

Study Guide

M. Ed

TEACHER EDUCATION IN PAKISTAN

Units: 1–9

Code No. 829



FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY TEACHER EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD

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FOREWORD **(Revised Edition)**

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Traditions, culture and faith combine to reflect upon the education system. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction. Changes in technology, employment patterns and global environment require policy response. An educated society may respond better to the policies that consequently help to improve the economic and social conditions of the human beings.

Teachers play vital role in educating society and preparation of such teachers who can transform society is of pivotal value in its formation. Therefore, for the development of the society, the educators are focusing on the development of the teacher education departments and the curriculum and its alignment with the societal changes. The trend of quality enhancement has been witnessed over the decades across the globe, this movement also prevails in Pakistan and the teacher education programs are being accredited with the purpose to produce sufficient number of teachers with high quality of teaching skills. In order to meet the increasing needs for high quality teachers and to delineate the learning path of prospective teachers for the teacher education programs the AIOU has focused on the revision of the curriculum. This will result in fulfilling the demand that the future teachers should be equipped with the latest knowledge and pedagogical skills before they enter to teach in the actual classroom setting.

The curriculum of teacher education programs was developed almost a decade ago. Therefore, there is a need to integrate the knowledge to meet the pedagogical demands that empower the teachers to cope with the challenges of the 21st century. The content of the professional development that is associated with high-performing schools is always focused and served a well-planned long-term strategy. The Departments of Teacher Education on the recommendation of Higher Education Commission of Pakistan are developing their curriculum keeping in consideration the National Professional Standards for Teachers and also inclined to accredit the programs as per guidelines of National Accreditation Council for Teachers (NACTE). This course has been revised under the vision “Revision of Curricula” as per requirement and need of the society and teachers community. I hope that this will help the prospective teachers to enhance their professional knowledge, pedagogical skills and attitude towards teaching profession.

July, 2015

Dr. Shahid Siddiqui
Vice Chancellor

INTRODUCTION

(Revised Edition)

The revised course “Teacher Education in Pakistan, Code 829” is currently being offered to both the MA education and M.Ed students. It is three credit hours course consists of nine units. Initially the course was developed as study guide and allied material format in 2000. At present due to changes in the educational setup like 18th amendment in the constitution of Pakistan, revision of national curriculum and national educational policy 2009 has influenced the program coordinator to revise this course. Keeping in view the above said scenario, the study guide as well as the allied material has been revised. We hope that the students and the tutor will find these changes more beneficial toward the development of professional knowledge, skills and attitude toward teaching.

The course is structured in way that its first unit shed light upon the context of teacher education in Pakistan and across the globe; the development of the national professional standards for teachers in Pakistan has also been discussed. The second unit is about the Islamic perspective of teacher education in order to summarize some of the developments brought by the Muslim scholars in teacher education. Third and fourth units are about the development and the future of the teacher education in Pakistan, establishment of new institutions, 18th amendment in the constitution of Pakistan according to which now education is the sole business of the provinces and offering of B.Ed (4 years) programs across the country has been added in this revised edition.

The structure and curriculum of teacher education has been discussed in unit-5, details related to the offering of Associate Degree in Education in GCETs and revision of scheme of studies for the Master, M.Phil and PhD levels has been added to provide recent knowledge to the prospective teachers. The instructional strategies and role of educational technologies was enriched by providing recent readings in the allied material in the units six and seven.

Some recent development in comparative perspective and challenges of teacher education have been added in units eight and nine of the revised edition.

We hope that revision made in this edition will be beneficial for the prospective teachers and may add to the value of the teacher education programs offered by the Secondary Teacher Education Department of Faculty of Education of AIOU.

Dr. Muhammad Tanveer Afzal
Course/Program Coordinator

ACKNOWLEDGEMENT

As we have entered the 21st century, those responsible for teacher have a great challenge to face, as they have to meet current systems of educational needs. It remains true that quality education requires good teachers, and with information explosion and the advances in communication technology, this will be even true.

The teacher education department, realizing this challenge, has offered this course in its MEd program. The launching of this program could not have been possible without the facilitation and encouragement of the thanVice Chancellor. Dr. Anwar Hussain Siddiqui.

The efforts of the former Dean Faculty of Education, Dr. Muhammad Rashid in streamlining the process of convening faculty board meetings and getting the system into timely action is commendable.

