



**MY
PORTFOLIO**





**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

**CLUSTER
REHMANI KHADIJA KHOWAJA GOVERNMENT GIRLS HIGH
SCHOOL
TANDO MUHAMMAD KHAN
CLUSTER HEAD: MADAM GUL AFSHAN BHATTI**

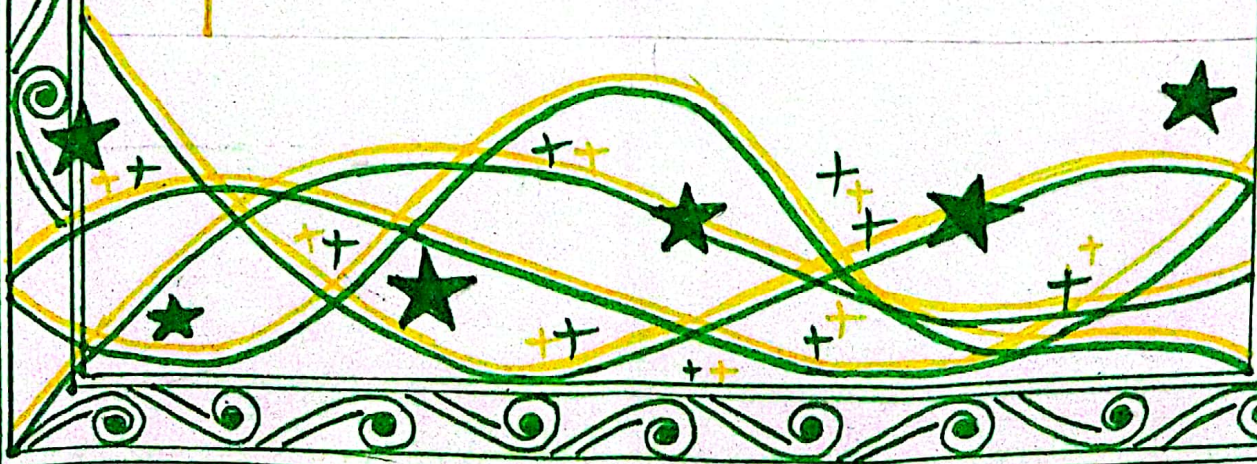
**CELL HUB SCHOOL
GOVERNMENT GIRLS PROVINCIAL HIGH SCHOOL
TANDO MUHAMMAD KHAN
CELL HUB HEADTEACHER: MADAM GUL JAN BHATTI**

**MS. ASIFA GHORI (PST)
SUBJECT COORDINATOR**

**GOVERNMENT GIRLS (PROVINCIAL) HIGH SCHOOL
TALUKA & DISTRICT TANDO MUHAMMAD KHAN**

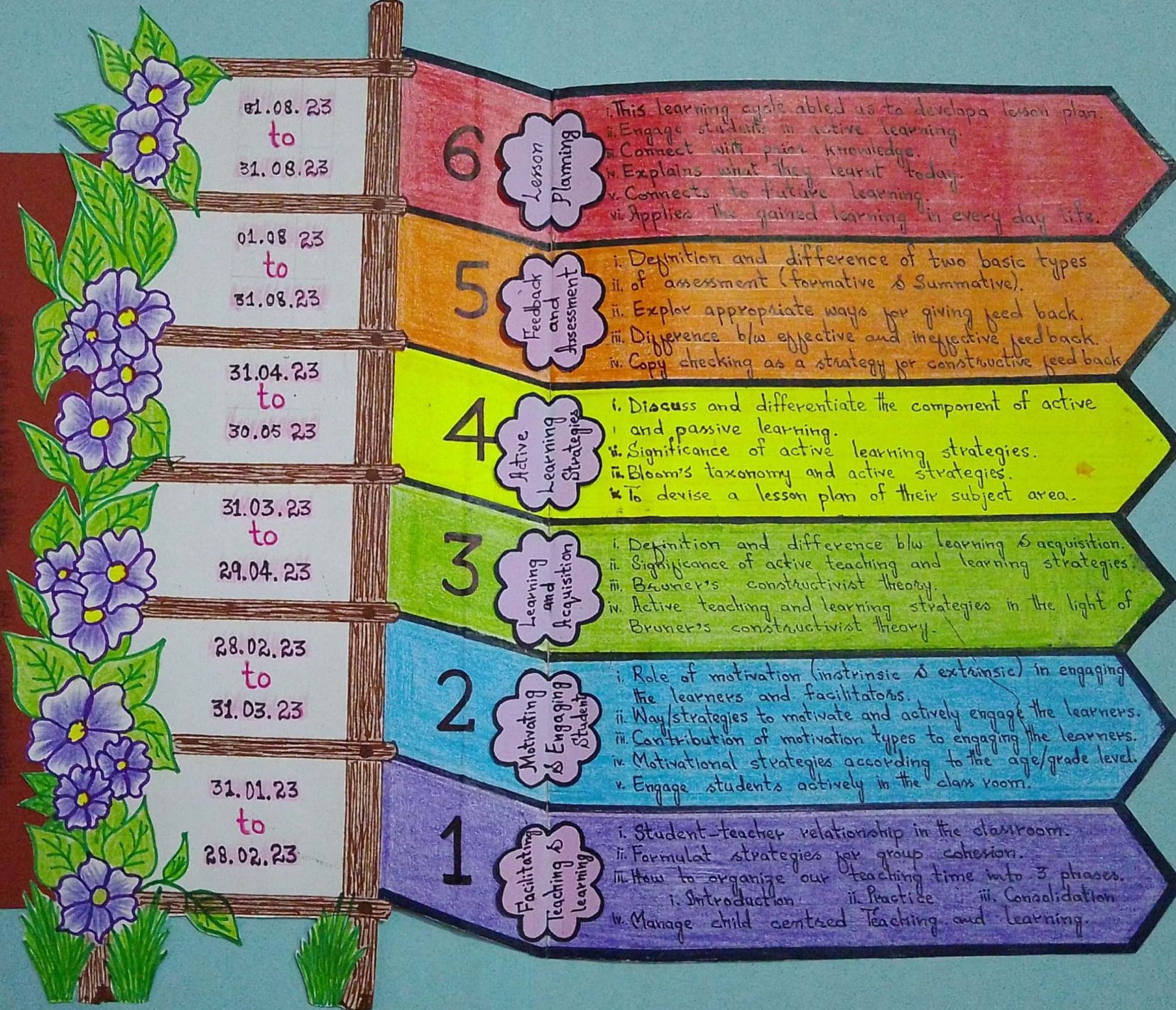
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**The
Ladder
To
Learning**

Carrier Ladder



Self- Introduction

SELF INTRODUCTION

Email:

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Address:

House no: A/997
Muhalla Phuleli

Near Naseem
Hospital TMK

Cell #

03332806545

Name:

Asifa Ghori

Father Name:

Ashfaqe Ahmed

Caste:

Ghori Pathan

Personal ID:

10460378

Qualification

Academic:

M.A (Economics)
B.A

Professional:

M.Ed
B.Ed

Designation:

PST

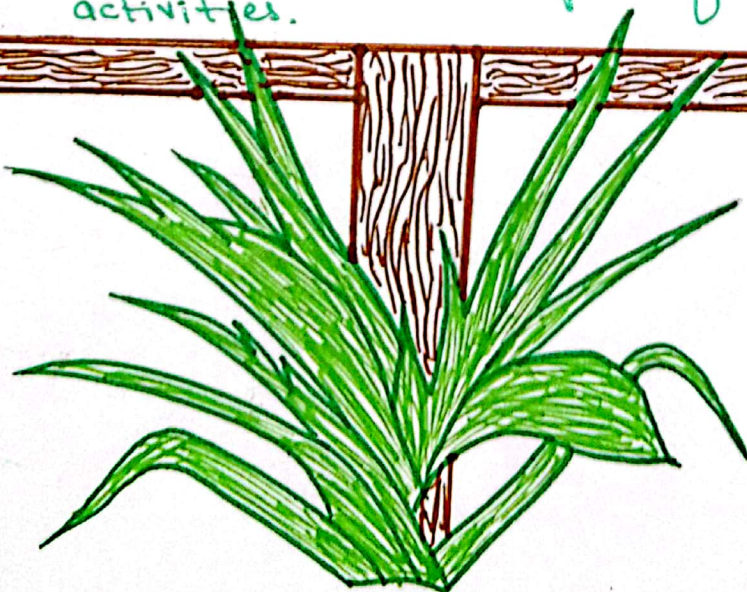
My Objectives to Edu:

To develop student's abilities to think critically. To develop a scientific and problem solving attitude. To improve educational practice & social responsibility.

**Roles
And
Responsibilities
Of
Subject
Coordinator**

RESPONSIBILITIES OF SUBJECT COORDINATOR

- 01: Take fortnightly session of teachers for their improvement.
- 02: Attend half day workshop at cluster level on monthly basis.
- 03: Support peers in classroom delivery, and try to give solutions for their problems.
- 04: Discuss content and pedagogical problems face by teachers and provide mentoring support.
- 05: Report to the GIT about all their observations and field work.
- 06: Coordinate among the cell schools.
- 07: Maintain movement register for all field activities.



**My
vision**

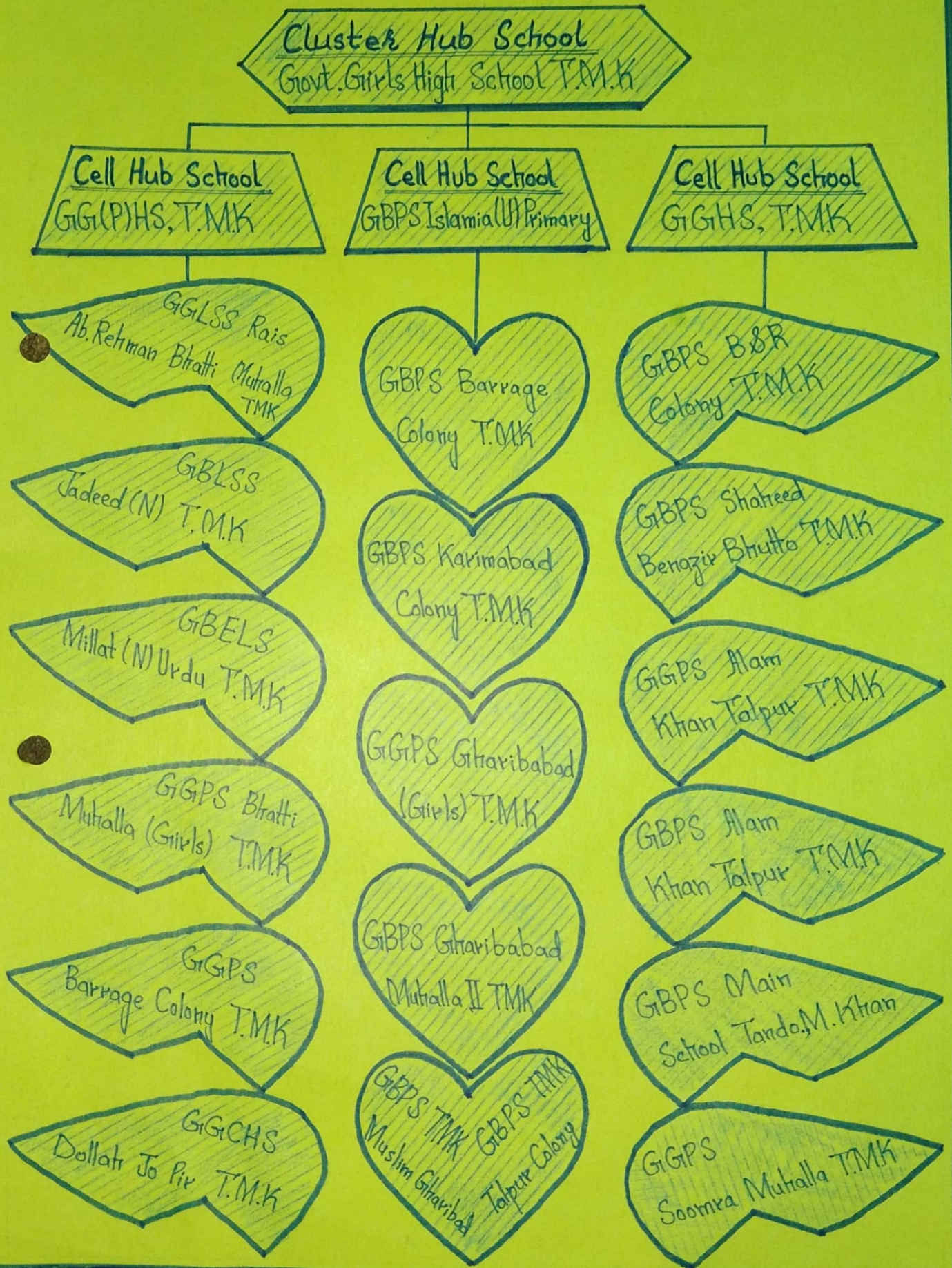
My Vision

To emphasize the learning process not the grade, and help students develop 21st century skills that will prepare them for life after high school. To empower students to take ownership of their learnings and how to have positive and productive behavior. Providing equal opportunity of quality education to all children to realize their full potential.

