

REVIEW OF THE EXISTING PRE-SERVICE TEACHER TRAINING CURRICULUM ON POSITIVE DISCIPLINING



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Table of Contents

Acknowledgment	04
Summary	05
Chapter 01 Introduction	07
1.1 OBJECTIVES OF THE STUDY	09
1.2 DELIMITATIONS OF THE STUDY	09
Chapter 02 Literature Review	10
2.1 MANAGING DISCIPLINE IN SCHOOLS	10
2.1.1 Corrective measure	10
2.1.2 Establishing order	10
2.1.3 Encouraging self-discipline and accountability	11
2.1.4 Ensuring safety and support	11
2.1.5 Encouraging compliance and co-operation	11
2.2 PUNISHMENT	12
2.3 CURRICULUM AS A TOOL OF POSITIVE DISCIPLINING	13
2.4 TEACHERS ROLE IN POSITIVE DISCIPLINING	14
2.5 PROMOTING POSITIVE BEHAVIOUR IN SCHOOLS	15
2.6 LEGISLATIONS	15
Chapter 03 Methodology	19
3.1 Population	19
3.2 Sample	19

3.3 Instruments of data collection	19
3.4 Data Collection and Analysis	20
Chapter 04 Findings, Conclusions and Recommendations	21
4.1 Findings	21
4.2 Conclusions	27
4.3 Recommendations	30
References	34
Annexure-A (List of analyzed curriculum/faculty resources)	35
Annexure-B (Content Analysis Sheet)	36
Annexure-C List of Participants (Teacher-Educators)	41
Annexure-D List of Participants (Student-Teachers)	42
Annexure-E (Questionnaire for Teacher-Educators)	43
Annexure-F (Questionnaire for Student-Teachers)	47
Annexure-G Scheme of Studies for B.Ed. Honors (Secondary)	52
Annexure-H Scheme of Studies for B.Ed. Honors (Elementary)	54

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SUMMARY

Managing discipline in schools is one of the fundamentals of effective teaching and learning. It is evident that ineffective discipline management in schools would eventually jeopardize the efficacy of teaching and learning. Since, discipline in public schools continues to be a burning issue for all stakeholders, that is, parents, school governing bodies, educators and principals. Creating and maintaining a safe, disciplined school environment is one of the important challenges facing principals, educators and parents in schools. The aim of this study was to analyze the enacted and taught curriculum of teacher's training programmes to identify dimensions which are negatively affecting positive disciplining. Through survey qualitative data was collected from Teacher educators and student-teachers of B.Ed/ADE programme questionnaire and a content analysis sheet was prepared to analyse the curriculum of relevant teacher education programmes. The investigation focused on pre-service teacher training programmes for schools teachers. The research concentrated only on B. Ed / ADE curriculum analysis, teacher educators and student teachers responses regarding availability of content regarding positive disciplining. The data were collected through self-developed content analysis sheet and questionnaire for teacher-educators and student-teachers. First of all the elements/factors for determining the construct 'positive disciplining' were collected through review of relevant literature. These elements/factors formed basis for content analysis of the curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme. For ensuring validity, the content analysis sheet was pilot-tested. Moreover, experts' opinion was also sought. The data collection instruments were improved in the light of pilot-testing and suggestions by the experts. Curriculum documents/course guides/faculty resources occupy pivotal significance in education system as these formulate the basis structure and direction of education system. Therefore, it was important to first analyze the enacted curriculum i.e. curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme. So, two experts who possessed doctorate degree in education with the help of research associates analyzed the enacted curriculum documents by using content analysis sheet. For the analysis of the data , a scale was prepared and each category was allotted numerical value. Findings revealed that curriculum for teachers' training programme has reasonable content for (a) concepts about positive disciplining, (b) providing warmth, (c) providing structure, (d) classroom management and (e) understanding child development. However, the curriculum for teachers' training programme needs more content for inculcating attitude and competencies (a) to implement the learnt concepts about constructive disciplining, (b) for providing warmth, (c) and child development. However, there are numerous concepts related to positive disciplining that were not fully developed in the student-teacher during their in-service training. These concepts include (a) all aspects of students' social interactions, (b) facilitating students in setting goals for learning, (c) supporting students in finding constructive solutions to challenging situations, (d) building a mutually respectful relationship among students, (e) teaching nonviolence, empathy, self-respect, human rights and respect for others, and (f) developing in children the habit of understanding and following social rules. Various important competencies related to positive disciplining that were not been fully developed in the student-teacher during their in-service training. These competencies include (a) supporting students in finding constructive solutions to challenging situations, (b) being non-violent and peaceful in all situations, (c) dealing with the students' misbehavior, (d) developing students' esteem and confidence, (e) teaching nonviolence, empathy, self-respect, human rights and respect for others. It was recommended that the enacted curriculum may be revised particularly to fill the gap between the concepts developed by theoretical knowledge and the developing attitudes and competencies. Concepts are very important but

developing only concepts is only useful for examinations. The student-teachers are required to implement the learned concepts. Therefore developing student-teachers' attitude and competencies are vital for teachers training programme. The disposition and performance of student teachers about positive disciplining may be developed by (a) revising enacted curriculum to make it more focussed on developing competencies and skills of student-teachers about positive disciplining, (b) including hands-on practices about positive disciplining during training, (c) giving proper focus on positive disciplining during practicum/internship, and (d) conducting opinion survey about positive disciplining and interpretation by specialist. Detailed findings, conclusions and recommendations are given in last chapters.

Chapter 1

Introduction

Preparation of educators has been viewed as a critical component for quality education in Pakistan, right from the first National Conference on Education that was held in 1947 to the current National Education Policy 2017. From 1947 to 2006 the duration of Pre-service teacher training has been one year and in 2009 it was decided to replace PTC and CT with B.Ed and Diploma in Education. In 2006 a four years teacher training programme (B.S/B.Ed Hons) was introduced but it took time to implement it accordingly. Moreover, degrees programmes such as B.Ed (Elementary Education), B.Ed (Secondary Education) and Associate Degree in Education (ADE) were introduced in 2010. The curriculum of these programmes contained different courses of different categories i.e., Core courses, Foundation courses, Professional courses and Content courses. Darling (2000) argues that “skilled and qualified teachers were improved and more winning in the student performance than the teachers who do not have such expertise”. National Education Policy 2009 realized that “Improving quality requires action in the areas of teacher quality, curriculum and pedagogy, textbooks, assessment approaches, and in learning environment and facilities” In order to properly implement the teacher education curriculum National Professional Standards for Teachers (NPST) were introduced by Government of Pakistan (NPST, 2009). These standards declared that quality learning may be ensured by the quality teaching of those professionals only who are dedicated to the standards of continuous professional development covering following ranges: Acquisition of present and late content of the subject they educate, Utilization of expansive knowledge of instructional devices, techniques and educational abilities, Moral checking and assessing of students learning results and Developing the students the moral insightful. National Education Policy 2017 reiterated that “curriculum of teacher education programs shall be linked to the National Professional Standards for teacher” (GOP, 2017). Teacher training curriculum needs to be linked with the needs of learner (GOP, 2017) as the quality of public primary school is a matter of concern both in terms of number of teachers provided and their qualifications (UNESCO, 2003). Hence for effective teaching there is a need of proper pedagogy command in the relevant content. This has to be ensured rather inculcated through training programmes.

Teachers face many problems in classroom for making learning effective and running the business of class smoothly. The teacher implements corporal punishments to tackle problems which he/she faces in the class. There are many reasons of such punishment by the teachers. Webster-Stratton et al. (2004) report quoting research studies on the topic, that poor classroom management skills and low rates of teacher praise leads to classrooms with higher levels of aggression and rejection which may result in the development and continuity of conduct problems in children Therefore, they contend that it is important that teachers understand how to prevent social rejection and manage aggression in the classroom.

Recent studies conducted in Pakistan show that corporal punishment is still being used in schools. For example, a study by Plan International (2013) found that “a significant proportion of officials, teachers, heads and family members supporting the use of CP [corporal punishment] in schools” (p. viii) and that “the driving force behind the practice of CP in schools are the attitudes regarding CP held by society in general, and teachers, heads, officials and family members in particular” (p. 42). Therefore, the teachers’ training institutions can play a vital role in changing the attitudes of teachers and head-teachers of schools as these are the institutions. If the attitude of teachers and head-teachers is changed, parents’ attitude will also change with passage of time.

Spanking carries many negative effects and it cannot work in the long run. There is probability of increased deviant and antisocial behaviours such as antagonism, adolescent delinquency and violent acts inside and outside the school with the long term use of corporal punishment. It has been observed that people expand this to accept violence that is not considered legitimate, after living with violence that is considered ‘legitimate’. Violent acts that are considered legitimate by people include maintaining order in schools by punishing children, deterring criminals and defending one’s country against foreign enemies (Straus, 1991). When children are treated with psychological techniques they learn more appropriately, improved their moral character, develop better social and learn better discipline. Unfortunately, according to our teachers corporeal punishment is the only best technique to maintain discipline and they do not follow psychological principles to deal with students (Hyman, 1977). There are many following negative effects of corporal punishment like emotional problems, developmental problems, behaviour problems as adolescents and behaviour problems as adults.