I would like to acknowledge the inputs of all the members of Committee of Courses, Course development coordinator and writers, Dr. Tanvir-Uz-Zaman, Mr. Ghulam Rasool Muhammad and Dr. Mussarat Anwar Sheikh for completion of the study guide alongwith allied material.

I hereby also acknowledge the efforts of Dr. Muhammad Tanveer Afzal for revision of the study guide and allied material as per vision of Vice Chancellor, Dr Shahid Siddiqui. I hope that revised study guide and allied material will address the needs of the teacher educators more appropriately and will enhance their knowledge.

Chairperson
Department of Secondary Teacher Education

OBJECTIVES

Extensive study of the course 829 “Teacher Education in Pakistan” is assumed to enable the prospective teachers to:

1. explore the Teacher Education system from Islamic Perspective.
2. delineate the nature and scope of Teacher Education.
3. identify the structure of Teacher Education system before and after partition.
4. identify effect of 18th amendment in the constitution of Pakistan on Teacher Education.
5. establish relationship between the process of education and Teacher Education development.
6. describe significant changes which have taken place in the field of Teacher Education.
7. work out the implications of the education policies and find out their impact.
8. identify the teacher competencies and the role of Educational Technology.
9. develop competencies according to National Professional Standards for Teachers in Pakistan.
10. compare and contrast the education system in Pakistan with other countries of the world.
11. identify the challenges of 21st century relevant to Teacher Education.
12. analyze the need for B. Ed (4 years) programs of Teacher Education in Pakistani Context.

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Unit-1

INTRODUCTION TO TEACHER EDUCATION

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INTRODUCTION

Teacher occupies the most crucial position in the entire spectrum of educational activities. It influences the future personal and economic lives of the people. The availability of good, educated and trained teachers, poses the great challenge to policy makers and planners of education in Pakistan.

The concept of regular institutionalized professional education of teachers of colleges and universities has yet to be introduced in the country.

The first unit of the course covers the concept of Teacher Education with its main components. Its salient features have been discussed. Detailed discussion is available in the allied material, enclosed with this study guide.

The unit is spread over few parts. In the end of the unit you will find activities SAQs. These will help you to know the extent of your success in the studies.

OBJECTIVES

After studying the unit you will be able to:

1. explain the necessity of teacher education as a subject
2. use effective methods of instruction
3. explain the vast role of teacher for school, community and state
4. innovate the steps for teaching and other academic affairs.

1.1 Teacher Education

Teacher Education is that knowledge, skill and ability which is relevant to the life of a Teacher, as a Teacher. A course in Teacher Education should seek to reshape the attitudes, remodels the habits and in a way to reconstitute the personality of a teacher. Development in knowledge, skill and attitude is the prime purpose of any teacher education programme.

Teacher Education can be viewed as: pre-service, induction and in-service trainings imparted by different institutions. These three phases are linked with each other and lead towards the continuous professional development.

The evolution process of teacher training remained a part and parcel of overall gradual development of education system in Pakistan marked by a slow growth pattern. The evolution which took place with the gradual development of education system in this country suffered from stagnation and slow growth, since its importance was never fully realized. The attempts for expansion and re-orientation of our educational system in accordance with the cultural and economic growth highlight the importance of teacher education, especially in the Five Year Plans and the reports of National Education Commission/Conferences.

The tragedy was the short supply of teachers, especially in science and technical subjects vis-a-vis of trained teachers at all levels of education.

For more extensive study, please read the following material from the allied material.

Linda Darling-Hammond, Ruth Chung Wei, and Alethea Andree (2010) "How high achieving countries develop great teachers". Stanford Center for Opportunity Policy in Education.	1.1
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1.2 Aims and Objectives of Teacher Education

As per Aggarwal (1988) and (1968), Few General aims and objectives of teacher education are as under:-

- i) Development of teacher's ability to take care of himself.
- ii) Development of the ability according to different level of student Age groups.
- iii) Development of good command of the subject contents.
- iv) Development of skill.

- v) Development of capacity to do, observe, infer and to generalize.
- vi) Development of an eye on maximizing the achievements from the sources both material and human.
- vii) Development of appreciation of difficulties experienced by the students, parents with a sympathetic response.
- viii) Development of proper perception of the problems of universal enrolment, regular attendance, year to year promotion and holding capacity of the school till the end of the stage of education.