SC: Asiya Chori



ORGANOGRAM OF SCHOOL CLUSTER



**REHMANI KHADIJA KHOWAJA GOVERNMENT GIRLS HIGH SCHOOL
CLUSTER HUB SCHOOL (SEMIS CODE:425010294)**

List Of Schools And Teachers To Whom The Subject Coordinators Mentor / Coach After Their Observation In Classrooms

1) SC: Ms. Kulsoom (JST)

Sr. No.	School Name	Teacher's Name
01	Rehmani Khadija Khowaja GGHS (SEMIS Code:425010294)	1) Ms. Urooj (ECE) 2) Ms. Nazia (PST) 3) Ms. Mehak (JEST)
02	GGLSS Rais Abdul Rehman Bhatti Mohalla (SEMIS Code: 425010277)	-----
03	GGPS Barrage Colony (SEMIS Code: 425010071)	4) Ms. Sumaira Abbasi (PST) 5) Ms. Mehak Gulsher (PST) 6) Ms. Ambreen Baloch (PST)
04	GBPS Shaheed Benazir Bhutto (SEMIS Code: 425010261)	7) Ms. Reena Bhatti (PST)

2) SC: Ms. Asifa Ghori (PST)

Sr. No.	School Name	Teacher's Name
01	Government Girls Campus High School Doolah Jo Pir (SEMIS Code: 425010296)	-----
02	Government Girls (P) High School (SEMIS Code: 425010295)	1) Ms. Roshna Habib (PST) 2) Ms. Saima Solangi (PST)
03	GGPS Bhatti Mohalla Girls (SEMIS Code: 425010093)	3) Ms. Tabassum (PST) 4) Ms. Sana Khilji (PST) 5) Ms. Lubna Bhatti (PST)
04	GBELSS Millat Urdu (SEMIS Code: 425010285)	6) Ms. Nayyar (PST) 7) Ms. Afshan Sirhandi (PST) 8) Ms. Saman Afroz (PST)

3) SC: Ms. Mehtab (PST)

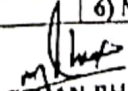
Sr. No.	School Name	Teacher's Name
01	GGPS Alam Khan Talpur (SEMIS Code: 425010079)	1) Ms. Hania (PST) 2) Ms. Raheela Talpur (PST) 3) Ms. Ruqya Soomro (PST)
02	GBPS Alam Khan Talpur (SEMIS Code: 425010022)	-----
03	GGPS Soomra Mohalla (SEMIS Code: 425010069)	4) Ms. Sameela Khan (PST) 5) Ms. Isra (PST) 6) Ms. Maliha Kainat (PST) 7) Ms. Hina Babur (PST)
04	GBPS Barrage Colony (SEMIS Code: 425010281)	-----

4) SC: Mr. Muhammad Umar (PST)

Sr. No.	School Name	Teacher's Name
01	GBLSS Jadeed N (SEMIS Code: 425010274)	1) Mr. Jurial Shah (HST) 2) Mr. Sajjad Ahmed (JST)
02	GBPS Islamia Urdu (SEMIS Code: 425010159)	3) Mohsin Kolachi (PST) 4) Sohaib Yassar (PST) 5) Aneeqe Qureshi (PST)
03	GBPS B & R Colony (SEMIS Code: 425010121)	6) Mr. Gh. Mustafa Sheikh (PST) 7) Mr. Danish Kumar (PST)
04	GGPS Gharib Abad Girls (SEMIS Code: 425010088)	-----

5) SC: Mr. Abdul Fatah (PST)

Sr. No.	School Name	Teacher's Name
01	GBPS Main School (SEMIS Code: 425010018)	1) Ms. Nehwsha Memon (PST) 2) Mr. Irshad Ali Memon (PST)
02	GBPS Talpur Colony (SEMIS Code: 425010046)	3) Ms. Sadin (PST) 4) Mr. Naveed Khan Pathan (PST)
03	GBPS Gharib Abad Mohalla II (SEMIS Code: 42510225)	5) Ms. Syed Komal Bano (PST)
04	GBPS Muslim Gharibabad (SEMIS Code: 425010021)	-----
05	GBPS Karimabad Colony (SEMIS Code: 425010226)	6) Mr. Irfan Ali Memon (PST)


GUL AFSHAN BHATTI
 (HEAD OF TEACHERS)
 GOVERNMENT GIRLS HIGH SCHOOL
 REHMANI KHADIJA KHOWAJA
 GOVERNMENT GIRLS HIGH SCHOOL
 TANDO MUHAMMAD KHAN

Reflections of Learning

LC-1 Facilitating Teaching & Learning

My Reflection

I learnt that how important the relationship between a teacher and a student is? If a relationship between teacher and student is not healthy, then the questions that arise in the mind of the students get drowned there.

The success of a student depends on his interaction with the teacher. Healthy relationships are the first step in teaching and learning. By establishing a good relationship with my students, I will help them in learning and in building their personality.

By positive and creative student and teacher relationship we can not get the output which we want to wish. Through constructive relationship students can develop the skills of questioning.

I will try these learnings in my classroom effectively. During the class and outside the class when students engaged in activities also. I will try students motivate intrinsically. So, they can achieve their goals.

LC=2 Motivating & Engaging Student

Motivation basically is of



two types:

- i- Extrinsic motivation
- ii- Intrinsic motivation

These two types of motivations are inter-related each other. Intrinsic motivation has long term impact. Mostly young students and adults are intrinsically motivated. Because they know the aims and objectives of their learning and the learnings they want to get on their own choice. Extrinsic motivation is effect from primary and elementary level of students.

The main purpose of these motivating factor is to create an environment where students are willing to perform with zeal interest. Motivation creates sense of responsibility, loyalty and confidence to achieve their goals. The relationship and impact of extrinsic motivation stronger as compare to intrinsic motivation. As much the motivation strong the engagement of the student will be successful. Engagement is the observable behaviour or evidence of that motivation.

In the last, On my efforts is to motivate, students by using both types of motivation. Although the student has their own sense of interest but when get motivation by both ways they can set clear goals.

LC=3 Learning and Acquisition

My Reflection

We learnt best when we go from concrete to abstract in 3 step process.

action \longrightarrow image \longrightarrow language

These are ways in which information or knowledge are stored and encoded in memory.

- In inquiry based constructivist learning theory students may be more likely to remember concepts and knowledge discovered on their own. Teacher have to remember that just because something is "hands on" does not mean that it is "minds on". Inquiry based learning, if use correctly, can also be a barrier to learning.

learning methods in a class, not only be flexible, but also well prepared and organized. learning methods encourages students to look for solutions instead of just memorizing rules or concepts. This method create memorable lessons that will help turn them into lifelong learners.

I will use low cost and no cost AV aids to plan activities which provide a structured process. To analyse and provide feedback to each other on their work.

LC=4 Active Learning Strategies



I learnt from this cycle that active and passive are two distinct approaches to acquiring knowledge and skills. Active learning involves active participation, critical thinking, and problem solving. While passive learning involves listening, observing and memorizing. Passive learning is instructor-centered. Active learning methods ask students to engage in their learning by thinking, discussing, investigating and creating. Students can explain ideas in their own words.

On other hand, active learning has some disadvantages (cons) also, Like, it is time consuming. Some times memorization is necessary. It is also discourages listening to elders. By the simple strategy involving active learning across the 3 primary domains of Bloom's taxonomy. (cognitive, affective and psychomotor). We can dramatically improve the quality of the lesson and helps students retain and understand the information. It helps in information of SLOs. It also helps to understand the process of learning.

By implementing Bloom's taxonomy for learning I will prepare lesson plan. Although it takes more preparation work and class time to plan and implement active learning activities. The lack of support material and budget, as well as class size are just are few of the constraints.

LC=5 Feedback And Assessment



I learnt importance of assessment in teaching and learning process and how it helps to evaluate learning outcomes provide feedback to students, guide instructional decisions, promote motivation and engagement, tracks students progress, and inform instructional planning. I learnt that how assessment help teachers, measures students understanding and mastery of the subject, identify areas for improvement, adjust teaching strategies, motivate student monitor progress, and design lesson aligned with students need. Overall assessment contributes to student success and growth in the classroom.

I will implement this learning in my class by keeping in mind that my assessment should be like guiding stars, leading over students towards their learning goals. By aligning assessment with clear learning objectives. I ensure that every assessment serves a purpose in their educational journey. Because we as a teacher not just prepared students for today we are empowering them for a lifetime of curiosity, adaptability and success.

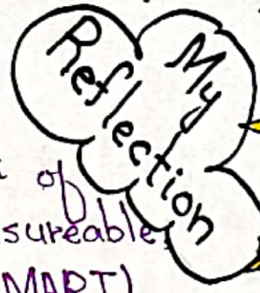
LC=6 Lesson Planning

Lesson planning is the act of teaching starts with setting specific, measurable, achievable, relevant and time bound (SMART)

goals. They help me focused, prioritized and allocate resources effectively. Lesson planning helps teachers assisting in developing lesson plan in a professional way aligned with standards.

It aims to improve the quality of content delivery to students.

By keeping all learnt points in mind, I will put my all efforts. to design my lesson plan with appropriate teaching methods, strategies and activities that nurture critical thinking, collaboration, problem solving skills and soon.



Reflection

Date: 04.02.2023

Teacher Training Session Learning Cycle One.

SC = Ifsija Zihori

On 4th Feb, 2023 we conducted our first learning cycle at cell Hub School (G.G.(P) Campus School). Me with my group member did the seating of classrooms for the session. It was difficult task. All the GTs and SCs arranged all necessary material. About 200 teachers were to attend the session. So, 3 blocks and 2 sessions in each had to be conducted.

The first good point about the training session was that when I started gradually I felt confidence in me. Teachers was curious about what would have been and how this training helpfull and new for us. All teachers are energetic and warmly participated. Warm up activity (Names and adjectives) energise them. When I asked teachers to go in flash back and recall their schooling, Think what and how was your relationship with your teacher, relate those experiences with your present teaching practices. This activity made teachers to think analytical. Sharing their experiances and discussion open their mind to think about students teacher relationship.

Side by side solutions were presented.

Later on, we discussed about time management but unfortunately could not manage ourselves in the session. Because of late arrival of participants and time interval between two session was very narrow. The 2nd session was managed as compared to first one. We tried to manage the activities within the time period and get little success.

More over, the sharing and experiences come to place, how to treat the noisy, quiet and naughty students of the class. Different strategies expressed to handle them.

Finally, teacher make countless real-time decisions and facilitate dozens of interactions between themselves and their students. Although they share this commonality, educators all over the country often talk about these decisions and interactions in different way. Teacher provide support for improving the quality of teacher-student interactions and ultimately, student learning.

REFLECTION

Date: 18.02.2023

Reflection and feedback session

SC: Hsiya Zikori

18 Feb, 2023, today's session started with recitation of Holy Quran and Naat-e-Rasool (PBUH). There were two sessions in a day due to large number of teachers. The session was about reflection and feedback about 1st learning cycle implementation. Discussion took place how was the first learning session about teacher student relationship. What are the good points to share and what are confusing points? Are they implemented in schools? What results they get? And what relation did you make from your early practices and recent practice of teaching. Teachers shared their ideas and experiences. Participation of teachers was less comparatively first session. I find still they are not understanding the objectives of CPD training. From their point of view this training is for newly appointed teachers bcz senior teachers got training so many times and knows implementation of learning ways/strategies. Some of the reflections are attached back.