National Assembly of Pakistan had passed a bill in 2013 which prohibited corporal punishment of children in educational institutions. In 2013, a resolution against corporal punishment both in government and private schools was passed by Provincial Assembly of Sindh and “Prohibition of Corporal Punishment Act” was introduced. Government of Pakistan was also directed by “The Committee on the Rights of Children” in its final observation and recommendation against 3rd and 4th periodic report of UNCRC to revoke the section 89 of Pakistan Penal Code and also commence an inclusive awareness campaign on harms of Corporal Punishment on Child Development. **Recently the Provincial Assembly Of Sindh (2017, p. 1) has passed the Sindh Prohibition Of Corporal Punishment Act, 2016 for the prohibition of corporal punishment against children “at work place, in all types of educational institutions including formal, non-formal, and religious both public and private, in child care institutions including foster care, rehabilitation centers and any other”**

Webster-Stratton et al. (2004) found that teacher training was effective in changing teacher interactions with the target students as well as in general classroom management with all students. Further, they elucidate that teacher training is the

least expensive strategy as teachers can be trained in groups and are likely to impact several children with conduct problems. McMahon et al. (2003) contend that the effectiveness of violence prevention programmes may depend on the extent to which the teachers practice curriculum concepts during the course of the training. They suggest system level changes may be necessary to maximize benefits of teacher-training programmes.

In Pakistan Curriculum for degree programmes including teacher education is the responsibility of Higher Education Commission (Formerly University Grants Commission) Pakistan. Universities in Pakistan mostly follow the curriculum developed by HEC with minor modification according to the needs of the institutions/universities. Section 10 (v) of Higher Education Commission Ordinance-2002 authorizes the Higher Education Commission (H.E.C.) to guide Institutions of Higher Education in Pakistan in designing curricula that provides proper content. So, H.E.C. reviewed curriculum of B.Ed. Honors (Elementary) and ADE programmes in 2012 (Higher Education Commission, 2012) and B.Ed. Honors (Secondary) in 2013 (Higher Education Commission, 2013).

H.E.C. notified to all the teacher-education institutes of Pakistan about phasing out the one year B.Ed. programme by 2016 and introduction of four years B.Ed. Honors (secondary & Elementary) programmes. Moreover, H.E.C. also endorsed approved revised scheme of studies and curricula to these institutes to promote quality education for teachers throughout Pakistan. According to this scheme the duration of B.Ed. Honors programme was four years (eight semesters with course load of 15 – 18 credits per semester). Total credits for the programme are 162 credits including 20 credits for Lab and field work courses. The scheme of studies for these programmes is given Appenices.

This study was conducted to review the Pre-Service teacher training programme (B.Ed-Elementary, B.Ed – Secondary and ADE) being implemented in public sector Universities and affiliated colleges in Sindh.

1.1 OBJECTIVES OF THE STUDY

There are following objectives of the study:

1. Conduct desk-review and analysis on Government-approved pre service teachers' training curriculum which is used at public universities of Sindh
2. Review existing curriculum for pre-service teachers training programs for content on positive disciplining, while examining linkages with scheme of studies, classroom management, child development:
 - Review H.E.C curriculum guidelines
 - Review of contents delivered by various training institutes, universities and colleges preferably at public sector.

3. Conduct in-depth review and analysis of curriculum to determine following aspects:
 - i. Analysis of existing contents and approved teaching methodologies /guidelines of curriculum for students' learning and classroom management. This includes discussion on those dimensions which may cause any harm towards child's (4 to 16 year) physical and emotional growth.
 - ii. To undertake review and analysis of curriculum especially those parts which are promising and scalable to promote positive disciplining methods for students.

1.2 DELIMITATIONS OF THE STUDY

The study focuses on pre-service teachers' education degree courses offered to schoolteachers. Therefore, the curriculum of the following degree programs was reviewed:

- A. Curriculum approved by HEC in 2010 and 2012 of the following programmes:
 - B.Ed (Elementary)
 - B.Ed (Secondary)
 - A.D.E (Associate Degree in Education)
- B. Institutions: Universities and their affiliated colleges in Sindh
 - Universities of Sindh
 - University of Karachi
 - Shah Abdul Latif University Khairpur

Literature review, research methodology, findings, conclusion and recommendations are given in the following chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 MANAGING DISCIPLINE IN SCHOOLS

Discipline at school has two very important goals, namely to create an environment conducive to learning and teaching; and to ensure the safety of staff and learners (Joubert, De Waal & Rossouw 2005:208). In a classroom where an educator is unable to maintain order and discipline, learners may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement (Hill & Hill 1994:16). According to Blandford (1998: 37), effective management of discipline does not just happen; it requires consultation, planning, commitment, and constant review and evaluation. The author also maintains that a shared understanding of education management will enable schools to design, implement and review a discipline policy that works within the school and reflects the needs of learners, educators, support agencies and the community. For maintaining discipline in classroom teacher should have competency of managing class. Classroom management can be defined as a means to the effective execution of the educational and teaching tasks of the teacher (Kruger, 1996:39). Calitz (1987, cited in Kruger 1996:39) describes classroom management as those managerial activities of the teacher that not only make effective instruction and learning in the classroom possible, but can also take place concurrently with the instruction. Discipline has significance in different ways.

2.1.1 Corrective measure

According to the Walsh (1991:17) the concept of discipline is defined as the primary process by which the children of all cultures develop the vital morals, values, and attitudes of the culture they inherit. Discipline is defined as behaviour by parents in response to and intended to correct misbehavior by the child (Douglas & Straus 2007:304). Papalia, Wendkos-Olds and Duskinfeldman (2006) refer to discipline as methods of modelling character and of teaching self-control and acceptable behaviour. According to Le Mottee (2005:5), discipline has nothing to do with controlling disruptive or other unacceptable behaviour but with ensuring a "safe and valuing environment so that the rights and needs of people are respected, vindicated and safeguarded". Discipline should be thought of as a means of teaching learners to take positive charge of their lives (Charles 2007:15).

2.1.2 Establishing order

According to Porter (2004:22), the purpose of discipline is a largely managerial one of creating order. Establishing order in a school is essential for effective teaching and learning. Learners learn most successfully in an orderly, well-organized

environment. Mtsweni (2008:28) concurs, stating that discipline is necessary for maintaining order and harmony in the classroom situation. The author further asserts that learners learn best in an orderly and safe environment. Porter (2004:5) postulates that the first goal of the various approaches to school discipline is to establish and maintain order as well as creating an environment in which learning is not only possible, but probable. Therefore order and discipline are essential to an effective, educational environment (Goodman 2006:215). Discipline is considered to be educative in nature rather than punitive. Masitsa (2008:244) comments that discipline is part of an educative order.

2.1.3 Encouraging self-discipline and accountability

Discipline is about positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners (Squelch 2000:2). Discipline assists learners to acquire positive characteristics such as self-control, self-discipline and persistence (Mtsweni 2008:27). Mokhele (2006:151) maintains that discipline assists learners to develop self-discipline (intrinsic discipline) and accountability in their actions.

2.1.4 Ensuring safety and support

The aim of school discipline is to create a safe and happy learning environment within the school. Discipline at school has two very important goals, namely to create an environment conducive to learning and teaching; and to ensure the safety of staff and learners (Joubert, De Waal & Rossouw 2005:208). The management of discipline consequently calls on educators to make learners feel emotionally comfortable and physically safe (Mokhele 2006:151). Managing discipline in schools provides learners with safety assurance. Olley, Cohn and Cowan (2010:8) agree that learners are better able to learn when they feel safe and supported. Mtsweni (2008:28) also maintains that learners learn best in an orderly and safe environment.

2.1.5 Encouraging compliance and co-operation

Koenig (2008:5) maintains that the goals of discipline are to motivate a learner to:

- stop disruptive behaviours;
- adopt productive behaviours;
- have a desire to cooperate.

2.2 PUNISHMENT

Punishment is defined as “a corrective measure or a penalty inflicted on an offender who has to suffer the consequences of misconduct in order to maintain the orderly society of the school” (Republic of South Africa, 1998 d, par 8.1). Corporal punishment can be defined as “any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him/her” (Department of Education 2000:6). Soneson (2005:6) defines corporal punishment as “hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, etc.); kicking, shaking, or throwing the child, pinching or pulling their hair, forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; burning or scarring the child”. There are certain effects of corporal punishment on students for example:

1. Corporal punishment is degrading, contributes to sentiments of vulnerability and embarrassment, ransacks an offspring of self-esteem and sense of respect, and can lead aggressiveness (Jackson, Henriksen, Foshee, 1998).
2. Corporal punishment disintegrates trust between a parent and a children, and builds the danger of youngster manhandle (Straus,1994).
3. Corporal punishment unfavorably influences youngsters' intellectual improvement (Straus and Mathur, 1995; Straus & Paschall, 1998).
4. Corporal punishment makes an impression that savagery is a feasible alternative for tackling issues (Straus, Gelles, and Steinmetz, 1980; Straus, Sugarman, and Giles-Sims, 1997).