In order to have indepth knowledge about the achievement of these objectives the following material may help:

Sandra H. Harwell. (2003). Teacher Professional Development: It's Not an Event, It's a Process. CORD, USA.	1.2
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A good teacher cannot be discriminator of knowledge for accumulation of information in students. Moreover he is educator and is fully responsible for inculcating the habit of learning behavior and attitudes, in the process to unearth the potential power of students, so that they will grow better, superior and powerful human beings.

It is universally acknowledged fact that the value of education can be preserved and utilized for self, students, community and nation building only through the right and effective role of teacher, because education trains the future citizens. It also determines the shape of the successful society. The value of such education depends on the character and competence of teacher who imparts it.

It can be viewed that character and competence of the student would to a great extent depend upon the character and competence of the teacher. Without these qualities neither the teacher nor the student as a future citizen will be able to participate in the nation building actively in its correct perspective. Education is a Process by which the teacher is moulding the young, teacher, flexible and unadulterated minds of the students in order to develop them properly with necessary values, attitudes and behaviours, ability to think independently, maturity although dynamism and high level of character.

It is only the teacher who will be able to do all this if he maintains a high level of character and competence and display ability to communicate and convince, self discipline, self control and resourcefulness in his activities. So much so, the task of the teacher is not only to develop necessary qualities and abilities in his student, but also equip himself fully with the required degree of character and

competence, which alone help him to shoulder the onerous responsibility of shaping the future citizens for nation building.

For getting knowledge into more depth the following material can help you:

K. Balon, (1990). "Education National Integration and Development". Assish Publishing New Delhi 110026, pp. 1-2, 93-99.	1.3
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1.3 Application of Old and New Methods of Instruction

Despite the diversity of roles that teacher must play, teacher's instructional responsibility is the most important. Without instruction, there would be no schools or academic institutions. It is this function that the institution, school, college, and university grow up to serve. Though the mix of other responsibilities that teacher have from school to school (academic institution to academic institution), it is fair to say that all classroom teachers share a common responsibility of instruction.

The task of the teacher as an instructional manager is much different from that of the teacher as a lecturer. The intruactional manager tries to establish an environment in which learning can take balance. The experiences can involve students with a wide variety of information. All teachers need to:

- i) determine objectives
- ii) diagnose learners
- iii) plan instructional activities
- v) implement programmes and
- vi) evaluate learning outcomes

Teacher who uses learning objectives have basis for deciding to include or not to include a given activity in the learning process. For planning instructional activities, the following elements must be considered:

- i) Motivation of learners
- ii) Inclusion of alternative method of introducing the material
- iii) Provisional opportunities for learners to apply, new understanding.

Please study the following guide in allied material provide a complete cycle for the professional development of teachers.

A Guide to: Comprehensive Professional Development. Alberta Teachers' Association	1.4
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1.4 Ideological Basis of Education in Pakistan

In Pakistan first Educational Conference held on 27th November to 1st December 1947 at Karachi laid down the following guiding principles:

- i) Education should be based on the instance conception of universal brotherhood of man, social democracy and social justice
- ii) It should be compulsory for students to learn the fundamental principles of their religion.
- iii) There should be proper integration of spiritual, social and vocational elements in education (p.21. proceedings of the Pakistan Educational Conference).

It is quite obvious that every person who aspires to enter the teaching profession is not suited for its. It involves work of peculiarly exciting nature that contains social and moral qualities, at least as essential as academic attainments and intellectual capacity. The work of the training institutions therefore begins before the prospective teachers' starts their professional training. It includes extremely important and difficult problems of selection.

You might be wondering how this question of selection is related to the ideology or ideological basis of education, which should inspire the training of teacher. It would be quite useless to talk of any fruitful and creative ideology if we fail to make a right selection of the person. It would be good to try and install any imaginative ideology. A change in total environment, attitude and outlook should be improved.

Let us have a detailed discussion on Ideological basis of Education in Pakistan by reading the following allied material and the relevant books:

Proceeding of the Pakistan Educational Conference held at Karachi front 27 th November to 1 st Dcccmbcr, 1947. p. 21	1.5
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1.5 The Role of Guidance and Counseling

Teaching is one of the helping professions. It requires many personal contacts with young people in the classrooms. Certain interpersonal relationship skills are part of the repertoire of all successful teachers. Indeed some have seen the interpersonal relations or counseling function of teaching as all but inseparable from the instructional function. Some understanding of the emotional condition of youngsters is essential before the instructional programme can he designed in such a way that learning takes place.