REFLECTION

Date : 06.03.2023
Teacher Training Session (Learning Cycle 02)
SC : Asija Eshori

On 6th March, 2023, 2nd learning cycle about 'Motivating and Engaging students' took place at cell hub School G.G(P)C School T.M.K. In this learning session I had learn the two kinds of knowledge "Intrinsic and Extrinsic". Intrinsic motivation come from inside feeling, interest and enjoyment in the task itself. While extrinsic motivation come from outside-the factors. Extrinsic motivation is helpful in a certain situations and it lose or left its effectiveness over a time. In comparison of intrinsic motivation, extrinsic motivation is short term. Intrinsic motivation has long term effects. Role of a teacher should be extrinsically motivated, So that students motivate themselves intrinsically. I find that engaging students in a learning process increase their attention and focus and motivates them to engage in higher-level critical thinking. Intrinsically motivated students show a lower level of anxiety, a higher level of achievement.

Moreover, each type of motivation is the driving force that cause a student to take action. Motivation is necessary for engagement in different kinds of activities which help students to feel confident, focussed and appreciated in the future.

I will try to implement these learnings in my class rooms effectively, So, the degree of attention, curiosity, interest and passion of student increase. They are being taught which extends to the level of motivation they have to learn and progress in their education.

REFLECTION

Date = 14.03.2023

Reflection of Feedback session (LC=02)
SC = Asifa Khori

On 14th March, 2023 reflection and feedback session conducted by Me and Miss Sanam (GT) with feeder school teachers. From this session it seems that teachers were not willing to come for short time for reflection only. They suggest to take reflection in their respective schools. Because of this reason attendance ratio was less than before. Teachers still looked demotivated.

This reflection questions based on the theme of motivation. Each teacher shared the strategies they applied in their class rooms, and effect of these strategies on learning. They also shared how much help did they get these motivational strategies. Some of the strategies they shared are quiz, high five, Greetings, buzzing group etc. Teachers used internet to motivate students. In their views motivation is a critical behaviour towards learning and achievements across the life span.

Some how I feel that cluster hub head teacher and cell hub head teachers should visit with us in those schools where the teachers do not cooperate. This kind act will be beneficial for further activities of cluster programme. As they always give support and help for development and improvement of students and teachers.

REFLECTION

Date = 5th April, 2023

Teacher Training Session (Learning Cycle 3)

SC = Asiya Uthori

I learnt learning and acquisition are two different concepts. We learn when we are engaged mentally and acquisition occurs when we are physically involved. Learning and acquisition are two active techniques, which helps a child in cognitive development. Acquisition facilitates in social and natural interaction and a meaningful communication also. On the other hand learning happens in planned and structured environment. We also learned Bruner's constructivist theory. Which has 3 modes of representation.

- 1, Enactive (0-1 year) action based information.
- 2, Iconic (1-6 years) image based information.
- 3, Symbolic (7 years plus) code/symbol, such as language.

Bruner's therefore, advocated for the use of a special curriculum with continuous repetition of a same fundamental ideas.

Students share the responsibility of teaching and learning through scaffolding that require them to move beyond their current skills and current knowledge.

We used low cost and no cost material to plan an activity. This activity provide a structured process. To analyse and provide feed back to each other on their work.

I will try to implement all 3 modes of learning and acquisition in my classes. I will try to improve students approach towards learning and acquisition by developing scientific inquiry. questions, and different other different techniques of scaffolding to teach any subject/topic to students of any age at any level.

REFLECTION

Date = 17.04.2023

Reflection and feedback session (LC 03)
SC = Asifa Zihori

On the reflection day teachers were given questionnaire. They were asked what new they learned in the 3rd Cycle. Almost all teachers implemented the low cost and no cost activities learnt mentioned in the learning sessions in their classrooms. Teachers have also used the scientific inquiry techniques to some extent in the class room. In reflection session micro teaching was also introduced. Two teachers were conducted class by using low cost and no cost material to give demo, so that all could learn to use material who could not attend learning session.

Most of teachers said that it is the first training in our teaching career which has regular follow up. What is learnt in learning session it is observed in our classrooms by our guide teachers and subject coordinators regularly and again we are invited in reflection session to express what have we implemented, how we implemented and what issues we faced while implementation, which is a very strong aspect of this model.

Due to a large number of students, they are facing problems in the area of classroom management.

They are implementing lesson plan in their classroom. Teacher told that they need guidance in English language. We need a guidance by which we can improve our English language.

Over all, mostly the teachers took the learning of the session positively and implemented it in their class rooms, and students also learned effectively and enjoyed learning.

Teachers Observation Forms

GOAL	TEACHER'S NAME & SCHOOL	Saimon Hussain	Baskari Bhatti	Sana Khalji	Lubna Bhatti	Amber	Aisha Saimon	Dua Nadeem	Roshni Habib	Saiwa Solangi	Shiveen Piyaro	Ahista Sultani	Husna Qureshi	Nayyar Khalifa	Asma Alvi
	DATE														
	COMPONENTS	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
PERFORMANCE OF TEACHER	Lesson Plan								02	03	03				
	Sequence in Lesson delivery	03		03		03			03	01	03	02	02	02	03
	Linkage of SLOs, Content with daily life examples								03	01	02				
	Voice of Teacher	02	03	03	02	03	02	03	02	02	03	03	03	03	03
	Effective use of academic time	02	02	03	02	03	01	02	02	01	02	03	03	02	03
	Effective use of instructional material	01	02	03	02	02	01	01	03	01	03	01	03	03	03
	Eye contact with students	02	02	03	02	03	02	03	02	01	02	03	03	03	04
	Language Proficiency	02	02	02	03	02	01	02	02	01	02	02	03	04	03
	Communication Skills	02	02	03	03	03	01	02	02	01	02	02	03	03	04
	Collaborative Learning	01	02	02	02	02	01	03	02	01	02	02	02	03	04
	Personality/ Body Gesture	02	02	03	03	02	01	02	02	01	02	02	03	03	04
PERFORMANCE OF STUDENTS	Active Learner	02	03	03	02	03	01	03	03	02	02	02	02	03	04
	Problem Solver and Critical Thinker	01	01	02	01	01	01	02	02	01	01	02	02	02	03
	Confident and Creative Learners	02	02	02	01	02	01	02	02	02	02	02	02	03	04
	Collaborative Learners	02	02	03	02	02	02	03	02	02	03	02	02	03	03
	Follow Teacher's Instructions	02	02	03	02	03	02	03	02	01	03	03	03	03	04
SCHOOL CULTURE & LEARNING ENVIRONMENT	Teacher Communicate with Parents and Community	01	02	01	01	02	01	01	03	02	02	02	03	02	04
	Interaction with Students	02	02	02	02	02	01	02	02	01	02	03	03	03	04
	Use of Positive Language	02	02	02	02	02	01	02	02	01	02	03	03	03	04
	Relationship with student	01	02	02	02	02	01	03	02	02	02	03	03	03	04

RATING OR LEVEL KEY: 1- NEED IMPROVEMENT (INEFFECTIVE) 2- FAIR (MINIMALLY EFFECTIVE) 3- GOOD (EFFECTIVE) 4- VERY GOOD (HIGHLY EFFECTIVE)

CLASSROOM OBSERVATION FORM

Teacher: Miss Tabassum

Subject: Science

Grade: IV

Observer: Miss Aziza Zuhori (SC)

Date/Time: 16.03.2023 (1:12-2:00)

Criteria	Notes
Subject Matter Knowledge (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Teacher shows good command and knowledge of subject matter. She gave effective content knowledge.
Teaching Method (uses relevant teaching methods, aids, material, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)	Teacher used balloons to explain the different states of matter. 2ndly students did in practice.
Organization (organizes subject matter; evidences preparation: is thorough; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time)	Organization of the relevant points was good.
Management (evidences good time management; attends to course interaction; maintains discipline and control)	Time management was little unmanaged. All the activities according to lesson plan not done.
Rapport (holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Encouraged students and provide feed back side by side.
Sensitivity (exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment)	Teacher respond students positively.
Assistance To Students (assists students with academic problems)	Good
Presentation (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, precise enunciation)	V. good
Personal (evidences self-confidence; maintains professional comportment and appearance)	V. good
Classroom (list any observation of how physical aspects affected content delivery)	Presence of a observer divert the attention of the students.

Strength

Suggestion

Teacher positive behaviour and cooperation.

She needs improvement to manage time and students attention.

CLASSROOM OBSERVATION FORM

Teacher: Lubna Subject: English Grade: ECE
 Observer: Miss Aijaz Ghorani (SC) Date/Time: 16.03.2023 (2:10 - 2:30)

Criteria	Notes
Subject Matter Knowledge (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	There was a lack of clear demonstration.
Teaching Method (uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)	Used some flash cards, instructions was clear and polite behaviour with students.
Organization (organizes subject matter; evidences preparation: is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time)	Objectives was not clear because teacher did not make lesson plan.
Management (evidences good time management; attends to course interaction; maintains discipline and control)	Maintain discipline and control in the class.
Rapport (holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Teacher had respectful and fair behaviour. She encourage students during C.W.
Sensitivity (exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment)	Maintained kind behaviour with students. Created active learning environment.
Assistance To Students (assists students with academic problems)	Fair
Presentation (establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice, strong projection, proper enunciation)	Presentation was good and maintained eye contact. Teacher had strong projection.
Personal (evidences self-confidence; maintains professional comportment and appearance)	Good
Classroom (list any observation of how physical aspects affected content delivery)	Students was not comfortable sitting on big desks. Small furniture require for eke students.

Strength

Suggestion

1. Induction training.
2. Self motivated.

Make lesson plan before lacking class. Increase use of A.V aids in the class room.

CLASSROOM OBSERVATION FORM

Teacher: Nayyar Kalthoro Subject: Maths Grade: IV
 Observer: Mirza Asifa Ghori (SC) Date/Time: 21.03.2023 (2:00-2:35)

Criteria	Notes
Subject Matter Knowledge (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Good command and knowledge of subject matter. Demonstrate with depth.
Teaching Method (uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)	Relevant teaching material was book, white board, marker, cluster, Used demonstrative method.
Organization (organizes subject matter; evidences preparation: is thorough; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time)	Meet class at schedule time. Evidence preparation and subject matter was organized.
Management (evidences good time management; attends to course interaction; maintains discipline and control)	Time manage, discipline and control on class. Over all good work.
Rapport (holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Teachers interaction with students shows good relationship b/w student and Teacher.
Sensitivity (exhibits sensitivity to students personal culture, gender, differences and disabilities, respond appropriately in a non-threatening active learning environment)	Respond appropriately to the students.
Assistance To Students (assists students with academic problems)	Satisfactory
Presentation (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation)	Use clear voice and strong projection.
Personal (evidences self-confidence; maintains professional comportment and appearance)	Satisfactory
Classroom (list any observation of how physical aspects affected content delivery)	Conjusted environment, combine 2 different classes, lacking of A.V aids.

Strength

Suggestion

Teacher has strong and clear projection of voice.

Use A.V aids to active students. Engage students in creative assignment.

CLASSROOM OBSERVATION FORM

Teacher: Roshna
 Observer: Miss Arina Ghori (SC)

Subject: English Grade: II
 Date/Time: 28.03.2023 (10:30-11:00)

Criteria	Notes
Subject Matter Knowledge (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Teacher was clear about the topic. (Topic: Singular and plurals of things)
Teaching Method (uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)	Relevant teaching material were missing less A.V aids used.
Organization (organizes subject matter; evidences preparation: is thorough; states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)	Objectives was clear and emphasis the main points.
Management (evidences good time management; attends to course interaction; maintains discipline and control)	Maintained discipline and control.
Rapport (holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Through out the time students engaged in class work.
Sensitivity (exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment)	Inactive learning environment.
Assistance To Students (assists students with academic problems)	Interaction was less. Students attention was not confused.
Presentation (establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice, strong projection, proper enunciation)	Teacher voice was slow. Projection of voice weak.
Personal (evidences self-confidence; maintains professional comportment and appearance)	learning resources not prepared. Teacher persona looked lazy.
Classroom (list any observation of how physical aspects affected content delivery)	Darkness in the class room, poor ventilated. Sitting arrangement creates distance from teacher to students.

Strength

Suggestion

Teacher has potential to develop better classroom learning.

Use proper lesson plan to improve students learning.