Curriculum Framework for Quality Teacher Education (1998), Teacher Education for Future (2000), National Curriculum Framework, (2005), and National Curriculum Framework for Teacher instruction (2009) visualized the part of teacher development as broad-minded, humanistic and accessible to the requirements of inclusive teaching by focusing on the capability of native culture as source of restoring teaching and learning. Brian C. (2007) recommended, "Pre service teacher's instruction would improve if there were more school based experiences of longer term offered to future teachers, being instructed for their future parts, with a balanced blend of hypothesis and practice. In its finishing up proclamation identifying with view of instructors' part and reason and routine with regards to educator training, NCFTE (2009) enunciated the need to create among educators:

1. Feel affection for children, knowledge and repeat
2. Appointment with theory alongside field experience
3. Chance for self-Assessment
4. Increasing social feeling and better human sensibilities

2.3 CURRICULUM AS A TOOL OF POSITIVE DISCIPLINING

Good discipline is a natural consequence of good teaching Rogers (2002:40). If educators teach effectively by making the work clear and interesting and helping learners to stay 'on task' by keeping them involved in the lesson and helping them when they have problems, good discipline will follow. Great lessons begin by understanding outcomes (Mendler, Curvin & Mendler 2008:69). Maintaining discipline is a by-product of good teaching. A good curriculum is necessary for maintaining order (Porter 2007:35). Moreover, Oosthuizen (2010:5) stipulates that in order to inculcate good discipline in the learners, educators have to possess three sets of skills:

- Knowledge of their subject – they must be masters of their subject.
- They have to know how to present their subject in such a way that lessons will progress smoothly and the learners' attention retained.
- They should have group management skills.

2.4 TEACHERS ROLE IN POSITIVE DISCIPLINING

Students are highly influenced by the attitudes and behaviours of teachers. So, teachers must critically evaluate their attitude and behaviour to be role model of positive disciplining for students. These Experiential Learning Activities for Positive Discipline in Everyday Teaching offers the accompanying exercises to enable teacher and their students to manage stress:

1. Feathers and Paper Plates
2. Shake, Count, Clap
3. Cool My Soup
4. Smell the Flowers... Blow out the Candles (Pascual, M. et.al. 2015)

Educator's frustration level is primary reason of punishment when contrasted with child miss conduct. For contradicting the utilization of whipping, a few approaches have been planned by restricting the utilization of beating. On account of the attack against the child's respect, numerous educationists are against beating (Graziano, 1992). One point that needs our consideration is that we are honestly restricted from striking different adults then why is it alright to strike a youngster? In the already directed explores more motivations to help elective disciplinary strategies and to contradict the utilization of beating have been proposed (Graziano, 1990). Punishing conveys many negative impacts and it can't work over the long run. There is likelihood of expanded degenerate and individual practices, for example, threat, pre-adult wrong doing and fierce

acts inside and outside the school with the long run utilization of whipping. It has been watched that individuals extend this to acknowledge savagery that isn't viewed as authentic, subsequent to living with brutality that is viewed as 'real'. Fierce acts that are viewed as genuine by individuals incorporate keeping up arrange in schools by rebuffing kids, dissuading culprits and safeguarding one's nation against remote adversaries (Straus, 1991).

Rohner (1991) proposed "Social Spillovers" theory that the more a general public uses compel for socially authentic ends, the more prominent the inclination for the individuals who are associated with ill-conceived practices to utilize power to accomplish their own finishes. Assortment of enthusiastic and behavioral issue in kids and adults including anxiety, pity, extraction, low confidence, impulsiveness, criminal conduct and substance manhandle have been related with corporal punishment (McCord, 1991).

2.5 PROMOTING POSITIVE BEHAVIOUR IN SCHOOLS

Harper, Horno, Landsdown, Martin, Newell and Nilsson (2005:3) highlight key issues in promoting positive discipline in schools:

- Children's motivation
- Rewards, not punishments
- Shared rule-making
- Respecting rights as a reciprocal process
- Adult behavior
- Winning co-operation and reducing educator stress
- A planned, whole-school approach
- Curriculum matters
- Promoting equity and respect
- Children as a resource

2.6 LEGISLATIONS

In 2013, a determination against corporal punishment both in government and non-public schools was passed by Provincial Assembly of Sindh and "Forbiddance of Corporal Punishment Act" was presented. Legislature of Pakistan was likewise coordinated by "The Committee on the Rights of Children" in its last perception and suggestion against third and fourth intermittent report of UNCRC to disavow the segment 89 of Pakistan Penal Code and furthermore initiate an inclusive awareness crusade on damages of Corporal Punishment on Child Development. In National Assembly, a bill to be specific

"Denial of Corporal Punishment Act 2013" was tabled which was usually affirmed by the house. In May 2014, the lower place of the Senate passed the Child Protection System Bill for Islamabad Capital Territory. This Bill denied beating in article 38: "Flogging stands cancelled in every one of its sorts and indications and its training in any frame is disallowed." However, the meaning of physical discipline pronounce that it covers the region which accomplishes some level of seriousness (emphasis included): "Beating implies planned utilization of physical power with goal to cause a high level of torment or tension for teach, adjustment and control, changing conduct or in the conviction of training or raising the kid, that either brings about or has a high probability of bringing about damage, mental mischief, mal-advancement or hardship."The Gilgit Baltistan Prohibition of Corporal Punishment Act forbids all beating of kids in substitute care settings.

On 20 February 2017, the Prohibition of Corporal Punishment Act was passed for Islamabad Capital Territory. Meaning of beating for this demonstration was taken from the Committee on the Rights of the Child's General Comment No. 8; and article 3(2) states: "Despite anything contained in area 89 of the Pakistan Penal Code, 1860 (Act XLV of 1860) and some other law for the present in compel, whipping of youngster by any individual is restricted in every one of its structures, in schools and other education organizations including formal and non-formal, both government and private, in child care centers and in the adolescent justice framework." Child care foundations are characterized as "an organization, a orphans house or a position of wellbeing which houses at least one kids for the reasons for giving option care or child care and may incorporate a kids' home or haven either on perpetual or transitory premise whether open or private, enlisted or unregistered". The adolescent justice framework is characterized as "the framework gave in the Juvenile Justice System law, 2000 (XXII of 2000)". The restriction reaches out to "other non-physical types of discipline which are unfeeling and corrupting". Sindh provincial get together passed the Sindh Prohibition of Corporal Punishment Act in January 2017, which was then declared on 22 March 2017.

A few stages have been introduced in Pakistan with dishearten the utilization of punishment by instructor. It has been declared by The Punjab training division that occurrences of whipping in schools would not go ahead without genuine results and stern move would be made against teachers who appreciate it under the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005). The utilization of notices by instructors in the schools has been significantly demoralized by academicians, analysts and specialists. Mental medications, for example, time out, positive and negative support, token economy, over rectification, overlooking and strain cleaning through cleverness have been embraced by analysts to revise or limit negative conduct. It has been accepted that overwhelming physical discipline is contributed by increased violence in school.

Despite repeated efforts by different nations including Pakistan, incidents of violence even shooting at school have not stopped. For example, death of 17 people in a school in German city Erfurt (BBC News, April 26, 2002) and death of 33 individuals due to shooting at Virginia Tech University (BBC, April 17, 2007). It has been accepted that such sort of occurrences is because of disappointment procedures of educators to manage discouraged students. Corporal punishment has been restricted in schools by numerous nations, for example, Norway, Denmark and Finland as it has been considered as a source of school violence (Larzelere, 1999).

Gallup association (1995) indicates that the children who are physically punished, on becoming adult they also employ physical punishment to the children. Studies (e.g. Bauman, 1998, Conte, 2000, Hyman, 1977, Wauchope, 1990) show that as most of the parents employ physical punishment to the younger children, so teachers/educators face a lot of problems in developing positive disciplining in the class. Therefore, educationists like Climinillo (1988) and (Conte, 1998) suggest that the teachers may be allowed to deal with the students as the parents do. However, corporal punishment cannot be allowed at any cost. As Bauman (1998) suggests that to rectify negative conduct forever, corporal punishment does not work adequately.

At the meeting of the South Asia Forum on July 2006, Pakistan verbalized its sense of duty regarding ending all physical punishment of kids, incorporating into the home keeping [see the 2005 provincial discussion of the united nation Study on aggression against Children]. The Government repeats her role regarding law change with regards to propelling a national crusade against beating in 2014 and charges which incorporate preclusion in a few settings are under consideration.

Penal Code states in article 89 that "Nothing which is done in accordance with some basic advantage of a man under twelve years of age, or of unsound identity by or by consent, either express or recommended, of the gatekeeper or other individual having honest to goodness charge of that individual, is an offense by reason of any insidiousness which it may cause, or be relied upon by the expert to cause or be known by the specialist to reasonable justification to that person ".

Comparable arrangements have been said in the other common laws, for example,

1. Neglected Children Act 2004, Article 35 of Punjab Destitute
2. Sindh Children Act 1955, Article 48
3. Article 33 and 44 of Khyber Pakhtunkhwa
4. Child Protection and Welfare Act 2010

So as to guarantee that no law can be deciphered as an apparatus of security for the utilization of physical discipline on youngsters, there is have to revise these arrangements. All whipping it is possible that they are being utilized by guardians or by different people with expert ought to be illegal. On 12 November, 1990 Pakistan marked and affirmed the United Nations Convention on the Rights of the Children (UNCRC) and article 4 of this tradition encourages that "States might embrace all proper authoritative, managerial, and different measures for the usage of the rights perceived in the present Convention". After eighteenth Constitutional Amendment to guarantee the enactment for insurance of youngsters is duty of common government.

CHAPTER 3

RESEARCH METHODOLOGY

The study was undertaken to achieve following objectives.