Good teacher counsels like a friend with the learners. Many beginner/fresh teachers confuse the role of friendship and counseling. A youngster asking for help to a counselor teacher about a problem is not asking to any friend. Help is sought under the assumption that the teacher is a leading figure capable of providing guidance that might help to resolve a problem.

Good counseling seeks to help youngsters/students live and behave in more constructive and satisfying ways. Some youngsters in school never have learned how to achieve their own goals. They do not understand consequences of their own actions. In working with students, particularly with youngsters, teachers should help them to identify their goals. The youngsters should focus on the kinds of behaviour that seem most logical to have potential in facilitating the movement towards those goals. More detail of counseling and guidance can be obtained from the following allied material.

Leo M. Chamberlain. "The Teacher and School organization" Inc. Engle Wood Cliffs. pp. 445, 478–482.	1.6
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1.6 Community and Education

The subject of teacher – community relationship is one deserving thoughtful attention from the beginner teacher. In many small communities the public fail to distinguish between the rights of the teacher as citizen and his obligations as an employee. His activities outside school may be scrutinized closely by the restrictions impose on his individual freedom. He may be called to perform community services. Though teachers may rebel against the imposition of some demanded restrictions.

Following points must be kept in view during training of teachers:

- i) Community – teacher relationship should be taken as a subject matter.
- ii) All kinds of social and community activities, especially the close activities should be chosen and taught as considering them practical assignment.
- iii) For novice teacher or teacher under training, the practical component of relationship must be taken up as a practical.
- iv) Time schedule should be considered and chalked out.
- v) Imposition of community demands and restrictions should be compensated successfully grievances or complaints may not be aroused from both side.
- vi) As civil servant of the Government or any private institution practice of finding a successful way as a paved path is most necessary to the training component.

You should read other referred books and the allied material:

David G. Armstrong. "Education an Introduction". Mac Millan Company, pp. 213–221, 226, 229-230.	1.7
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1.7 Research and Education

The earlier research on teacher and subject matter of knowledge attempted to find statistical relationship between what teachers know and the achievement of their students. The researchers presented subject matter, either as the total number of classes that a teacher had taken in a subject matter or a teacher's average grade point or a teacher score on a standardized achievement test. These indicators of subject matter knowledge were coordinating with student achievement on standardized tests.

Early researchers, on education were characterized by a highly, rationalistic view of epistemologies and other areas of thought and practice. These are also about the internal composition of teacher epistemologies. This type of work was carried out almost exclusively by philosophers and behavioral scientists.

It was argued that an understanding of knowledge involved a series of logically independent but related questions, the answers to which had to be reconciled with one another, more or less 'laterality' "What is knowledge?" Give an answer to this question "what knowledge is most reliable or important"? How does knowledge arise"? How ought the research for knowledge to be conducted? And "How is knowledge taught?"

The first systematic attempt to discover the nature of the epistemological beliefs of teachers (and other professional groups) was carried out by Royce (1959–1964). Royce carried out interviews with subjects from a number of occupational backgrounds, identifying the occurrence of four type of epistemological validity criteria in varying context and continuations "rationalism thinking" empiricism sensing", "intuitions feeling", and "authoritarianism accepting".

For further study read the materials and relevant books.

Eight Questions on Teacher Preparation: What does the research say? (2003). By Education Commission of the States.	1.8
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1.8 Self-Assessment Questions

1. Discuss the importance of teacher education for the improvement of quality of Education in Pakistan.
2. What are the meanings of community and education? Write a detail note in your own words.
3. Is research an essential component for a teacher at different levels of pedagogical study? How? Please explain with critical analysis.
4. What is the effective role of counseling and guidance in teacher education? Discuss its facts and factors in your own words.
5. Instructional material is a base for teacher and school. Explain.
6. Teacher education in Pakistan has its own ideology. What are your comments?