CLASSROOM OBSERVATION FORM

Teacher: Baby Afshan
 Observer: Miss Asiya Ghori

Subject: Sindhi Grade: IV
 Date/Time: 21.03.2023 (1:30-2:00)

Criteria	Notes
Subject Matter Knowledge (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Teacher's content knowledge was good. She tried to give full efforts.
Teaching Method (uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)	Teacher used less teaching material motivation was little weak.
Organization (organizes subject matter; evidences preparation: is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time)	Objectives was clear, emphasised and summarize the main points.
Management (evidences good time management; attends to course interaction; maintains discipline and control)	Good time management, good interaction, and maintained discipline in class.
Rapport (holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Teacher encourages students to read on the board. Holds students interest.
Sensitivity (exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment)	Teacher respond respectively in a non-threatening active learning environment.
Assistance To Students (assists students with academic problems)	Satisfactory
Presentation (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation)	Maintained eye contact, use clear voice and have strong projection.
Personal (evidences self-confidence; maintains professional comportment and appearance)	Good
Classroom (list any observation of how physical aspects affected content delivery)	Ventilated environment, furniture is available.

Strength

1. Confidence and clear voice.
2. Self-motivated.

Suggestion

Use activity based method and more A.V aids.

TEACHER'S NAME & SCHOOL	Miss Nayyar	Miss Afshan	Miss Tobassum	Miss Shireen	Miss Sana	Miss Lubna	Miss Rashna	Miss Saima	RUBRICS				
	DATE	10.4.2023	10.4.2023	10.4.2023	10.4.2023	11.4.2023	11.4.2023	14.4.2023	14.4.2023	RATING			
GOALS	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	1	2	3	4	
TEACHER	Lesson Plan	03	04	03	04	03	03	03	03	Teachers have no any lesson plan and don't have any idea.	Teachers know how to make lesson plan but don't practice it.	Teachers have lesson plan and trying to practice it efficiently.	Teachers follow lesson plan and deliver it effectively.
	Teachers know their subject and teach it so that students understand it	04	04	04	03	03	03	03	03	Teachers find it difficult to explain concepts, can't answer students' questions or make mistakes when explaining content.	Teachers rely on the textbook for their subject knowledge	Teachers adapt content from the textbook to make learning meaningful.	Teachers deliver concepts in different ways, decide how much content to teach and the sequence in which to teach it.
	Teachers know and use best pedagogical practice	04	04	03	03	03	03	02	02	Teachers don't conduct class.	Teachers methodology is teacher-centered. There is little or no interaction with students.	Teachers interact with students and provide student-centered activities.	Teachers are innovative, engage students in learning through teaching strategies and provide stimulating learning environments.
	Teachers take part in continuous professional learning	03	04	04	04	03	02	03	03	There is poor attendance of teacher at mandatory training.	Teachers attend and participate in mandatory training.	Teachers contribute to discussions and activities including reflection activities, and discussing lesson observations.	Teachers reflect on how to improve teaching and take responsibility for their own learning.
	Teachers work collaboratively to develop teaching practice	03	03	04	03	03	02	03	03	Teachers work individually.	Teachers collaborate during guided activities at mandatory training or reflective activities.	Teachers exchange ideas for teaching, discuss student progress and classroom management issues.	Teachers coordinate lesson and syllabus planning and engage in peer coaching.
	Teachers communicate with parents and community	02	02	03	02	02	03	03	03	Teachers do not communicate with parents and the community.	Teachers inform parents about student attendance and follow up on children learning	Teachers communicate with parents about students' achievements and progress in learning.	Teachers engage parents and community in teaching and learning progress.
STUDENT	Students are active learner	03	03	02	04	03	04	03	03	Students listen to content and speak when prompted. Students copy from the board.	Students do written work from the textbook during the class.	Students participate in classroom activities. Students interact with the teacher and other students.	Students make choices about how they learn and take responsibility for their learning.
	Students are problem solver and critical thinker	03	03	02	03	02	02	03	03	Students memorize content without demonstrating understanding.	Students use subject knowledge to answer questions and do exercise from the textbook.	Students apply subject and other knowledge to answer questions.	Students identify problems, analyze, evaluate, find solutions and solve problems.
	Students are confident and creative learners	02	03	02	03	02	02	03	03	Students sit silently and only speak when prompted, giving short answers.	Students ask questions to the teacher to help them understand the content of the lesson.	Students discuss topics, share ideas and opinions with the teacher and other students.	Students create, share and present their ideas and opinions.
	Students are collaborative learners	02	03	02	03	02	02	03	03	Students learn individually. They don't know how to learn collaboratively.	Students can work in pairs or groups.	Students work in pairs and groups to do activities set by the teacher.	Students are confident working in pairs or groups to achieve learning goals. They know and follow guidelines for pair and group work.
CLASSROOM OBSERVATION	Teacher uses motivational strategies during teaching.	03	04	04	03	02	02	04	02	Teacher did not use motivational strategies	Teacher used extrinsic motivational strategies most of the time and focused only 2-3 students from the first row of the class.	Teacher used extrinsic and intrinsic motivational strategies equally and focused 5-10 students from the front 2-3 rows of the class.	Teacher used intrinsic motivational strategies most of the time and focused most students from the entire class (all rows in the class).
	Teacher uses material/objects to help children acquire and discover new knowledge.	03	04	03	04	04	04	03	03	Teacher did not use any material/objects to help children acquire and discover new knowledge.	Teacher used material/objects and engaged only 2-3 students from the first row of the class.	Teacher used the material/objects and engaged 5-10 students from the front 2-3 rows of the class.	Teacher used the material/objects and engaged most students from the entire class (all rows in the class).
	Teacher uses scientific inquiry (questioning) to help children acquire and discover new knowledge.	03	03	03	04	03	03	02	02	Teacher did not use scientific inquiry (questioning) to help children acquire and discover new knowledge.	Teacher used scientific inquiry (questioning) and engaged only 2-3 students from the front row of the class.	Teacher used scientific inquiry (questioning) and engaged 5-10 students from the front 2-3 rows of the class.	Teacher used scientific inquiry (questioning) and engaged most of the students from the entire class (all rows in the class).

Monthly Summary Report

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: February 2023 Reporting Date: 28th Feb, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School TMK

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 15

5. Name of the reporting school: GBESS Millat Urdu (Semis ID: 425010285)

6. Number of mentee teachers supported in the reporting school: 05

7. Positive aspect/s observed (at least one example)

Head Teacher is very supportive and willing to take any step for the improvement of school and students.

8. Area of improvement (at least one example)

They need to develop appropriate subject oriented lesson plans and try to built strong relationship between teachers and students.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Sophisticated and congested school environment.
2. Need Science lab. material

Prepared by:

Name: Asija Qihori (PST)

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by:

Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: March, 2023 Reporting Date: 31st March, 2023
District: Tando Muhammad Khan
Taluka: Tando Muhammad Khan
Cluster: R.K.K Govt. Girls High School TMK

1. Number of assigned schools: 04
2. Number of schools visited during the reporting month: 04
3. Number of assigned mentee teachers in the cluster: 08
4. Number of mentee teachers supported in the cluster during the reporting month: 11

Name of the reporting school: GBESS Millat Urdu (Semis ID: 425010285)

6. Number of mentee teachers supported in the reporting school: 04

7. Positive aspect/s observed (at least one example)
Majority of the teachers are energetic and competent, cooperative. They want to get involved for the improvement of school learning environment.

8. Area of improvement (at least one example)
They need encouragement from educational officials and also need a constructive motivation for the improvement of school.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)
1. Decreasing ratio of attendance in learning sessions due to induction training and census duties.

Prepared by:
Name: Asifa Qthori (PST)
Designation: Guide Teacher Subject Coordinator
Date: _____

Reviewed by:
Name: _____
Designation: _____
Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: April, 2023 Reporting Date: 30th April, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School T.M.K

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 16

5. Name of the reporting school: GBESS Millat Urdu (Semis ID: 425010285)

6. Number of mentee teachers supported in the reporting school: 06

7. Positive aspect/s observed (at least one example)

Head Teachers and Teachers want to bring change in their learning and teaching for students development.

8. Area of improvement (at least one example)

They need to improve teaching methodologies and to create effective lesson plans by using available low cost/no cost material.

9. Any issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Needs upgraded solar system because three schools are running in the same building. Solar works in only some classrooms.

Prepared by:

Name: Asifa Qitri (PST)

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by:

Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: February, 2023 Reporting Date: 28th Feb, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School T.M.K

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 15

5. Name of the reporting school: GIGPS Bhatti Muttalla (Semis ID: 425010093)

6. Number of mentee teachers supported in the reporting school: 04

7. Positive aspect/s observed (at least one example)

Incharge head is very cooperative and she obeys the cluster policy for the betterment of school.

8. Area of improvement (at least one example)

Students teacher relationship should be improved and to develop appropriate subject oriented lesson plan.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1, Disfunctionality of washroom.
2, Darkness in the classroom.

Prepared by:

Name: Asifa Qihori (PST)

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by:

Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: March, 2023 Reporting Date: 31st Mar, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School TMK

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 11

5. Name of the reporting school: GGPS Bhatti Muttalla (Semis ID: 425010093)

6. Number of mentee teachers supported in the reporting school: 03

7. Positive aspect/s observed (at least one example)

Most of the staff is young and enthusiastic for new learning. They have taken induction training and many other trainings.

8. Area of improvement (at least one example)

Teachers should use new teaching methods and to make effective lesson plan in their teaching practices.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Unavailability of drinking water.
2. Ground is small and below the ground about 3 to 4 feet.

Prepared by: Asifa Qhori (ST)

Name: _____

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by: _____

Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: April, 2023 Reporting Date: 30th April, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School T.M.K

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 16

5. Name of the reporting school: GGPS Bhatti Muhalla (Semis ID: 425010093)

6. Number of mentee teachers supported in the reporting school: 05

7. Positive aspect/s observed (at least one example)

Teachers are implementing new learnings in their class room. Eager to learn by more and innovative ways of teaching.

8. Area of improvement (at least one example)

They need constructive motivation to improve their learning. Appropriate material and encouragement from high officials.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Rain water store in the school ground. Teachers and students face difficulty to move.

Prepared by:
Name: Asiya Qtrori (PST)

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by:
Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: February, 2023 Reporting Date: 28th Feb, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School TMK.

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 15

5. Name of the reporting school: Govt. Girls (P) High School (Semis ID: 425010295)

6. Number of mentee teachers supported in the reporting school: 06

7. Positive aspect/s observed (at least one example)

This is the centre located school of the city for girls. Head teacher and teachers are intrinsically motivated. Some of the teachers use lesson plans.

8. Area of improvement (at least one example)

A positive and constructive feedback should be given to teachers. Effective teaching practices should be implemented more.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Basic needs require.
2. Unavailability of drinking water and electricity.

Prepared by:

Name: Asiya Dikhori (PST)

Designation: Guide Teacher Subject Coordinator

Date: _____

Reviewed by:

Name: _____

Designation: _____

Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: March, 2023 Reporting Date: 31st Mar, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School TMK

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 11

5. Name of the reporting school: Govt. Girls (P) High School (Semis ID: 425010295)

6. Number of mentee teachers supported in the reporting school: 04

7. Positive aspect/s observed (at least one example)

Head Teacher and in charge head encourages and appreciate teachers for constructive learning environment. Some of the teachers are using motivational strategies to create interest of students.

8. Area of improvement (at least one example)

Need to be active because most of the teachers are passive.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1, Shortage of furniture specifically for primary classes.

Prepared by:
Name: Asija Akhori (PST)
Designation: Guide Teacher Subject Coordinator
Date: _____

Reviewed by:
Name: _____
Designation: _____
Date: _____

Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: April, 2023 Reporting Date: 30th April, 2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: R.K.K Govt. Girls High School T.M.Khan

1. Number of assigned schools: 04

2. Number of schools visited during the reporting month: 04

3. Number of assigned mentee teachers in the cluster: 08

4. Number of mentee teachers supported in the cluster during the reporting month: 16

5. Name of the reporting school: Govt. Girls (P) High School (Semis ID: 425010295)

6. Number of mentee teachers supported in the reporting school: 05

7. Positive aspect/s observed (at least one example)

Teachers are applying new learning strategies. Most of the teachers are experienced and trained. They have potential to bring change in school environment.

8. Area of improvement (at least one example)

Appropriate furniture for the primary classes be needed.