Table 3.1 Objectives of Study

i.	Conduct desk-review and analysis on Government-approved pre service teachers' training curriculum which is used at public universities of Sindh.
ii.	Review existing curriculum for pre-service teachers training programs for content on positive disciplining, while examining linkages with scheme of studies, classroom management, child development: <ul style="list-style-type: none">- Review H.E.C curriculum guidelines- Review of contents delivered by various training institutes, universities and colleges preferably at public sector.
iii.	Conduct in-depth review and analysis of curriculum to determine following aspects: <ul style="list-style-type: none">- Analysis of existing contents and approved teaching methodologies /guidelines of curriculum for students' learning and classroom management. This includes discussion on those dimensions which may cause any harm towards child's (4 to 16 year) physical and emotional growth.- To undertake review and analysis of curriculum especially those parts which are promising and scalable to promote positive disciplining methods for students.

3.1 Population

The population of the study consisted of curriculum for B.Ed. (Honors)/ADE, teacher-educators and student-teachers of all the Public Sector teacher education institutions in Sindh.

3.2 Sample

The sample of study consisted of (a) all the curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme (Given in Table 3.2) (b) 25 teacher-educators, and (c) 100 student-teachers selected through convenient sampling technique.

Table 3.2 List of Analysed Documents/Course Guides/Faculty Resources

Sr. No.	COURSE TITLE	Sr. No.	COURSE TITLE
1.	Child Development	16.	Introduction to Guidance and Counselling
2.	Child Development (Faculty Resources)	17.	Information and Communication Technologies in Education
3.	Classroom Assessment	18.	Mathematics-I (General Mathematics)
4.	Classroom Management	19.	Mathematics-II (Teaching Mathematics)
5.	Educational Psychology	20.	Mathematics-III (Teaching Mathematics Pedagogy Option)
6.	School, Community and Teacher	21.	Methods of Teaching
7.	Arts, Crafts and Calligraphy	22.	Pakistan Studies
8.	School Management	23.	Research Methods in Education
9.	Functional English-I	24.	Research Project
10.	English-II	25.	Teaching English
11.	Computer Literacy	26.	Teaching English-II (Teaching English Pedagogy Option)
12.	Comparative education	27.	Teaching Literacy
13.	Contemporary Issues and Trends in Education	28.	Science-I
14.	Curriculum Development	29.	Science-II
15.	Foundations of Education	30.	Science-III (Teaching Science Pedagogy Option)

3.3 Instruments of data collection

The data were collected through self-developed content analysis sheet and questionnaire for teacher-educators and student-teachers. First of all the elements/factors for determining the construct 'positive disciplining' were collected through review of relevant literature. These elements/factors formed basis for content analysis of the curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme. For ensuring validity, the content

analysis sheet was pilot-tested on BS Education curriculum. Moreover, experts' opinion was also sought. The data collection instruments were improved in the light of pilot-testing and suggestions by the experts. Cronbach's alpha was applied to check the reliability of instruments. The inter-raters reliability coefficient was 0.91 which was sufficiently significant. The calculated value of reliability coefficient for questionnaire was 0.78.

3.4 Data Collection and Analysis

Curriculum documents/course guides/faculty resources occupy pivotal significance in education system as these formulate the basis structure and direction of education system. Therefore, it was important to first analyze the enacted curriculum i.e. curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme. So, two experts who possessed doctorate degree in education analyzed the enacted curriculum documents by using content analysis sheet. For the analysis of the data obtained on five point Likert's scale, each category was allotted numerical value from -2 to +2 as given Table 3.3.

Table 3.3 Quantification of categories of Likert's Scale

Category	Allotted Value
Strongly Agree	+2
Agree	+1
Undecided	0
Disagree	-1
Strongly Disagree	-2

CHAPTER 4

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Findings

The analysis of collected data revealed following findings.

Table 1: *Availability of content/activities essential for positive disciplining*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Understanding students' behaviour	F. E.	S. E.	S.E.
Dealing with all forms of students' misbehaviour	S.E.	Marg.	Marg.
All aspects of students' learning	S.E.	S.E.	S.E.
All aspects of students' social interactions	F.E.	Marg.	Marg.
Enhancing students' self-esteem and confidence	F.E.	Marg.	S.E.
Facilitating students in setting goals for learning	S.E.	S. E.	Marg.
Facilitating students in finding constructive solutions to challenging situations	S.E.	Marg.	Marg.
Children's developmental levels	S.E.	S.E.	S.E.
Developing clear and consistent communication skills	S.E.	S.E.	Marg.
Building a mutually respectful relationship of students with each other	S.E.	S.E.	Marg.
Teaching students life-long skills	F.E.	S.E.	S.E.
Teaching nonviolence, empathy, self-respect, human rights and respect for others	F.E.	S.E.	S.E.
Acceptable behaviours and life skills	F. E.	S. E.	S. E.
Academic, social and psychological development of students	F. E.	S. E.	Marg.
Making teacher to be non-violent and peaceful	F. E.	S. E.	Marg.
Developing in children the habit of understanding and following social rules	F. E.	Marg.	Marg.
Encourage self-discipline and mutual respect within a non-violent and caring environment	F.E.	Marg.	Marg.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 1 shows content analysis of curriculum for teachers' training programme for availability of content/activities essential for positive disciplining during their training. It shows that content for developing concepts

about positive disciplining is available in the curriculum. However, there is inadequate content for inculcating attitude and competencies of prospective teachers.

Table 2: *Availability of content/activities essential for providing warmth*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Respect for the student's developmental level	F.E.	F.E.	S.E.
Empathy with the child's feelings	F.E.	S.E.	Marg.
Emotional security	F.E.	F.E.	S.E.
Expressions of caring and affection	S.E.	S.E.	Marg.
Sensitivity to the child's academic and social needs	S.E.	F.E.	Marg.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 2 shows content analysis of curriculum for teachers' training programme for availability of content/activities essential for providing warmth. It shows that content for developing concepts for providing warmth is available in the curriculum. However, there is inadequate content for inculcating competencies of prospective teachers for providing warmth.

Table 3: *Availability of content/activities essential for providing structure*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Clear guidelines for behaviour and for academic tasks	F.E.	S. E.	S.E.
Clearly consistently stated and reasonable expectations	F.E.	F.E.	F.E.
Clearly explained reasons for rules	F.E.	S.E.	S.E.
Opportunities to fix mistakes	F.E.	F.E.	F.E.
Encouragement of independent thinking	F.E.	F.E.	S.E.
Negotiation	F.E.	S.E.	S.E.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 3 shows content analysis of curriculum for teachers' training programme for availability of content/activities essential for providing structure. It shows that content for developing concepts for providing structure is available in the curriculum.

Table 4: *Availability of content/activities essential for understanding child development*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Have appropriate expectations of our students' abilities at different ages	F.E	S.E	Marg,
Understand that some students might not have the experiences or information they need in order to succeed	F.E	S.E	Marg,
Reflect on what we could do differently to help them learn	F.E	S.E	S.E
Recognize that our students' perspectives might be different from ours	F.E	S.E	S.E
Understand teachers' own contributions to conflict with students	F.E	Marg,	Marg,

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 4 shows content analysis of curriculum for teachers' training programme for availability of content/activities essential for understanding child development. It shows that content for developing concepts for understanding child development is available in the curriculum. However, there is inadequate content for inculcating competencies of prospective teachers for understanding child development including: (a) having appropriate expectations of our students' abilities at different ages, (b) understanding that some students might not have the experiences or information they need in order to succeed, and (c) Understand our own contributions to conflict with students. .

Table 5: *Availability of content/activities essential for identifying individual differences*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Differences in Interest	F.E.	S.E	S.E
Difference in Attitude	F.E.	S.E	S.E
Difference in Values	F.E.	S.E	S.E
Study Habits	F.E.	S.E	S.E

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 5 shows content analysis of curriculum for teachers' training programme for availability of content/activities essential for understanding child development. It shows that content for developing concepts for identifying individual differences is available in the curriculum.

Table 6: *Development of concepts for positive disciplining*

Statement	Average	
	Teacher educators	Student Teachers
Concepts have been developed about:		
Understanding all forms of students' misbehaviour	+1.1	+0.86
All aspects of students' learning	+0.6	+1.4
All aspects of students' social interactions	-0.9	-1.2
Developing students' self-esteem and confidence	+0.4	-0.7
Facilitating students in setting goals for learning	-1.0	-0.9
Supporting students in finding constructive solutions to challenging situations	-0.7	-1.3
Children's developmental levels	+1.3	+1.1
Building a mutually respectful relationship among students	-0.6	-0.8
Teaching nonviolence, empathy, self-respect, human rights and respect for others	-0.9	-1.4
To be (teacher himself) non-violent and peaceful	+0.7	-0.6
Developing in children the habit of understanding and following social rules	-0.7	-0.6
Encourage self-discipline and mutual respect within a non-violent and caring environment	+0.6	-0.9

Table 6 shows opinion of student-teachers and teacher-educators about level of concepts developed in student-teachers during in-service teachers training. It shows that there are numerous concepts related to positive disciplining that have not been fully developed in the student-teacher during their in-service training. Most of the student-teachers and teacher-educators disagree that concepts of student-teachers were fully developed about (a) all aspects of students' social interactions (average -0.9 & -1.2 respectively), (b) facilitating students in setting goals for learning (average -1.0 & 0.9 respectively), (c) supporting students in finding constructive solutions to challenging situations (average -0.7 & -1.3

respectively), (d) building a mutually respectful relationship among students (average -0.6 & -0.7 respectively), (e) teaching nonviolence, empathy, self-respect, human rights and respect for others (average -0.9 & -1.4 respectively), and (f) developing in children the habit of understanding and following social rules (average -0.7 & 0.6 respectively).