1.9 Bibliography

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13. Leo R. Ferning, UNESCO, (1980), "The Place of information in development".
14. K. Balan, (1990), "Education National Integration and – Development", Ashish Publishing House, Delhi.
15. Frank Klassen, (9172). "Teacher Education", International Council on Education for Teaching.
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Unit-2

**TEACHER AND TEACHING
(ISLAMIC PERSPECTIVE)**

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INTRODUCTION

It is a fact that teacher occupies the most crucial position in the entire spectrum of educational activities. He influences the future personnel and economic lives of the people. The availability of trained teachers' particularly from the Islamic perspective is great challenge to policy makers and planners of education.

In this unit teacher education from Islamic perspective has been discussed. We have tried to indicate the modes of teaching determined during early period of Islam. These were and are still exemplary.

Organized and institutionalized system of teaching, particularly the education of teacher in Islamic era has been explored. Main points relevant to specialization are summarised and cluster of the subjects, for detail study references are available in the allied material, enclosed with this study guide for the help.

The unit is spread over the parts with topics and sub-topics. Activities and the self-assessment questions are also given to grade your level of understanding.

OBJECTIVES

After studying this unit you will be able to:

1. understand the spirit of Islamic education and the foundations laid down for the teachers.
2. explain the development of teacher training in the period of Islamic Era.
3. develop teaching strategies in the light of Quran and Ahadith.

2.1 Teacher in Islamic Education

The teacher had a key position in the Islamic Education system. During the early stages of Islamic History, teacher made supplanted contribution in spreading the message of Islam. They had a clear understanding of their responsibility and wonderful ability to discharge it through the course of centuries under varied conditions. Teacher during the early period were none other than the bare soldiers who carried the message of Islam to remote lands under very unfavorable circumstances. The Islamic system of education is essentially different from the education of monasteries in the medieval ages in the sense that there was no priest crafts or degree among the Muslim who held undisputed monopoly over education. The system of Islamic Education helped the teacher to make the best of his abilities and to educate his students in a balanced way. Teachers in the Islamic Education system has to set a good example and society demanded higher standards of morality from them than others.

Distinctive features of the teachers in the Muslim world are briefly given below:

- i. They should be open minded
- ii. They should be ambassador and peace maker
- iii. They should be judges and muftis.
- iv. They should be revolution aries.

During the period when education was not institutionalized, the appointment of teacher was not governed by any set of strict regulations. The determination of the selection was the opinion of the class as presented by its important and influential member and public opinion. The ruling princes did not interfere in the appointments. The best method of appointments was through the training for apprenticeship.

There were three classes of teachers in the early stage of Islam the companions of the Prophet (PBUH), their successors and the Ulema. They were not full time teachers. The teachers devoted greater part of their time to teaching religious chronicles. They instruct and trained the children under Islamic education system where purposeful broad based education has precedence over narrow specialization. The major purpose of teaching is to intimate contact between mature personality and a less mature personality.

Further details are given in the relevant sections of allied material. You may also consult the relevant books.

Dr. M. Zafar Lqbal (1996). "Teacher Training: The Islamic Perspective". Institute of Policy Studies International Institute of Islamic Thought. Islamabad. pp. 61-111	2.1
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2.2 Responsibilities of Teachers in Islamic Education

The teachers were responsible to hold an intimate study of the social problems, these will have not only a historical value, but will also provide us with certain organizational and administrative patterns which may help us in solving the educational tangle at present. An assessment of the status of teaching profession can be made by considering professional autonomy, for system of rights and responsibilities the remuneration, the professional pride, the freedom to take part in public affairs and the degree of public recognition.

Let us discuss these in detail by studying the allied material and the references.

Recommendations of the Fourth World Conference on Islamic Education. pp. 13–15, 75–79.	2.2
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2.3 Quranic Concept of Teacher Education

Islam and Education are interconnected. The very first revelation is about education.

“Read. In the name of the Lord Who createth man from a clot, read:
And the Lord (Allah) is the most Bounteous, Who teacheth by the pen,
teacheth man that which he knew not”.

The significance that has been attached to education in Islam is amply illustrated in Quran where the essential pre-requisites of education such as pen, ink and paper have been greatly edified. The most repeated word in Quran after ‘Allah’ is that of “Knowledge”.

God had bestowed upon Hazrat Adam the “Knowledge” that the angels have been deprived of, God says in Holy Quran. “And he taught Adam all the names, then showed to the angels, saying: inform me of the name of these, if you are truthful. They said: Be glorified! We have no knowledge saving us Lo! Only those, art the knower, the wise”.

