, standardized tests, teacher credentialing framework and procedure for evaluation. More attention was given only to the number of the TTCs and students' enrolment while the quality aspects related to teacher education and curriculum has been remained untouched.

The findings of the studies conducted by (Barakat, 2014&Samady,2013) on Public and Private TTCs in Afghanistan, revealed the poor conditions with respect to teachers' teaching

method, materials and facilities in both the types of TTCs. It was also revealed that in both public and private TTCs teachers use the traditional instructional method (lecture method) and the similar fixed and already approved curriculum is followed.

(b) Outmoded curriculum and TLMs

"A principal objective of a quality curriculum is, in a fair and inclusive manner, to enable students to acquire and develop the knowledge, skills and values, and the associated capabilities and competencies, to lead meaningful and productive lives."(UNESCO, 2016, p.8)

At present, most of the students attend TTCs merely for fulfilling the formality and getting the certificate as having minimum qualification for a teacher. The curriculum taught in Afghan TTCs is extremely out of date and unable to equip students with the required knowledge, skills and values, especially those essential for the delivery of effective instruction in the classroom (UNESCO, 2008, Ministry of Education, 2016). The same situation is in the Faculties of Education at universities in respect of curriculum and teaching-learning materials.

(c) Lack of facilities and teaching-learning resources

A large amount of convincing evidence is there indicating the direct correlation between facilities and students' achievement in educational institutions (OECD, 2005; Earthman, 2002; Loku, 2013; Edwards, 2006; Atieno, 2014; Josep, 2013). Although most of the TTCs buildings have been newly constructed over the past several years, teaching-learning facilities such as, quality teachers, library, laboratory, access to internet and digital learning resources are still not available in most of these TTCs (Barakat, 2014 & Samady, 2013).

ALTERNATIVES AND SUGGESTIONS

On account of the available evidences it may not be difficult to draw a firm conclusion regarding the ineffective management in the system of teacher education, in Afghanistan both in policy and practices. Yet, the government has addressed some of the discussed and mentioned gaps and drawbacks in the latest National Education Strategic Plan for 2017-2021, but briefly as the sub components of the plan. For instance, the plan has reported the efforts for renewing the curriculum of TTCs, establishing a new Afghanistan National Qualification Framework (ANQF) and a National Qualification Authority (NQA) and providing facilities for the teacher education institutions (NESP, 2017). But as a matter of fact, a number of practical reforms are needed to be made with the reorientation of teacher education system in Afghanistan in terms of setting goals for achieving the newly identified priorities such as introducing the qualifications framework along with more new different level educational certificate and diploma programs. Therefore, a critical model of policy is needed to be devolved considering the shattered pre-service and in-service teacher education system in the country. Looking at the contemporary needs and educational priorities of the country, more

new teacher education programs at different levels need to be started in the country to provide quality educational services. Particularly, distance learning programs would be more useful for the in-service teachers to further their education even in the rural areas. Developing more opportunities for teacher education at university level is the need of hour, as there is at least one government university in every province of Afghanistan. Universities can make a significant contribution to the PD trainings, particularly in-service training by organizing workshops, seminars and short-term courses. The most important is conducting the discipline-based in-service teacher education programs, especially in Mathematics and Science.

Teacher evaluation procedure is another extremely important issue to be considered. Most of the teachers who have completed pre-service teacher education programs but they have poor pedagogical skills, content knowledge, pedagogical knowledge and ICT skills. Therefore, some model procedures can be adopted such as examination with certification, which is followed today in many countries of the world including United Kingdom and United States of America (Larsen, 2005). The certification examination should not be simply a multiple-choice paper-pencil test but on the job performance based assessment. As most of the in-service PD programs are implemented by NGOs and they do not have any systematic procedure for follow up monitoring and classroom-based teacher evaluation, therefore, the teachers would be required to demonstrate their abilities as a part of their performance assessment. And, hereafter, the teachers have to put the newly acquired teaching-learning techniques and strategies into practice and improve their practical teaching skills for the purpose of passing the certification assessment, too. It has to be cited here that it was found in a survey (conducted by the author, 2017) in 'Paktia' province that majority of school teachers were using only lecture as a teaching method, not diverse methods in their classrooms despite of the fact that they had already received several trainings on modern teaching methods and strategies.

Providing ongoing support for the teachers at schools is vital when it comes to continuous professional growth and development of the teachers. Most of the teachers verbally show their agreement for application of the new teaching techniques they are exposed to in PD programs, but unfortunately they fail to apply these new approaches and strategies in their daily classroom instruction. It seems that the teachers may not be ready for adopting these new changes, as it is a natural tendency among all human beings. Hence, lack of the follow up support as noticed by Lamb (1995) and Yogeve (1997) could be a main reason, particularly in the developing countries for the successful implementation of knowledge acquired by the teachers in PD programs. Follow up support might be provided by many ways such as, the teacher may get help from his/her supervisor or may be from school academic board and peer teachers but it needs a mechanism to be established for an effective ongoing teacher support.

In conclusion, quality teaching is the 'backbone' of quality education and therefore a quality teacher education system in the country should be the topmost priority. The teacher education system needs to be radically reformed. Ministry of Education as a core body for teacher

education should develop a horizontal comprehensive policy with clear guidelines in a close partnership with Higher Education Ministry as well as NGOs. More important point is that policy must not be considered as a symbolic paper printed task, as Ball (as cited in Larsen, 2005) argued that *policy* is not a solo action as a 'text' but policy is both 'text and action'. The policy should encourage the shifting process of century old pedagogical paradigm into an effective outcome-based instructional practice at all teacher education institutions.

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