Table 7: *Development of competencies for positive disciplining*

Statement	Average	
	Teacher educators	Student Teachers
Competencies have been fully developed about:		
Dealing with all forms of students' misbehaviour	-0.7	-0.9
All aspects of students' learning	+0.9	+0.8
All aspects of students' social interactions	-1.4	-1.1
Developing students' self-esteem and confidence	-0.8	-0.6
Facilitating students in setting goals for learning	-0.7	-0.7
Supporting students in finding constructive solutions to challenging situations	-1.2	-1.6
To build mutually respectful relationship among students	-1.1	-0.9
Teaching nonviolence, empathy, self-respect, human rights and respect for others	-0.7	-1.3
To be (teacher himself) non-violent and peaceful	-1.2	-1.7
Developing in children the habit of understanding and following social rules	+0.7	-0.7
Encourage self-discipline and mutual respect within a non-violent and caring environment	+0.9	+0.5

Table 7 shows opinion of student-teachers and teacher-educators about level of competencies developed in student-teachers during in-service teachers training. It shows that most of the student-teachers (average -1.6) and teacher-educators (-1.2) strongly disagreed that student-teachers had developed full competency to support students in finding constructive solutions to challenging situations. Similarly, most of the student-teachers (average -1.7) and teacher-educators (-1.2) strongly disagreed that student-teachers had developed full competency to be non-violent and peaceful in all situations. Moreover, majority of the student-teachers (average -0.9) and teacher-educators (-0.7) disagreed that competencies of student-teachers were fully developed to deal with the students' misbehavior. Similarly, majority of student-teachers (average -0.7) and teacher-educators (average -0.7) disagreed that after the in-service teacher education programme the student-teachers had developed competency of developing students' esteem and confidence. Likewise, majority of student-teachers (average -1.3) and teacher-educators (average -0.7) had fully developed competency to teach nonviolence, empathy, self-respect, human rights and respect for others.

Table 9: *Competences for providing structure*

Statement	Average	
	Teacher educators	Student Teachers
Competencies have been developed about:		
Clear guidelines for behaviour and for academic tasks	+0.5	+0.7
Clearly consistently stated and reasonable expectations	+0.8	+0.7
Clearly explained reasons for rules	+1.2	+1.4
Opportunities to fix mistakes	+1.5	+1.5
Encouragement of independent thinking	-0.9	-1.1
Negotiation	-0.6	-0.9

Table 9 shows opinion of student-teachers and teacher-educators about level of competences for providing structure developed in student-teachers during in-service teachers training. It shows that majority of the student-teachers and most of the teacher-educators agreed that student-teachers had developed competencies regarding major components for providing structure. However, majority of the student-teachers and teacher-educators were of the view that competencies for developing independent thinking (average -1.1, -0.9 respectively) and negotiation (average -0.9, -0.6 respectively) could not be developed in the student-teachers.

Table 10: *Competences for understanding child development*

Statement	Average	
	Teacher educators	Student Teachers
Concepts have been developed about:		
Have appropriate expectations of our students' abilities at different ages	+1.4	+1.4
Understand that some students might not have the experiences or information they need in order to succeed	+1.1	+1.3
Reflect on what we could do differently to help them learn	+0.6	+0.9
Recognize that our students' perspectives might be different from ours	+0.6	+0.7
Understand our own contributions to conflict with students	+1.0	+1.1

Table 10 shows opinion of student-teachers and teacher-educators about level of competences for understanding child development developed in student-teachers during in-service teachers training. It shows that most of the student-teachers and the teacher-educators agreed that student-teachers had developed competencies regarding major components of understanding child development.

Table 11: *Competences for recognizing individual differences*

Statement	Average	
	Teacher educators	Student Teachers
Differences in Interest	+1.3	+1.4
Difference in Attitude	+1.2	+1.4
Difference in Values	+1.5	+1.6
Study Habits	-0.8	-1.0

Table 11 shows opinion of student-teachers and teacher-educators about level of competences for recognizing individual differences developed in student-teachers during in-service teachers training. It shows that most of the student-teachers and the teacher-educators agreed that student-teachers had developed competencies regarding recognizing individual differences. However, majority of the student-teachers (average -1.0) and teacher-educators (average -0.9) were of the view that competency for recognizing variety in study habits could not be developed in the student-teachers.

4.2 Conclusions

On the basis of findings, following conclusions were drawn:

1. The enacted curriculum for teachers' training programme has suggested adequate content for developing concepts about various aspects of positive disciplining including: (a) Identifying individual differences, (b) Providing warmth, (c) Providing structure, and (d) Understanding child development [See e.g. curriculum of 1. Child Development, 2. Classroom Management, 3. Educational Psychology, 4. School, Community and Teacher, 5. School Management, 6. Introduction to Guidance and Counselling].

2. However, the enacted curriculum for teachers' training programme suggests inadequate content and strategies for inculcating competencies and cultivating constructive attitude among the student-teachers to ensure positive disciplining in the classroom. The aspects essential of positive disciplining about which the enacted curriculum for teachers' training programme suggests inadequate content/strategies include:

- a) Dealing with all forms of students' misbehaviour

- b) Enhancing students' self-esteem and confidence
- c) All aspects of students' social interactions
- d) Facilitating students in setting goals for learning
- e) Facilitating students in finding constructive solutions to challenging situations
- f) Developing in children the habit of understanding and following social rules
- g) Encourage self-discipline and mutual respect within a non-violent and caring environment
- h) Developing clear and consistent communication skills
- i) Building a mutually respectful relationship of students with each other
- j) Academic, social and psychological development of students
- k) Making teacher to be non-violent and peaceful.

3. Warmth refers to creating school and classroom environments that ensure students feel physically and emotionally safe. Providing warmth is essential element for ensuring positive disciplining in the classroom. The enacted curriculum for teachers' training programme has suggested adequate content for developing concepts for providing warmth. However, there is inadequate content for inculcating competencies of student-teachers for providing warmth. The aspects of providing warmth essential for positive disciplining about which the enacted curriculum for teachers' training programme suggests inadequate content/strategies include:

- a) Empathy with the child's feelings
- b) Expressions of caring and affection
- c) Sensitivity to the child's academic and social needs

4. Structure is the information students need in order to succeed academically and behaviourally. Content for developing concepts for providing structure is available in the enacted curriculum for teachers' training programme.

5. Enacted curriculum for teachers' training programme also suggested adequate content essential for developing concepts of student-teachers for understanding child development.

6. Only conceptual knowledge is not enough to enable teachers as successful maintainer of positive disciplining in classroom. For this the teachers must have competencies of (a) having appropriate expectations of students' abilities

at different ages, (b) recognizing the need of students' diversity of experiences or information in order to succeed, and (c) teachers' own contributions to avoid conflict with students. However, the curriculum documents analyzed [see list] showed that these documents have inadequate content/strategies include competencies of prospective teachers to enable teachers develop competencies of (a) having appropriate expectations of students' abilities at different ages, (b) recognizing the need of students' diversity of experiences or information in order to succeed, and (c) teachers' own contributions to avoid conflict with students

7. The enacted curriculum for teachers' training programme has suggested adequate content for developing concepts for identifying individual differences.

8. Teacher's understanding of various concepts is vital for developing concepts and inculcating competencies in the students. However, there are numerous concepts related to positive disciplining that were not fully developed in the student-teacher during their in-service training. These concepts include understanding about:

- a) All aspects of students' social interactions,
- b) Facilitating students in setting goals for learning,
- c) Supporting students in finding constructive solutions to challenging situations,
- d) Building a mutually respectful relationship among students,
- e) Teaching nonviolence, empathy, self-respect, human rights and respect for others, and
- f) Developing in children the habit of understanding and following social rules.

9. Numerous important competencies related to positive disciplining were not been fully developed in the student-teacher during their in-service training. These competencies include:

- a) Encouragement of independent thinking,
- b) Utilizing negotiation for constructive disciplining
- c) Supporting students in finding constructive solutions to challenging situations,
- d) Being non-violent and peaceful in all situations,
- e) Dealing with the students' misbehavior,
- f) Developing students' esteem and confidence,
- g) Teaching nonviolence, empathy, self-respect, human rights and respect for others.

10. Majority of the student-teachers had developed adequate competency about expression of caring and affection for the students. Similarly, majority of the student-teachers had developed adequate competency about being

sensitive to the child's academic and social needs. However, most of the student-teachers had not developed adequate competency:

- a) To show full empathy with child's diverse feelings.
- b) To show concern for student's emotional security.

4.3 Recommendations

The enacted curriculum may be revised particularly to fill the gap between the concepts developed by theoretical knowledge and the developing attitudes and competencies. Concepts are very important but developing only concepts is only useful for examinations. The student-teachers are required to implement the learned concepts. Therefore developing student-teachers' attitude and competencies are vital for teachers training programme.