In Surah Al-Mujadila of Quran, God says, “Allah will exalt those who believe among you, and those who have knowledge to high ranks. Allah is informed of what ye do”.

The Holy Prophet (PBUH) has stressed upon the significance of getting knowledge and its great role in human life. He upholds knowledge compulsory for male and female.

Let us have a detailed discussion regarding Quranic concept of Education and Teacher by reading the allied material.

King Abdul Aziz University. (1977). First World Conference on Muslim Education, The Methods of Education.	2.3
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2.4 Prophet (PBUH), Education and Teacher

The life of Prophet (PBUH) is a complete and perfect model of an educator (Muhallim). He taught the people regarding all aspects of life. Bukhari narrated that Prophet said:

The example of guidance and knowledge with which Allah has sent me is like abundant rain falling on the earth. Some of which was fertile soil that absorbed rainwater and brought forth vegetation and grass in abundance. This is the example of person who comprehends Allah; religion and learns and then teach others.

There is an organic relationship between education and the traditions and beliefs of a given society. In a democratic society, the school tries to promote the democratic ways of life among its pupils, the very sane thing should apply to an Islamic society.

To start with man is considered to have a good nature (fitrah). This fact is emphasized in the Quran and the Hadith, but is referred to as an assumption. The Quranic facts and principles cannot be treated by a committed Muslim as assumption or hypotheses which are potentially provable through observation or any other means. These all facts must be a part of a Muslim teacher.

For extensive study, read the relevant sections of allied material and other referred books.

Abdul Ghafoor Chaudhry, (1982), "Some Aspects of Islamic Education". Universal Book, Urdu Bazar, Lahore. pp. 30–33, 42-45.	2.4
Hashim, N. C. & Langgulung, H. (2008). Islamic Religious Curriculum in Muslim Countries: The Experiences of Indonesia and Malaysia. Bulletin of Education & Research June 2008, Vol. 30, No. 1, pp. 1-19	2.5

2.5 Methods of Teaching from Islamic Perspective

The kindness of the Prophet (PBUH) to his followers is mentioned in the Quran Surah 3: 159 stated that the Prophet been severe or harsh hearted they would have taken away from about him". In Surah 1:88, he ordered "Lower his wing in

gentleness to the believers. “Phrase” wa-kfid Janakha” which is used in the Ayeh in reference to this intimate relationship is originally used to describe birds which cover their youngsters with their wings.

The teacher who is keen to make easy for his student to arouse their interest will not achieve this by merely having feeling of this kind. In order to achieve the aim, he will have to consider the methods which will employ, such as choosing the proper timing. When the educator fails to choose the light time, negative results are likely to come. This principle is in accordance with a Hadith, attributed to Ibn Masud.

In addition to his progression from the simple to complex is a sound educational procedure which is also commenced in the Quran. The Rabbani (PI Rabbaniyyun, who referred to in the Quran with approbation on three occasions) explained in Bukhari. “The good instructor who starts teaching people simple subjects or knowledge before teaching ones”. The fact that this term is derived from the same route from which Rabb is derived indicates the importance of the method adopted in teaching.

Variation in the method employed in order to achieve the same goal is another way of approaching learner.

Teaching pupil how to write a sentence correctly may be achieved by asking to write it on the writing board or in the notebook or by asking to watch a skillful pupil. Many other methods of teaching were used by the Prophet: Some of them are telling stories, asking questions, dedication and giving metaphase etc.

It was common among the Arabs and other nations who came under cultural and social influence to have more then one name of the individual, the proper name and the Kniat. The teacher was expected to call his pupil and especially those who are distinguished from others by their scholarship by his Kunia or another name with which beloved by style. In this case the servants act on according to the traditions of the Prophet. According to Ibne Abbas, “Most dear to me is the person who make his way to me by crossing over others head in order to be close to me (for listening my speech), I would hardly bear a fly sitting on him and bringing discomfort to him”.