9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

1. Unavailability of laboratory and resource room.

Prepared by:
Name: Asija Qhori (PST)
Designation: Guide Teacher Subject Coordinator
Date: _____

Reviewed by:
Name: _____
Designation: _____
Date: _____

Reflections from Mentees

Reflection

← First اسامی کی جیسا نئی شے دگی اسے
Introductions جیسے پھرین کئے ہو
یا طریقے سے لگو ہو۔

← Class میں Friendly ماحول رکھ کر گھر جی
تو جیٹن پار اسامی سے ہر گالہ شیئر کری
سکھن پوائنٹ سکھن۔

← اہری کا بہ مشہور پیش نہ اسے چوتے
اسامی جو، Guides تمام سنیو ہو، انہی
ہر عنوان سے پھوین اسامی کی Guide کیو۔

← نئی معلومات ادا ہئے تو اسامی جو
اسکول جی پار، کی تمام گھنٹے گائیڈ
جی ضرورت آہی، انہی کی lesson
Activity جی ذریعے سکھانے
دجی تو جیٹن پار کی اسکول
اجٹ جو سب سے خوشی سے اجیے۔

G.G (Poon) Campus School.

Reflection on Cycle one

← ٹریننگ سیشن میں کچھ چیزیں میرے لیے نئی اور کچھ پُرانی
تجربے کی بنیاد پر اگر دیکھا جائے تو عمل کے دوران کچھ
مشکلات پیش آئیں خاص طور پر لیسن پلان میں گورنمنٹ
اسکول سسٹم میں کہیں کہیں لیسن پلان پر عمل درآ کر مشکل
ہو جاتا ہے پلس یو ایس کے یہ تھا کہ اسٹوڈنٹس سیمپلر تعلقات
مزید بہتر ہونے پر ہم اس سسٹم میں نئے ہیں تو انشائیہ
(100) دیئے اور ان تعلقات کا بعد بہتری کی امید ہے۔

← جب میں خود ایک اسٹوڈنٹ تھا تو میرا معلق میرا اساتذہ
کا ساتھ اصراراً تھا لیکن اب میرے اور میرے اسٹوڈنٹس کا
تعلق فرینڈشپ ہے وہ مجھ سے ہر طرف کا سوال پوچھنے کے اہل
ہیں اور جھمک جھمک نہیں کرتے۔

← ٹریننگ سیشن کے اپنے تجربات کو بیان کرنے والے
حصے نے مجھے مثالیں کیا یہ وہ تجربات تھے جنہیں ہم نے
ایک دوسرے سے سیکھا۔

← ٹائم Management کے حوالے سے کافی کچھ سیکھا اور اسے
اپنی کلاس میں عمل کرنے کی کوشش کی جس سے کافی
بہتری آئی۔

Nayyar Kalthora P.S.T GATEWAY AT

Q#1:

Ans: Motivation means to push someone, to direct someone, to show the path. to enhance the skills.

There are two ways by which we can motivate.

(1) Extrinsic: motivated by other source.

(2) Intrinsic: self motivated, want to grow, have goals.

Q#02

Ans: Yes, I motivated students about their future. I asked them about their interest and then told about the pros and cons.

Dua Nadeem

4, Study tours, career counselling.
These two are major strategies which should be focused more. In other countries these steps are taken that's why their students are inclined towards their goals.

5, I practiced KWL method in my class and I think its very important to peek inside students' minds before introducing a topic. That way I will make them understand more. As I believe brainstorming is very important and crucial.

Bisma Zameer

14-March-23

J.E.S.T

G.G.P.C School

TMK.

REFLECTION & FEEDBACK

1 Q No. 01 : What did you have learned from Learning Cycle 3? Specify.

Answer : I have learnt about learning and acquisition. In previous session learnt about the different types of learner in short detail. I have learnt to do planning by low cost material & make different activities acc to them.

Q No. 02 : Have you implemented the new skills and knowledge gained in your Learning Cycle 3 training session? Specify.

Answer : Yes I have planned the lesson plan by low cost material & prepare to explain the lesson. make the lesson plan to make the interest in student.

Q No. 03 : What went well?

Answer : In last the club group activity is more interesting. In this way we have learnt to do planning with low cost material in very short time.

Q No. 04: What should be improved to get better results?

Answer :

Time management is improved and also use more material to get better results or to complete the task in time. ~~cost~~

Q No. 05 : Share your experience of activities on "Low Cost No Cost" material?

Answer : I have planned the lesson with low cost material to make the interest in students. It great material procedure the creativity in students and make interest in them.

Q No. 06 : Have you got any fruitful results? Specify.

Answer :

I have found that it was a good way and easy to teach by students with low cost material.

Q No. 07 : Any suggestion?

Answer :

Briefly more explain about Time management and course or syllabus.

REFLECTION & FEEDBACK

No. Q No. 01 : What did you have learned from Learning Cycle 3? Specify.

SW Answer :

We learnt about science subject low-cost activities and how can student learnt about Scientific methods.

No. Q No. 02 : Have you implemented the new skills and knowledge gained in your Learning Cycle 3 training session? Specify.

SW Answer :

Yes, I implement this method of learning in my class.

No. Q No. 03 : What went well?

SW Answer : We taught our student through low cost activities in short time period.

No. Q No. 04: What should be improved to get better results?

SW Answer : For better result we can done more than low cost activities.

Q No. 05 : Share your experience of activities on "Low Cost No Cost" material?

Answer :

By using low cost material my students are enjoying a lot and understand about topic without any costly activities.

Q No. 06 : Have you got any fruitful results? Specify.

Answer :

Yes, I got fruitful results.

Q No. 07 : Any suggestion?

Answer :

Authority persons have to improve cycle by using projectors

Photo Gallery

Classroom observation at GBELS Millat



Blind Retrieval Activity



Two Stars and a wish Activity



Active Participation from CPs.



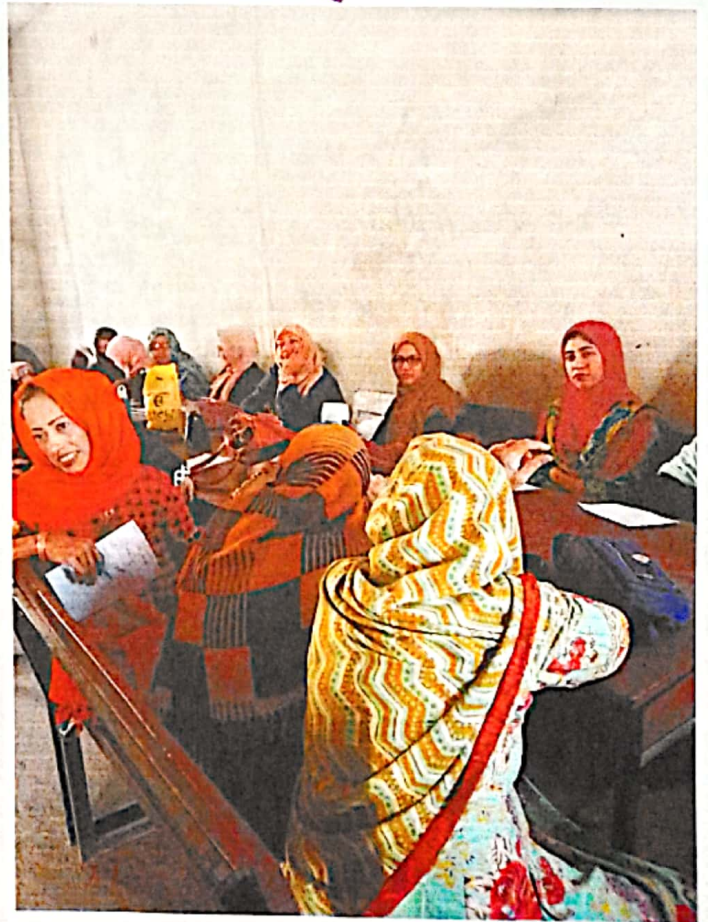
Classroom observation at QCHS Dulha Jo Pir TMK



QBELS Millat (Urdu)



Learning Session



Outdoor activities



GGPS Bhatti Mulla



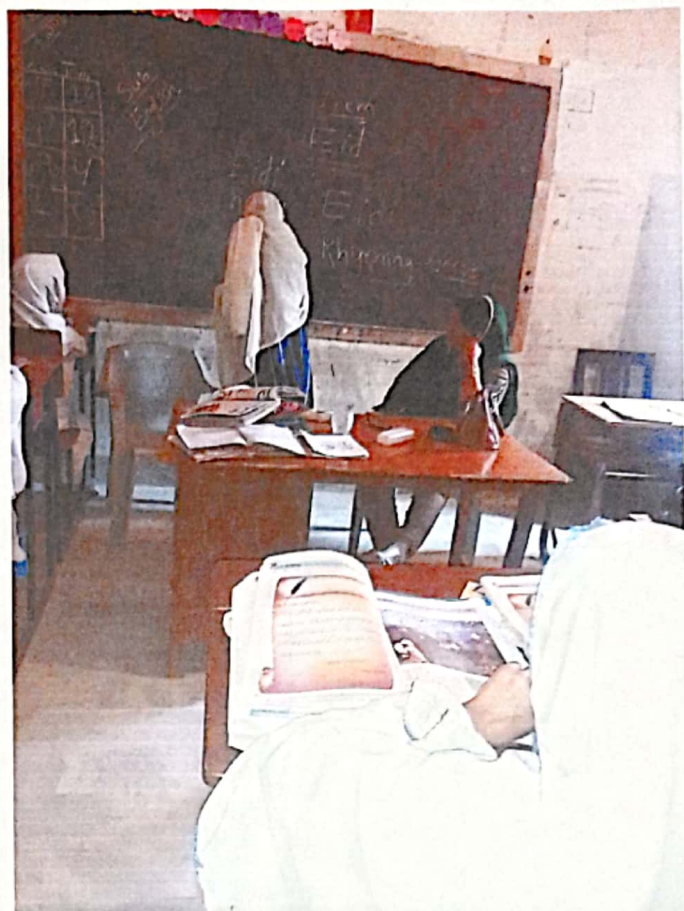
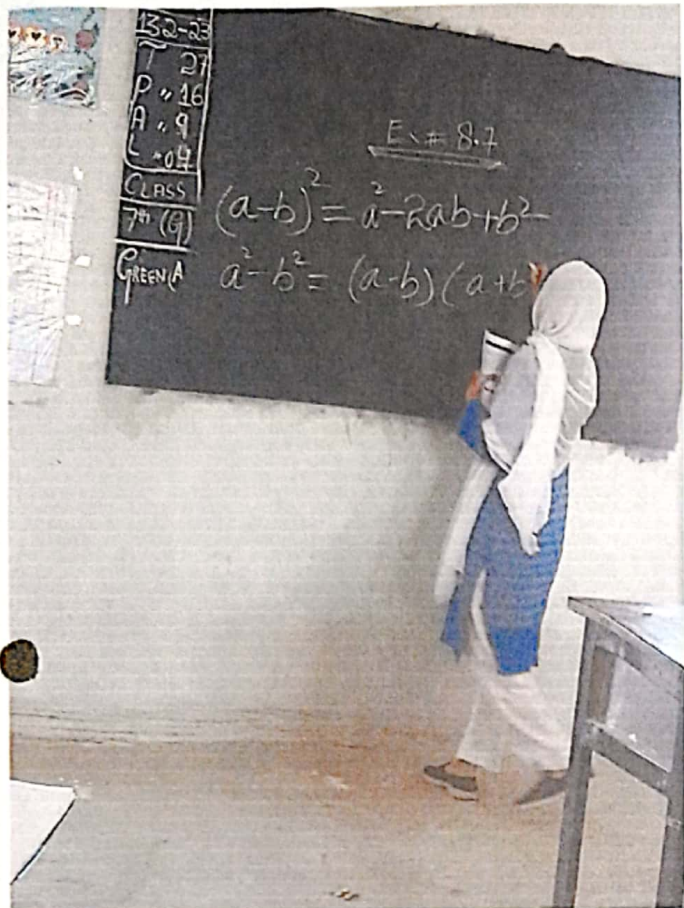
Classroom observation