1. For ensuring positive disciplining in the classroom, the enacted curriculum for teachers' training programme may be revised to include adequate content and strategies for inculcating competencies and cultivating constructive attitude among the student-teachers about:

- l) Dealing with all forms of students' misbehavior
- m) Enhancing students' self-esteem and confidence
- n) All aspects of students' social interactions
- o) Facilitating students in setting goals for learning
- p) Facilitating students in finding constructive solutions to challenging situations
- q) Developing in children the habit of understanding and following social rules
- r) Encourage self-discipline and mutual respect within a non-violent and caring environment
- s) Developing clear and consistent communication skills
- t) Building a mutually respectful relationship of students with each other
- u) Academic, social and psychological development of students
- v) Making teacher to be non-violent and peaceful.

2. The curriculum focuses more on concepts and less on hands-on activities, particularly for inculcating competencies among the student-teachers about (a) demonstrating empathy with the child's feelings, (b)

expressions of caring and affection, and (c) sensitivity to the child's academic and social needs. These competencies can be developed through indulging the student-teachers in real situations. So, more activities, mock exercises are essentially needed for practice and rehearsal as only practice and hands-on activities can inculcate competencies among the student-teachers.

3. For ensuring positive disciplining in the classroom, the enacted curriculum for teachers' training programme may be revised to include adequate content and strategies for inculcating competencies among the student-teachers about child development including::

- a) Having appropriate expectations of our students' abilities at different ages,
- b) Understanding that some students might not have the experiences or information they need in order to succeed, and
- c) Understanding teachers' own contributions to deal with the conflicts.

Teaching-practice is the most important component of teachers -training programme. All the aspects of positive disciplining must be major component of student=teachers' evaluation during the teaching-practice. Moreover, the situations may even be created deliberately to assess the competencies of student-teachers about these aspects of positive disciplining during teaching practice.

4. For ensuring positive disciplining in the classroom, the enacted curriculum for teachers' training programme may be revised to include adequate content and strategies for developing concepts of the student-teachers about understanding of:

- g) All aspects of students' social interactions,
- h) Facilitating students in setting goals for learning,
- i) Supporting students in finding constructive solutions to challenging situations,
- j) Building a mutually respectful relationship among students,
- k) Teaching nonviolence, empathy, self-respect, human rights and respect for others, and
- l) Developing in children the habit of understanding and following social rules.

5. For ensuring positive disciplining in the classroom, the enacted curriculum for teachers' training programme may be revised to include adequate content and strategies for inculcating competencies among the student-teachers about:

- h) Encouragement of independent thinking,

- i) Utilizing negotiation for constructive disciplining
- j) Supporting students in finding constructive solutions to challenging situations,
- k) Being non-violent and peaceful in all situations,
- l) Dealing with the students' misbehavior,
- m) Developing students' esteem and confidence,
- n) Teaching nonviolence, empathy, self-respect, human rights and respect for others.
 - a. Showing full empathy with child's diverse feelings.
 - b. Showing concern for student's emotional security.

6. Developing attitudes and competencies of student-teachers to ensure positive disciplining must be essential component of teachers training programmes and it needs a well-defined and coherent effort. However, the concepts about positive disciplining are scattered in different subjects. Keeping in view the need of positive-disciplining, it is essential that a distinct subject be included in the teachers-training programme.

7. Teacher-educators play a decisive role in shaping the attitude and competencies of student-teachers. Therefore, for developing attitude and competencies about positive disciplining of student teachers, it is important that teacher educators are equipped with latest techniques and up-dated knowledge about positive disciplining. So, proper training of teacher-educators to develop their concepts, attitude, and competencies about positive disciplining may contribute well for positive disciplining. Additionally following recommendations may also be very useful for developing attitude and competencies of teachers about positive disciplining:

- a) The gap between the enacted curriculum and taught curriculum should be minimized.
- b) Workshops on hands-on practices on classroom management be conducted regularly for teachers.
- c) Components of positive disciplining be made part and parcel of teachers training programmes.
- d) Horizontal alignment between subjects/courses of teacher education programmes should be maintained with positive disciplining.
- e) Components of knowledge, disposition and performance should be properly inculcated.

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LIST OF ANALYZED CURRICULUM/FACULTY GUIDES

Sr. No.	COURSE TITLE	Sr. No.	COURSE TITLE
1.	Child Development	16.	Introduction to Guidance and Counselling
2.	Child Development (Faculty Resources)	17.	Information and Communication Technologies in Education
3.	Classroom Assessment	18.	Mathematics-I (General Mathematics)
4.	Classroom Management	19.	Mathematics-II (Teaching Mathematics)
5.	Educational Psychology	20.	Mathematics-III (Teaching Mathematics Pedagogy Option)
6.	School, Community and Teacher	21.	Methods of Teaching
7.	Arts, Crafts and Calligraphy	22.	Pakistan Studies
8.	School Management	23.	Research Methods in Education
9.	Functional English-I	24.	Research Project
10.	English-II	25.	Teaching English
11.	Computer Literacy	26.	Teaching English-II (Teaching English Pedagogy Option)
12.	Comparative education	27.	Teaching Literacy
13.	Contemporary Issues and Trends in Education	28.	Science-I
14.	Curriculum Development	29.	Science-II
15.	Foundations of Education	30.	Science-III (Teaching Science Pedagogy Option)

Content Analysis Sheet

Subject:

Date:

Please read the following statements carefully and rate from 1 to 4 as

1 = Full extent, 2 = Some extent, 3. Marginally, 4 = Not at all**1. Through the curriculum of school teachers training following skills/competencies/ concepts are developed/ inculcated:**

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Understanding students' behaviour			
Dealing with all forms of students' misbehaviour			
All aspects of students' learning			
All aspects of students' social interactions			
Enhancing students' self-esteem and confidence			
Facilitating students in setting goals for learning			
Facilitating students in finding constructive solutions to challenging situations			
Children's developmental levels			
Developing clear and consistent communication skills			
Building a mutually respectful relationship of students with each other			
Teaching students life-long skills			
Teaching nonviolence, empathy, self-respect, human rights and respect for others			
Acceptable behaviours and life skills			
Academic, social and psychological development of students			
Making teacher to be non-violent and peaceful			
Developing in children the habit of understanding and following social rules			
Encourage self-discipline and mutual respect within a non-violent and caring environment			

2. Teacher training curriculum has focus on:

PROVIDING WARMTH(Warmth is creating school and classroom environments that ensure your students feel physically and emotionally safe). *The curriculum of teacher training envisages the content on:*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Respect for the student's developmental level			
Empathy with the child's feelings			
Emotional security			
Expressions of caring and affection			
Sensitivity to the child's academic and social needs			

3. PROVIDING STRUCTURE (STRUCTURE is the information students need in order to succeed academically and behaviourally). *The curriculum of teacher training envisages the content on:*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Clear guidelines for behaviour and for academic tasks			
Clearly consistently stated and reasonable expectations			
Clearly explained reasons for rules			
Opportunities to fix mistakes			
Encouragement of independent thinking			
Negotiation			

4. UNDERSTANDING CHILD DEVELOPMENT (Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs, and interests change. The warmth and structure that you provide to your students to reach your long-term goals will change depending on their stage of development). *The curriculum of teacher training develops the competency of trainee teachers to:*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Have appropriate expectations of our students' abilities at different ages			
Understand that some students might not have the experiences or information they need in order to succeed			
Reflect on what we could do differently to help them learn			
Recognize that our students' perspectives might be different from ours			
Understand teachers' own contributions to conflict with students			

5. IDENTIFYING INDIVIDUAL DIFFERENCES (While all children go through the same stages of development, children are not all alike. They come from different homes and cultural environment and have different personalities, talents, temperaments and abilities, which all affect their behaviour and performance in school). *The curriculum of teacher training envisages the content on:*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Differences in Interest			
Difference in Attitude			
Difference in Values			
Study Habits			

LIST OF PARTICIPANTS (TEACHER-EDUCATORS)

SINDH UNIVERSITY	
1.	Dr. SALEHA PARVEEN , Professor
2.	Dr.KAMBOH MOHAMMAD ASLAM, Assistant Professor
3.	Dr. BURIRO IMAM BUX, Assistant Professor
4.	GOPANG ABDUL SATTAR Assistant Professor
5.	CHACHAR ZUBAIR AHMED Assistant Prof
6.	MIRZA NIDA Assistant Professor
7.	ANJUM SHAHEEN, Assistant Professor
8.	PANHWAR UZMA, Assistant Professor
9.	Dr.SIDDIQUI ABIDA Assistant Professor
10.	Dr. JAFRI SYED IFTIKHAR HUSSAIN Associate Professor
11.	KHOWAJA ZUHRA KHATOON Assistant Professor
12.	MUGHAL FARZANA, Assistant Professor
13.	Dr. BHATTI TARIQUE, Assistant Professor
14.	SOOMRO SAIRA Lecturer
KARACHI UNIVERSITY	
15.	Dr. Imtiaz Ahmed, Assistant Professor
16.	Prof. Dr. Nasim Qaisarani, Professor
17.	Prof. Dr. Irshad Farrukh, Professor
18.	Prof. Dr. Ismail Saad, Professor
SHAH ABDUL LATIF UNIVERSITY	
19.	Prof. Dr. Ghulam Ali Mallah, Professor
20.	Dr. Gulzar Ali Shah, Assistant Professor
21.	Dr. Jam Muhammad Zafar, Assistant Prof
22.	Ms. Farzana Khoso, Lecturer
23.	Ms. Firdous Bugti, Lecturer
24.	Syed Zahid Hussain Shah, Lecturer
25.	Mr. Ghulam Ali Kerio, Lecturer