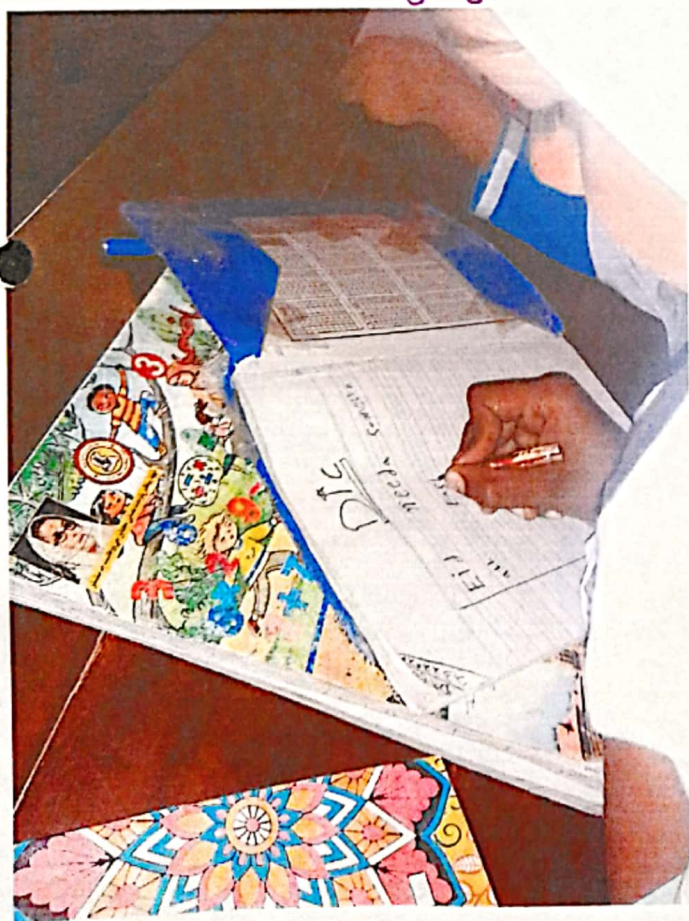
GGCHS Dulha Jo Pir



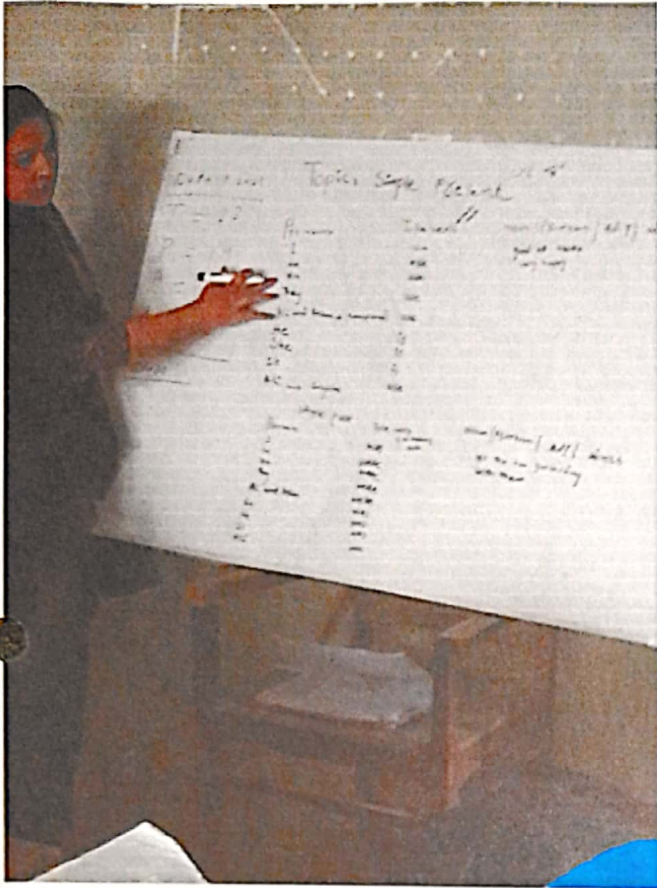
Classroom observation of Miss Dua and Miss Amber.



Students engaged in classroom activity at GG(P)HS



Class room observation of Miss Restam & Miss Shireem

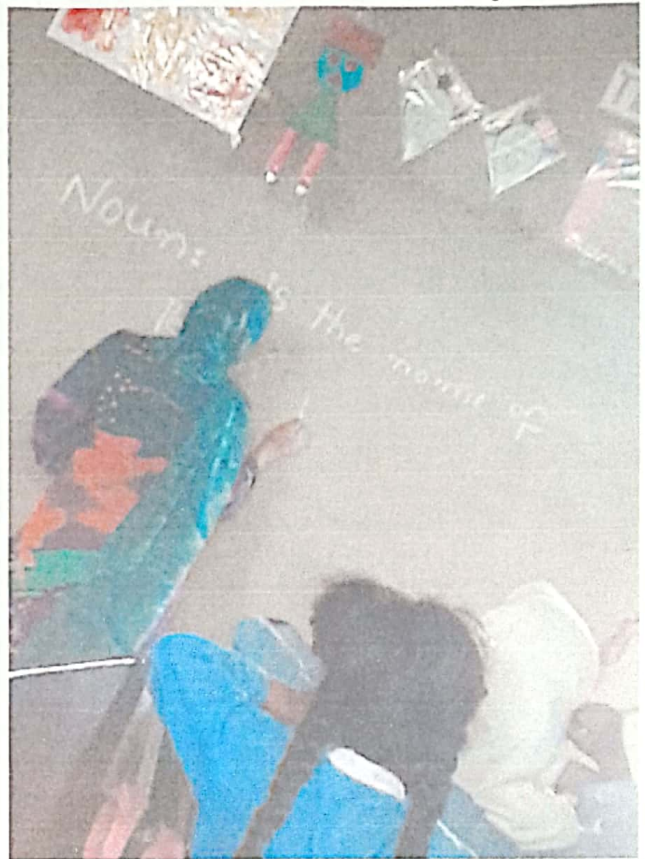


GGHS Dulha Jo Pir

GIBELS Millat (Urdu)



Students engaged in active learning



Classroom observation of Miss Roshna & Miss Veena

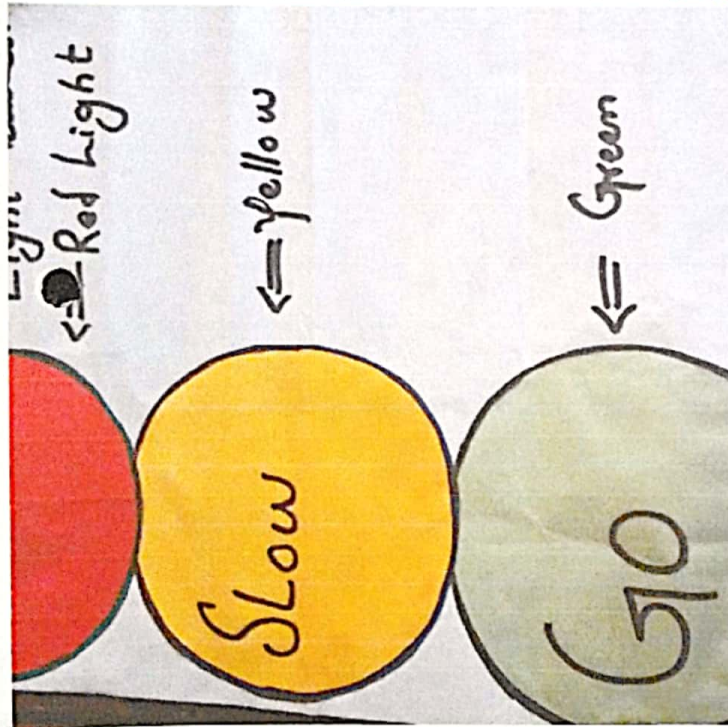


GG(P)H School TMK

GGPS Bhatti Muhalla TMK

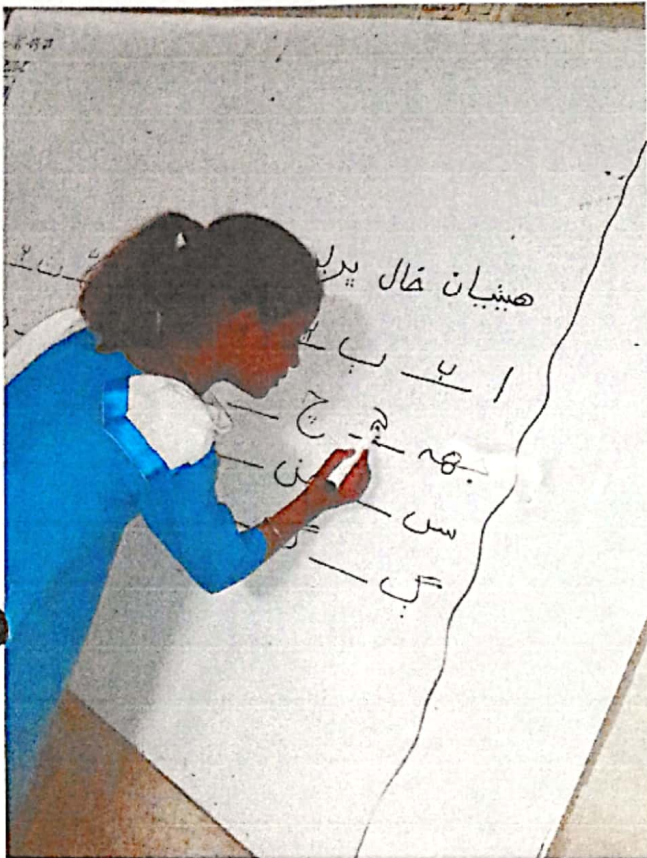
Govt. Girls Primary School

Bhatti Muttalla TMK



Efforts done by the teachers (Miss Sana and Miss Tabassum) and students of different class level, from GIG(P)S Bhatti Muttalla T.M.K.

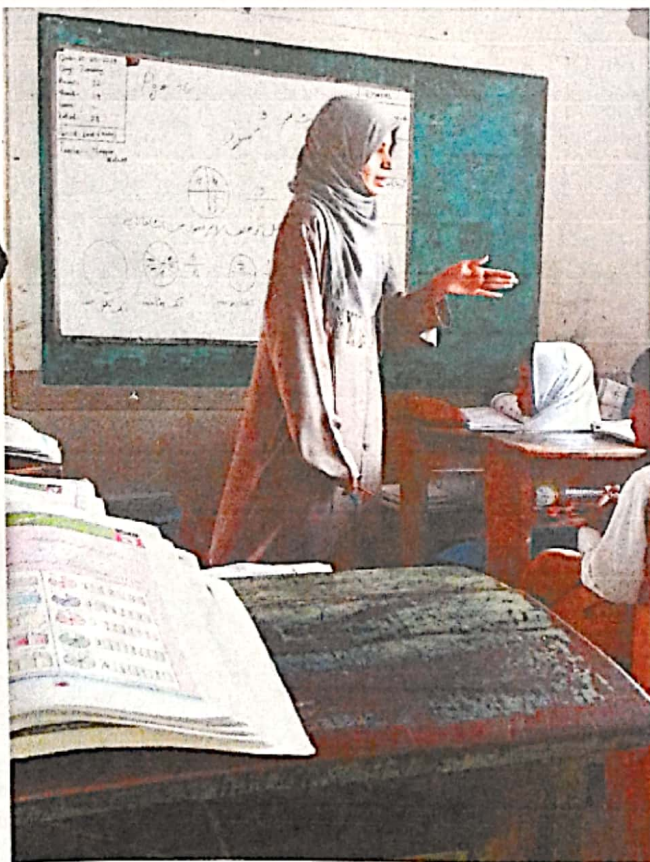
GGPS Bhatti Muktalla TMK



GG(P)HS TMK

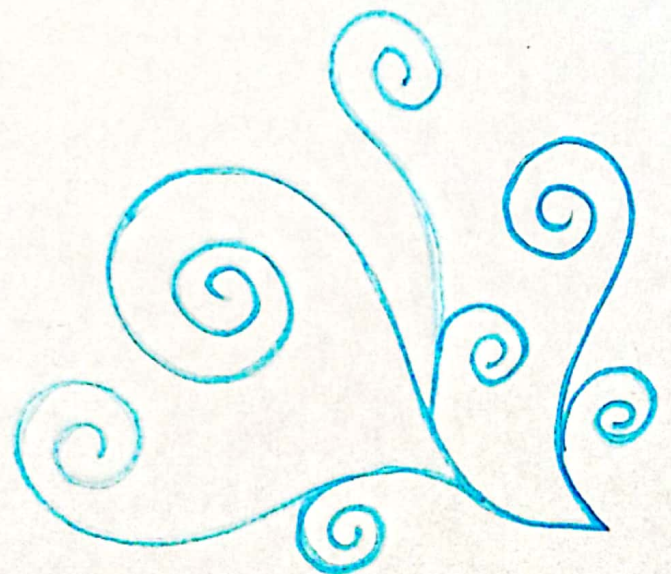


GBELS Millat (Urdu) TMK



Classroom observation

Miss Nayyar delivered lesson plan on "fraction" by using low cost and no cost material.

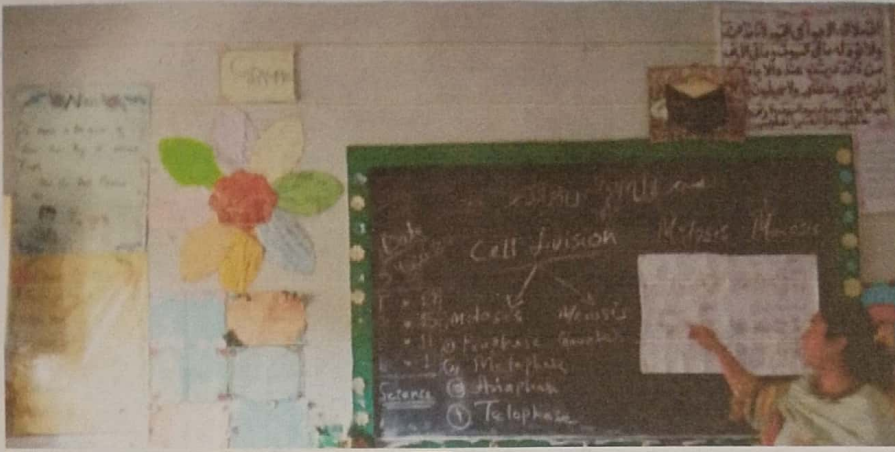


Govt Girls (P) High School
Tando Muhammad Khan

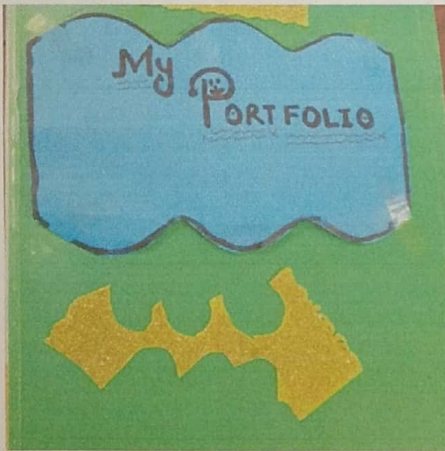
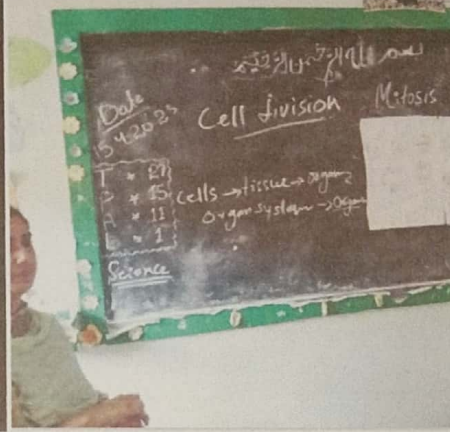
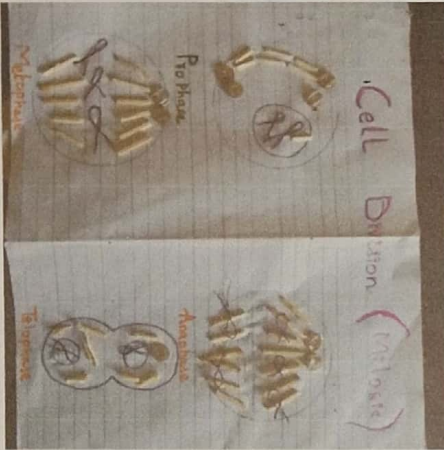


Highly appreciated work by most senior primary teacher (Miss Saima Solangi). Her interest towards learning new strategies is appreciable. She is cooperative and eager to learn new things.

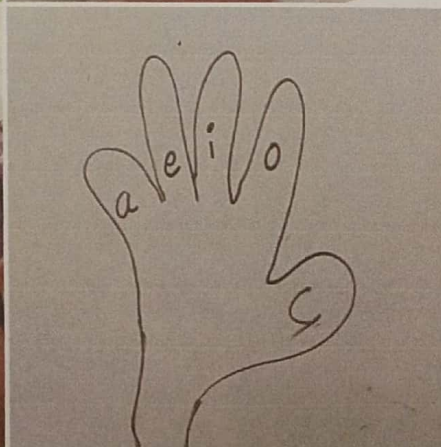
GiGi(P)H School TMK



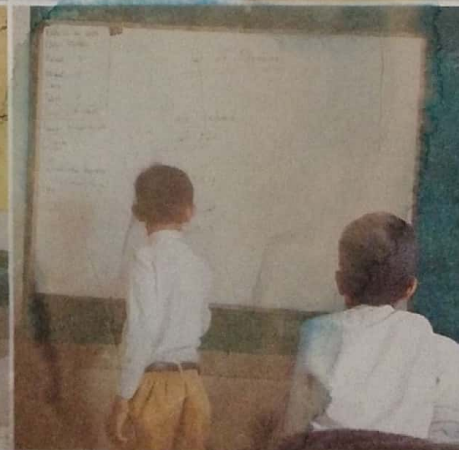
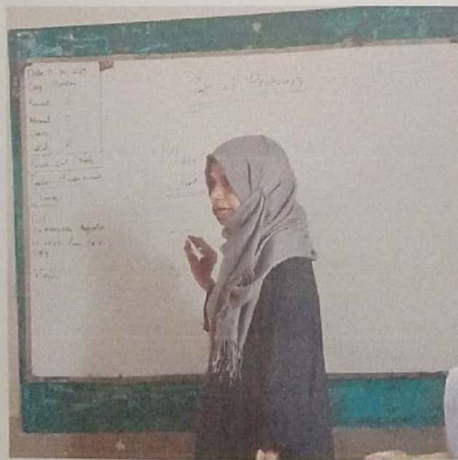
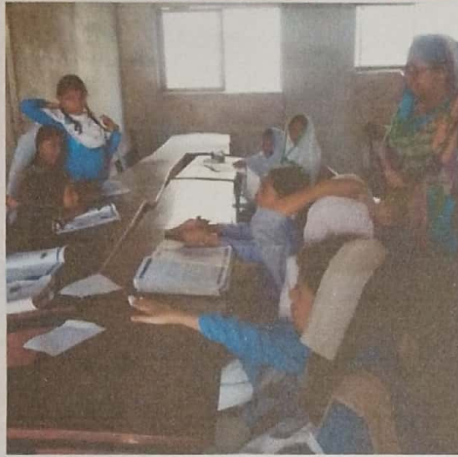
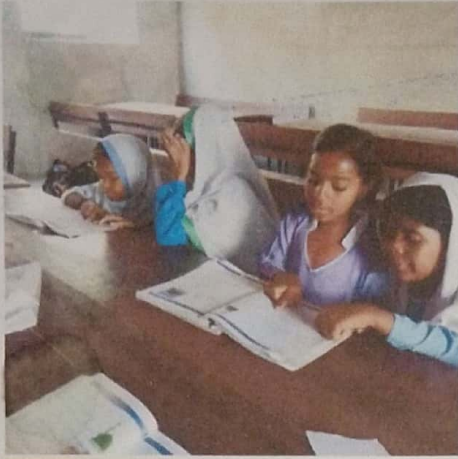
A wonderful and informative lesson delivered by Miss Fiza Khawaja. Students performed Hand on activity by low cost mat.



A very innovative activity for memorizing vowel sound in class I done by Miss Lubna and Miss Qurat-ul-ain.



GiGIPS Bhatti Mukalla TMK



Activities by different teachers (Miss Afshan, Miss Shireen Figo, Miss Nayyar, Miss Afshan) are performed on "Motivating and Engaging students".

Govt Girls (P) High School

Tando Muhammad Khan



Miss Tahmina arranged Mina Bazaar to explain profit and loss concept. Students learnt and enjoyed this activity.

Lesson Plans

Lesson Plan no: 02

Topic

Average

Class: 5th

LESSON PLAN-02

Sub: Mathematics

Class: 5th

Topic: Average (اوسط)

Date:

Time: 35 minutes

Resources: Chalk, duster, black board, worksheet, card sheets, text book.

SLOs: By the end of the lesson students will be able to:

- * define an Average.
- * find an average of given numbers.

Presentation	Practice	Production
<p>Motivation: 03 min Brainstorming</p> <p>Average</p> <p>Teacher will write the topic on board and ask students share about it.</p>	<p>Grouping: 03 min Teacher will divide the students into groups.</p> <p>Group task: 08 min Teacher will distribute a worksheet to each group and give clear instructions.</p>	<p>Assessment: 07 min. Students will solve the sums on card sheet individually and paste their work on wall.</p>
<p>Teacher's input: 06 min Teacher will explain the term "Average" by giving some examples from daily life.</p> <p>Average means متوسط درجہ کا بیان</p>	<p>Group Presentation: 08 min Teacher will ask to each group come in front of class and explain the activity. (1 or 2 sums on board).</p>	

ورک شیٹ

3: محمد علی نے ایک ہفتے میں 10، 15، 12، 20، 25، 30، 28 روپے خرچ کیے۔ اس کے اوسط اخراجات فی دن معلوم کیجیے؟

Handwritten calculations for the first problem:

25, 20, 12, 15, 10
20
30
28
25
20
12
15
10
140 = 20
7 (82)

28 30
58

4 15
140

* اعداد کا اوسط معلوم کیجیے؟

6, 7, 8, 9, 9, 6, 6, 8, 5, 15

$$\frac{80}{10} = 8$$

ورک شیٹ

1. ایک کاریگر پہلے دن 75 روپے، دوسرے دن 80

روپے اور تیسرے دن 100 روپے کماتا ہے۔ اس کی

اوسط آمدنی بتائیے؟

$$\begin{array}{r} 80, 75, 100 \\ \hline 255 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 80 \\ 25 \overline{) 255} \\ \underline{50} \\ 5 \\ \underline{5} \\ 0 \end{array}$$

* اعداد کا اوسط معلوم کیجیے:

5, 10, 15, 20, 25

$$5 + 10 + 15 + 20 + 25 = 75$$

$$\begin{array}{r} 75 \\ \hline 5 \\ \hline 15 \end{array}$$

ورک شیٹ

2: طالب نے اسلامیات میں 85، اردو میں 80، ریاضی میں 90، سائنس میں 60، اور سندھی میں 70 نمبر حاصل کیے۔ اوسط نمبر فی مضمون معلوم کیجیے؟

$$\begin{array}{r} 70 \\ 60 \\ 90 \\ 80 \\ + 85 \\ \hline 385 \end{array}$$
$$\frac{385}{5} = 77$$

* اعداد کا اوسط معلوم کیجیے؟

12, 14, 18, 20, 16

$$\begin{array}{r} 12 \\ 14 \\ 18 \\ 20 \\ 16 \\ \hline 80 \end{array}$$
$$\frac{80}{5} = 16$$

ورک شیٹ

5: ایک اسکول کی پانچویں جماعت میں ہفتے کے 6 دنوں کی حاضری 39، 40، 45، 41، 48 اور 39 تھی۔ اس کلاس کی روزانہ اوسط حاضری کیا تھی؟

39
48
41
45
40
39

352

$$39, 48, 41, 45, 40, 39 = \frac{252}{6} = 42$$

* اعداد کا اوسط معلوم کیجیے؟

$$2, 4, 6, 8, 10 = \frac{30}{5} = 6$$

Assessment

Sheet

اوسط معلوم کریں:

6, 7, 5, 4, 3

$$\frac{25}{5} = 5$$

MARIA.