LIST OF PARTICIPANTS (STUDENT-TEACHERS)

Sr. No.	Name	Sr. No.	Name	Sr. No.	Name
SINDH UNIVERSITY		35.	Aleem ud-Din	SHAH ABDUL LATIF UNIVERSITY	
1.	Ayesha latif	36.	Abdullah	69	Mehreen Farooqi
2.	Iman Asad	37.	Abdul Hakim	70	Muhammad Tariq
3.	Raza Sheraz	38.	Nazir Baig	71	Maleeha Farooqi
4.	HumaKhalid	39.	Noreen Bibi	72	Bushra Bibi
5.	M. Shoaib	40.	Azeem Arif	73	Zainab Bibi
6.	Dua Arshad	41.	M. Jamil Sadiq	74	Bilal Shahid
7.	Sarmad Khan	42.	Muhammad Abid	75	Jawad Kabeer
8.	Basim Khan	43.	Muhammad Jamil	76	Sahiba Bibi
9.	Muhammad Junaid	44.	Muhammad Liaqat	77	Tahir ali
10.	Sawaira Waqar	45.	Ijaz Akhtar	78	Zainab Sarfraz
11.	Ahmad Khanzada	46.	Saeed Anwar	79	Raza Furqan
12.	Shoaib Shoukat	47.	Muhammad Aslam	80	Muhammad Bilal
13.	Ahsan Malik	48.	Muhammad Hayat	81	Aleeza adil
14.	Raja Uzaid	49.	Amjad Ali	82	Luqman Mir
15.	Saad Khan	50.	Tahira Khalid	83	Alisha Naseer
16.	Muhammad Tayyab	51.	Maha Batool	84	Warda Naveed
17.	Javeid Ali	52.	Madiha kazmi	85	Wajiha Bibi
18.	Ayesha Noor	53.	Haroon Jalil	86	Mahmood Hassan But
19.	Shafeeq Ahmad	KARACHI UNIVERSITY		87	Riaz Ahmad
20.	Anzish Naveed	54.	Farina Bashir	88	Shugufta Akhtar
21.	Abdul Wasaya	55.	Ramzan Nadeem	89	Zulfiqar Sher
22.	Ubaid Khan	56.	Iftikhar Ahmad	90	Muhammad Bashir
23.	Abdul Muneeb	57.	Zahid Abbas	91	Muhammad Azeem
24.	Shahmeer Hassan	58.	Muhammad Sadaqat	92	Muhammad Jamil
25.	khalid Khurshid	59.	M. Iftikhar	93	Arshad rahmeen
26.	Imtiaz Jam	60.	Tanveer Hussain	94	Muhammad Zahid
27.	Muhammad Irshad	61.	Muhammad Aurangzeb	95	Muhammad Ali
28.	Mian Amjad	62.	Muhammad Khurshid	96	Irfan Ahmad
29.	M.Basit Ali	63.	M Latif	97	Hafiz Abdul Hameed
30.	M.Afzaal Sadaqat	64.	Anam Mushtaq	98	Imama Nadeem
31.	Rabail Rafeeq	65.	Rabia Shreen	99	Bilal Ahmad
32.	Hadia Saeed	66.	Muhammad Arshad	100	Ali Raza
33.	Naila Abbasi	67.	Tariq Maqsood		
34.	Rashid Ahmed	68.	Sumaira Yasmeen		

Questionnaire for Teacher-Educators

Greetings

Respected sir/madam

It is hoped that all is well with you. Your good self is aware that education system of any country gives direction to the future of nation. The need of a nation changes with the passage of time. It has to ensure that needs of teachers and students for teaching learning purposes are met out through the curriculum. Training of teacher is most important factor for positive behaviour of the students. Due to lack of the training regarding positive behaviour the teachers implement corporal punishment which results into negative impact on students. In this regard, we are conducting a research titled "REVIEW OF THE EXISTING PRE-SERVICE TEACHER TRAINING CURRICULUM ON POSITIVE DISCIPLINING". The main objectives is to analyze of enacted and taught curriculum of teacher's training programmes to identify dimensions which are negatively affecting positive disciplining.

We would like to invite you to participate in this research consisting of some open and close ended statements/questions, which would take approximately 20-30 minutes to complete. We assure you confidentiality of your responses which would be used only for the current research and would not be disclosed elsewhere for any other purpose. Thank you for your support and assistance

Regards

Professor Dr. N.B. Jumani (P.I.)

Questionnaire

Name (Optional): _____ **University/Institute:** _____

Gender: _____ **Academic Qualification:** _____

Your involvement in: B.Ed(Elementary): __, _____ B.Ed(Secondary): _____ ADE: _____

Please read the following statements carefully and give your opinion

SA = Strongly Agree,

A= Agree,

UD. Undecided,

DA = Disagree

SDA = Strongly Disagree

Through school teachers training programme following concepts are developed:

Sr.#	Statement	SA	A	UD	DA	SDA
1.	Understanding all forms of students' misbehaviour					
2.	All aspects of students' learning					
3.	All aspects of students' social interactions					
4.	Developing students' self-esteem and confidence					
5.	Facilitating students in setting goals for learning					
6.	Supporting students in finding constructive solutions to challenging situations					
7.	Children's developmental levels					
8.	Building a mutually respectful relationship among students					
9.	Teaching nonviolence, empathy, self-respect, human rights and respect for others					
10.	To be (teacher himself) non-violent and peaceful					
11.	Developing in children the habit of understanding and following social rules					
12.	Encourage self-discipline and mutual respect within a non-violent and caring environment					

Through school teachers training following competencies are developed/ inculcated:

	Statement	SA	A	UD	DA	SDA
13.	Dealing with all forms of students' misbehaviour					
14.	All aspects of students' learning					
15.	All aspects of students' social interactions					
16.	Developing students' self-esteem and confidence					
17.	Facilitating students in setting goals for learning					
18.	Supporting students in finding constructive solutions to challenging situations					
19.	To build mutually respectful relationship among students					
20.	Teaching nonviolence, empathy, self-respect, human rights and respect for others					
21.	To be (teacher himself) non-violent and peaceful					
22.	Developing in children the habit of understanding and following social rules					
23.	Encourage self-discipline and mutual respect within a non-violent and caring environment					

Teacher training has focus on: PROVIDING WARMTH(Warmth is creating school and classroom environments that ensure your students feel physically and emotionally safe). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
24.	Respect for the student's developmental level					
25.	Empathy with the child's feelings					
26.	Emotional security					
27.	Expressions of caring and affection					
28.	Sensitivity to the child's academic and social needs					
29.	Any other point you want to add					

PROVIDING STRUCTURE (STRUCTURE is the information students need in order to succeed academically and behaviourally). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
30.	Clear guidelines for behaviour and for academic tasks					
31.	Clearly consistently stated and reasonable expectations					
32.	Clearly explained reasons for rules					
33.	Opportunities to fix mistakes					
34.	Encouragement of independent thinking					
35.	Negotiation					
36.	Any other point you want to add:					

UNDERSTANDING CHILD DEVELOPMENT (Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs, and interests change. The warmth and structure that you provide to your students to reach your long-term goals will change depending on their stage of development). *The teacher training develops the competency of trainee teachers to:*

Sr.#	Statement	SA	A	UD	DA	SDA
37.	Have appropriate expectations of our students' abilities at different ages					
38.	Understand that some students might not have the experiences or information they need in order to succeed					
39.	Reflect on what we could do differently to help them learn					
40.	Recognize that our students' perspectives might be different from ours					
41.	Understand our own contributions to conflict with students					
42.	Any other point you want to add:					

IDENTIFYING INDIVIDUAL DIFFERENCES (While all children go through the same stages of development, children are not all alike. They come from different homes and cultural environment and have different personalities, talents, temperaments and abilities, which all affect their behaviour and performance in school). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
43.	Differences in Interest					
44.	Difference in Attitude					
45.	Difference in Values					
46.	Study Habits					
47.	Any other point you want to add:					

Questionnaire for Student-Teachers

Greetings

Respected sir/madam

It is hoped that all is well with you. Your good self is aware that education system of any country gives direction to the future of nation. The need of a nation changes with the passage of time. It has to ensure that needs of teachers and students for teaching learning purposes are met out through the curriculum. Training of teacher is most important factor for positive behaviour of the students. Due to lack of the training regarding positive behaviour the teachers implement corporal punishment which results into negative impact on students. In this regard, we are conducting a research titled "REVIEW OF THE EXISTING PRE-SERVICE TEACHER TRAINING CURRICULUM ON POSITIVE DISCIPLINING". The main objective is to analyze of enacted and taught curriculum of teacher's training programmes to identify dimensions which are negatively affecting positive disciplining.

We would like to invite you to participate in this research consisting of some open and close ended statements/questions, which would take approximately 20-30 minutes to complete. We assure you confidentiality of your responses which would be used only for the current research and would not be disclosed elsewhere for any other purpose. Thank you for your support and assistance

Regards

Professor Dr. N.B. Jumanji (P.I.)

Questionnaire

Name (Optional): _____ University/Institute: _____

Gender: _____ Academic Qualification: _____

Your involvement in: B.Ed(Elementary): _____, B.Ed(Secondary): _____ ADE: _____

Please read the following statements carefully and give your opinion

SA = Strongly Agree, A= Agree, UD. Undecided,

DA = Disagree SDA = Strongly Disagree

Through school teachers training programme following concepts are developed:

Sr.#	Statement	SA	A	UD	DA	SDA
1.	Understanding all forms of students' misbehaviour					
2.	All aspects of students' learning					
3.	All aspects of students' social interactions					
4.	Developing students' self-esteem and confidence					
5.	Facilitating students in setting goals for learning					
6.	Supporting students in finding constructive solutions to challenging situations					
7.	Children's developmental levels					
8.	Building a mutually respectful relationship among students					
9.	Teaching nonviolence, empathy, self-respect, human rights and respect for others					
10.	To be (teacher himself) non-violent and peaceful					
11.	Developing in children the habit of understanding and following social rules					
12.	Encourage self-discipline and mutual respect within a non-violent and caring environment					

Through school teachers training following competencies are developed/ inculcated:

	Statement	SA	A	UD	DA	SDA
13.	Dealing with all forms of students' misbehaviour					
14.	All aspects of students' learning					
15.	All aspects of students' social interactions					
16.	Developing students' self-esteem and confidence					
17.	Facilitating students in setting goals for learning					
18.	Supporting students in finding constructive solutions to challenging situations					
19.	To build mutually respectful relationship among students					
20.	Teaching nonviolence, empathy, self-respect, human rights and respect for others					
21.	To be (teacher himself) non-violent and peaceful					
22.	Developing in children the habit of understanding and following social rules					
23.	Encourage self-discipline and mutual respect within a non-violent and caring environment					

Teacher training has focus on: PROVIDING WARMTH (Warmth is creating school and classroom environments that ensure your students feel physically and emotionally safe). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
24.	Respect for the student's developmental level					
25.	Empathy with the child's feelings					
26.	Emotional security					
27.	Expressions of caring and affection					
28.	Sensitivity to the child's academic and social needs					
29.	Any other point you want to add					

PROVIDING STRUCTURE (STRUCTURE is the information students need in order to succeed academically and behaviourally). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
30.	Clear guidelines for behaviour and for academic tasks					
31.	Clearly consistently stated and reasonable expectations					
32.	Clearly explained reasons for rules					
33.	Opportunities to fix mistakes					
34.	Encouragement of independent thinking					
35.	Negotiation					
36.	Any other point you want to add:					

UNDERSTANDING CHILD DEVELOPMENT (Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs, and interests change. The warmth and structure that you provide to your students to reach your long-term goals will change depending on their stage of development). *The teacher training develops the competency of trainee teachers to:*

Sr.#	Statement	SA	A	UD	DA	SDA
37.	Have appropriate expectations of our students' abilities at different ages					
38.	Understand that some students might not have the experiences or information they need in order to succeed					
39.	Reflect on what we could do differently to help them learn					
40.	Recognize that our students' perspectives might be different from ours					
41.	Understand our own contributions to conflict with students					
42.	Any other point you want to add:					

IDENTIFYING INDIVIDUAL DIFFERENCES (While all children go through the same stages of development, children are not all alike. They come from different homes and cultural environment and have different personalities, talents, temperaments and abilities, which all affect their behaviour and performance in school). *The teacher training envisages the content on:*

Sr.#	Statement	SA	A	UD	DA	SDA
43.	Differences in Interest					
44.	Difference in Attitude					
45.	Difference in Values					
46.	Study Habits					
47.	Any other point you want to add:					

B.Ed. (Hons.) 4 year Degree Program (Secondary) Scheme of Studies

Year I			Year I		
Semester I			Semester II		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Islamic Studies / Ethics (Compulsory)	2	1	English-II(Compulsory)	3
2	English – I (Compulsory)	3	2	Mathematics(Compulsory)	3
3	Foundations of Education(Foundation)	3	3	Critical Thinking and Reflective Practices(Professional)	3
4	Information Communication Technology (ICT)in Education	3	4	Human Development and Learning(Foundation)	3
5	Content Course – I (from selected discipline) (content)	3	5	Content Course – III (from selected discipline) (Content)	3
6	Content Course – II (from selected discipline) (content)	3	6	Content Course – IV (from selected discipline) (Content)	3
	Total Credit Hours	17		Total Credit Hours	18

Year 2			Year 2		
Semester III			Semester IV		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Pakistan Studies(Compulsory)	2	1	Content Course – VII (from selected discipline) (Content)	3
2	Content Elective I(in supportive area)	2+1	2	Content Course – VIII (from selected discipline) (Content)	3
3	English – III(Compulsory)	3	3	Guidance and Counseling (Professional)	3
4	Content Course – V (from selected discipline)(Content)	3	4	Educational Assessment and Evaluation (Professional)	3
5	Content Course – VI (from selected discipline)(Content)	3	5	Content Elective II(in supportive area)	3
6	General Methods of Teaching (Professional)	3	6	Supervised School Experience / Observation / Visits(Professional)	3
	Total Credit Hours	17		Total Credit Hours	18

Year 3			Year 3		
Semester V			Semester VI		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Curriculum Development(Foundation)	3	1	Research Methods in Education(Content Embedded)Professional)	3
2	School, Community and Teacher(Professional)	2+1	2	Content Course –XI (from selected discipline) (Content)	3
3	Content Course – IX (from selected discipline) (Content)	3	3	Content Course –XII(from selected discipline) (Content)	3
4	Content Course –X (from selected discipline) Content)	3	4	Content (Elective III) in supportive area)	3
5	Pedagogy – I (Methods of teachings related to specialization (content embedded) (Professional)	3	5	Teaching Practice (Short Term)(Professional)	3
6	Pedagogy – II (Methods of teachings related to specialization) (content embedded) (Professional)	3	6	Introduction to Statistics(Foundation)	3
	Total Credit Hours	18		Total Credit Hours	18

Year 4			Year 4		
Semester VII			Semester VIII		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Content Course – XIII (from selected discipline) (Content)	3	1	Research Project(Content embedded) (Foundation)	3
2	Content Course –XIV(from selected discipline) (Content)	3	2	Content (Elective V) in supportive area.	3
3	Contemporary Issues and Trends in Education(Professional)	3	3	Content Elective (VI) in supportive area	3
4	Comparative Education(Professional)	3	4	Educational Management and Leadership(Foundation)	3
5	Computer Literacy (Compulsory)	3	5	Teaching Practice(Professional)	6
6	Content (Elective IV) (in supportive area)	3			
	Total Credit Hours	18		Total Credit Hours	18

B.Ed. (Hons.) 4 year Degree Program (Elementary) Scheme of Studies

Year I			Year I		
Semester I			Semester II		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Functional English-I (Compulsory)	3	1	English-II (Communication Skills Compulsory)	3
2	* Islamic Studies/** Ethics (Compulsory)	2	2	Computer Literacy (Compulsory)	3
3	Child Development (Foundation)	3	3	Classroom Management (Foundation)	3
4	Urdu / Regional Languages (Content)	3	4	General Mathematics (Compulsory)	3
5	General Science (Content)	3	5	Pakistan Studies (Compulsory)	2
6	General Methods of Teaching (Foundation)	3	6	** Methods of Teaching Islamic Studies (Professional)	3
	Total Credit Hours	17		Total Credit Hours	17

Year 2			Year 2		
Semester III			Semester IV		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Teaching Literacy Skills (Professional)	3	1	Classroom Assessment (Foundation)	3
2	Art, Crafts and Calligraphy (Content)	3	2	Teaching of English (Professional)	3
3	Teaching of Urdu/ ** Regional Languages (Professional)	3	3	Teaching of Mathematics (Professional)	3
4	Teaching of General Science (Professional)	3	4	School, community and Teacher (Foundation)	2+1
5	Instructional and Communication Technology (ICT) in Education (Professional)	2	5	Teaching of Social Studies (Professional)	2
6	Teaching Practice (Short Term)	3	6	Teaching Practice	3
	Total Credit Hours	17		Total Credit Hours	17

Year 3			Year 3		
Semester V			Semester VI		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	English – III (Technical Writing & Presentation Skills) (Compulsory)	3	1	Contemporary Issues and Trends in Education (Professional)	3
2	Foundations of Education (Foundation)	3	2	Content Course – II (from selected discipline – I)	2
3	Content Course – I (from selected discipline – I)	3	3	Content Course – II (from selected discipline – II)	3
4	Content Course – I (from selected discipline – II)	3	4	Comparative Education (Professional)	3
5	Curriculum Development (Foundation)	3	5	Introduction to Guidance and Counseling (Professional)	3
6	Educational Psychology (Foundation)	3			
	Total Credit Hours	18		Total Credit Hours	15

Year 4			Year 4		
Semester VII			Semester VIII		
Sr. No.	Courses	Cr. Hr.	Sr. No.	Courses	Cr. Hr.
1	Content Course – III (from selected discipline – I)	3	1	School Management (Professional)	3
2	Content Course – III (from selected discipline – II)	3	2	Test Development and Evaluation (Professional)	3
3	Pedagogy – I (Methods of Teachings related to specialization – I)	3	3	Teaching Practice (Long Term)	6
4	Pedagogy – II (Methods of teaching related to specialization – II)	3	4	Research Project (Professional)	3
5	Research Methods in Education (Professional)	3			
6	Teaching Practice (Short Term)	3			
	Total Credit Hours	18		Total Credit Hours	15

Note: After completing 2 years, the universities / institutions may award an Associate Degree in Education (ADE). However, the students admitted for B.Ed. (Hons) 4 Years Degree Programme will continue for 3rd and 4th Year.