اوسط معلوم کریں:

8, 10, 14, 16 = 4

8, 10, 14, 16

$$ERAM \quad 48 = \frac{48}{4} = 12$$

اوسط معلوم کریں:

1, 2, 3, 4, 5

15 = 3

MsE88h5

اوسط معلوم کریں:

2, 4, 6, 1, 7

$$\frac{20}{5} = 4$$

D4a

اوسط معلوم کریں:

$$5, 10, 15, 20, 25 \quad \frac{75}{5} = 15$$

heha

اوسط معلوم کریں.

$$2, 2, 2, 2, 2 = 12 = 2$$

hafsa

اوسط معلوم کریں.

$$7, 9, 11$$
$$\frac{7+9+11}{3} = 25$$

sania

اوسط معلوم کریں.

$$8, 10, 12 \quad \frac{30}{3} = 10$$

sahamunza

اوسط معلوم کریں.

$$6, 8, 10$$
$$\frac{6+8+10}{3} = 8$$

Aisho

اوسط معلوم کریں۔

$$6, 7, 8 = \frac{21}{3} = 7$$

dwa

اوسط معلوم کریں۔

$$4, 6, 8, 6 = \frac{24}{5} = 4.8$$

JANA

اوسط معلوم کریں۔

$$6, 6, 4, 4 = \frac{20}{4} = 5$$

Neha

Lesson Plan no: 06

Topic

Measurement

Class: 4th

LESSON PLAN = 06

Sub : Mathematics

Class : IV

Topic : Measurement (پیمائشگری)

Date : [REDACTED]

Time : 40 minutes

Resources : Black board, chalk, duster, inch tape, ribbon, scale, class room's things, work sheets,

S.L.Os : By the end of the lesson students will be able to :

* measure the length of Line and different things.

Presentation	Practice	Product
<p>Motivation: Teacher will show the different measuring tools and ask students why we use these tools. e.g: scale, inch tape,</p> <p>Teacher's input: Teacher will announce the topic "Measurement" and give brief explanation on the topic.</p>	<p>Grouping: Teacher will divide the students into groups.</p> <p>Group task: Teacher will ask to each group to measure the length of different classroom things like; table, door, window, black board etc. in cm.</p> <p>Group Presentation: Each group will share the task with other groups</p>	<p>Assessment: Teacher will give the work sheet in the same groups to find the length of different things.</p>

سرگرمی: 01

کمرہ جماعت میں چسپا چارٹ
کی لمبائی معلوم کریں۔

سرگرمی: 02

کمرہ جماعت کی کھڑکی
کی لمبائی معلوم کریں۔

سرگرمی: 03

کمرہ جماعت کے دروازے
کی لمبائی معلوم کریں۔

سرگرمی: 04

اسکول میں جو جو کسی
ستون کی لمبائی معلوم کریں

ستون کی لمبائی: 199

ماہی مندرہ اریبیر لاریب عائشہ

Assessment sheet:

سرگرمی: 01

مندرجہ ذیل قطعہ خط کی پیمائش کیجیے:

A ————— B
8 cm

آصف

C ————— D
7 cm

فرزانہ

E ————— F
5 cm

سلطان

G ————— H
11 cm

1 سویرا نیپ

سرگرمی: 2

نیچے دی گئی پر

* 3 سم

* 6 سم

* 2.8 سم

* 2 سم

سرگرمی: 3

اپنی کلاسی میں
کی لمبائی معلوم

* ٹیبل کی لمبائی

* ڈیسک کی لمبائی

* بلیک بورڈ کی لمبائی

ثناء - رم
مہریم -

سرگرمی: 4

مندرجہ ذیل
کی پیمائش

m Gisha

mafia

mnuzza

m haseb

Areeba

LESSON PLAN NO:01

TOPIC

SCALE BAR

CLASS=4TH

LESSON PLAN = 07

Class : 5[#]

Sub : Social Studies

Topic : Scale bar (مقياس)

Time : 40 min

Date :

Resources: Black board, chalk, duster, thread, paper strip, atlas card sheet, assignment sheet.

S.L.Os: At the end of the lesson students will be able to:

- * know about the scale of map.
- * know how is the distance between two places can be measured

Presentation

Motivation:

Teacher will show map and ^{ask} questions about elements of map.

Announcement:

Teacher will announce the topic.

Teacher's input:

Teacher will briefly explained about the topic.

Practice

Practical work:

Teacher will gather all the students at one table and give presentation to the students how to measure distance by strip and thread on map.

Students Presentation:

Teacher will ask students to measure and find the distance of different places on map in the guidance of teacher.

Production

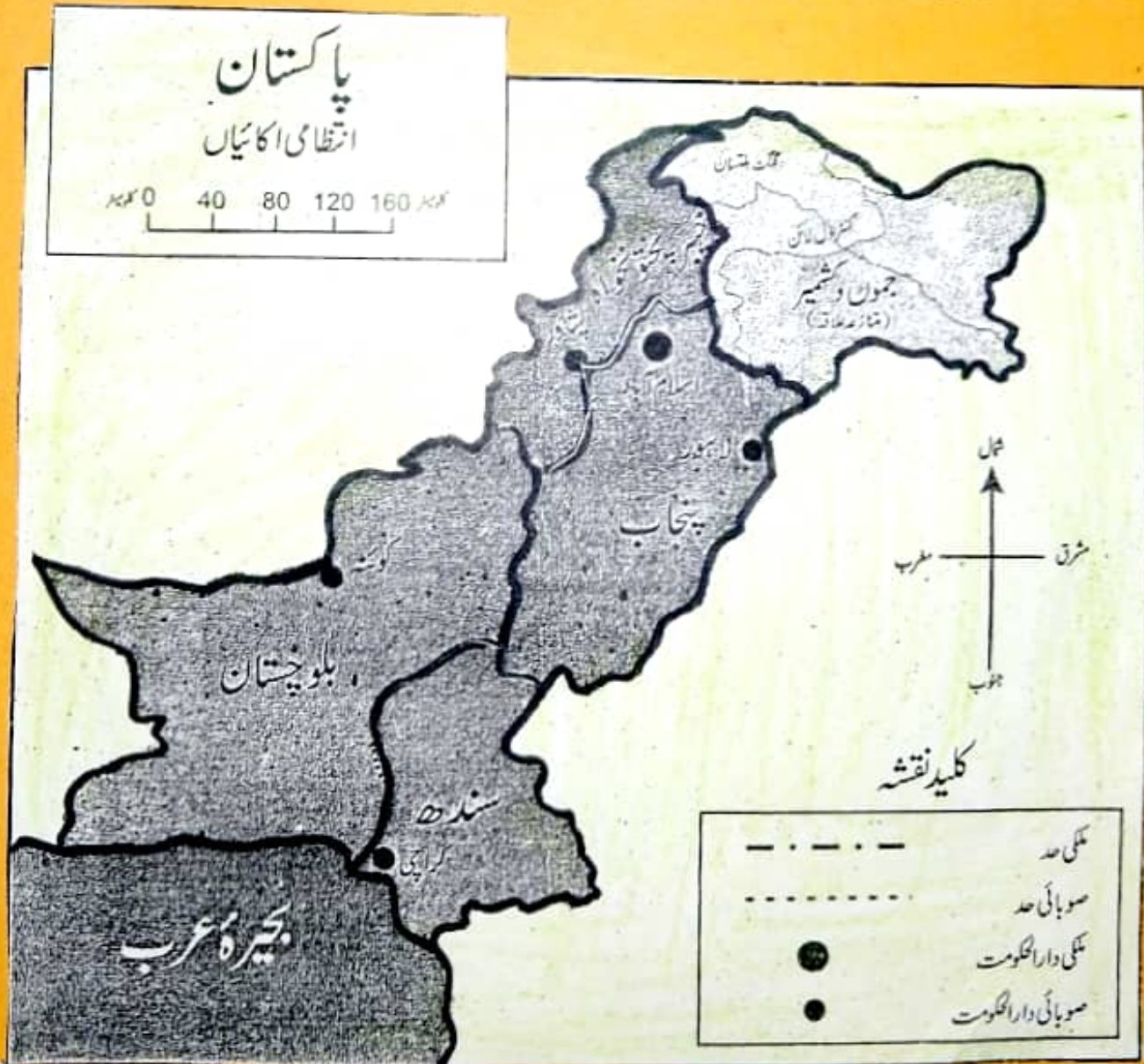
Assessment:

Teacher will divide the students into 3 groups. Each group will be assigned a task to perform in the assignment sheet. One by one each group will present their work in front of class.

جائزہ نشیہ

کاغذ کا ٹکڑا استعمال کرتے ہوئے دیٹے گئے نقشے میں
اسلام آباد اور کوئٹہ کے درمیان فاصلے کا پیمائش
کیجیے۔ دونوں کے درمیان زمینی فاصلہ کتنا ہے؟

240 کلومیٹر



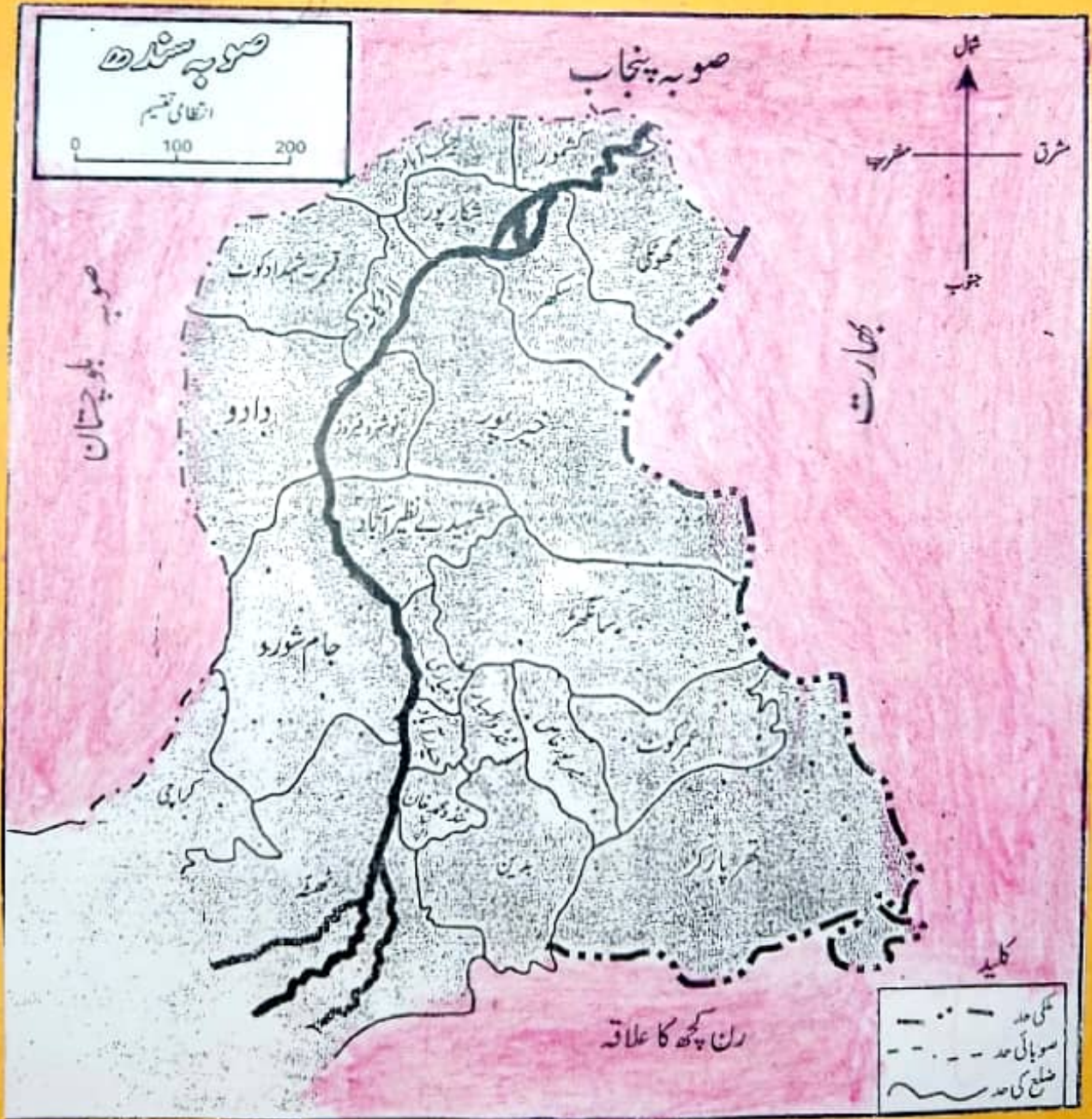
ما فیہ دینا والیہ

جائزہ ٹیٹ

دھانگے کا ٹکڑا استعمال کرتے ہوئے دریائے سندھ کی لمبائی کی پیمائش کریں۔ کتنا طویل

ہے؟

گیارہ سو کلومیٹر



رہمن شاہ