For extensive study please read the following material:

Mansoor A Qureshi (1983). “Some Aspects of Muslim Education” Universal Book. Urdu Bazar. Lahore. pp. 61-62	2.6
THE CONCEPT OF EDUCATION IN ISLAM: Excerpted from the keynote address delivered by Professor Naquib al-Attas at the “First World Conference on Muslim Education” held in Makkatul Muazamah in March 1977.	2.7

2.6 Self Assessment Questions/Activities

1. What place has been given to a teacher in Islam? Please discuss with your colleagues.
2. Elaborate the concept of Islamic Education from the perspective of modern concept of education.
3. Enlist some Quranic verses in which the subject “Teacher Education” has been discussed.
4. Write a detailed note on “Teacher Education- with reference to Quranic concept.
5. Do you agree that there was an organized teacher training/education system during the 1st century of Hijra. Give your comments.
6. What was the Educational System during the Islamic rule up to 656 Hijra? Discuss.
7. Prepare a detail list of some famous Muhaditheen of Muslim World, including sub-continent.
8. What salient features of teacher education had been determined in Islamic Law? Please give your comments.
9. Enlist the personal qualities of a Muslim teacher by giving examples from the Holy Prophet (PBUH) life.

2.7 Bibliography

1. Al-Quran
2. Abdul Rehain Salih Abdullah. (192). “Educational Theory – A Quranic Outlook”, Ummal Qurah University Makka Mukarmma, Saudi Arabia.
3. Mansoor A. Qureshi, (1983), “Some Aspects of Islamic Education” Universal Book, 40-A, Urdu Bazar Lahore.
4. King Abdul Aziz University, (1977), “First World Conference on Muslim Education”, (Conference Book), Jeddah and Macca Al Mukarama.
5. Iqbal M. Zafar, (1999), “Teacher Training – Islamic Perspective”, Institute of Policy Studies, International Institute of Islamic Thought, Islamabad.
6. Hashim, N. C. & Langgulung, H. (2008). Islamic Religious Curriculum in Muslim Countries: The Experiences of Indonesia and Malaysia. Bulletin of Education & Research June 2008, Vol. 30, No. 1, pp. 1-19

Unit-3

**DEVELOPMENT OF
TEACHER EDUCATION IN PAKISTAN**

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INTRODUCTION

There is an increasing pressure from the communities on schools which is obviously transferred to teachers, to provide education to children- in a manner which meets the requirements of modern time and prepares them to face the challenges of the 21st century.

There is always a mismatch between the demand and supply of teachers. This mismatch has been particularly intensified with the democratization of education and a global commitment for universalisation of primary education and diversification of secondary education. It is estimated that our country requires a lot of teachers each year. The complexion of teacher training institutions needs drastic change to cater to the unique requirements of the educational system.

In this unit we have discussed the development of teacher education in Pakistan, from the perspective of Pre-independence and post independence period. Degrees and certificates programmes at different level of teaching are discussed with their basic requirements. It was left for the student/reader to compare and contrast these programmes, keeping in view the perspective. The recently passed 18th amendment has been discussed in the later section of the unit. The students are supposed to consider its effect on teacher education programmes.

OBJECTIVES

After studying the unit you will be able to:

1. explain the development of teacher education in Pakistan (pre and post Independence)
2. observe the shortcomings persist in the existing Teacher Education Programmes
3. suggest “Teacher Education”, structure after the 18th amendment in the constitution of Pakistan
4. delineate the details of policy action required to:
 - (a) Improve the teacher education programmes
 - (b) Ensure teacher availability at all levels of education
 - (c) Enhance teacher motivation and status in society.

3.1 Teacher Education System in Pakistan

During the British period an increased awareness of the need for improvement in education system was made through the development of Teacher's Training Institutions. The prevailing teaching methods were more mechanical and theoretical, restricted to textbook learning. Since 1947 communication of various programmes of teachers training have been in practice, such as:

- i. J.V. (Junior Vernacular) 8 + 1 for Primary class I–V
- ii. S.V. (Senior Vernacular) 10 + 1 for class I–VIII
- iii. C.T. (Certificate in Teaching/Certificates Teacher) 12 + 1 for class I–VIII
- iv. O.T. (Oriental Teacher) For the Instruction of Oriental Languages
- v. B.T. (Bachelor in Teaching) 14+1 For class VI–X (Renamed as B.Ed., 1957).

Before partition the entire educational system was aimed to produce a class of people who would serve the bureaucracy to perpetuate the old, Socio-Economic order in the country. The Socio-Economic order was designed by the colonial powers to exploit the masses of the sub-continent. All curricula, textbooks and teaching material were therefore devised to serve the cause of the vested interests not to cater to the creation of the dynamic and progressive society in the country.

Hence after partition the National Commission for Education had identified the following objectives:

- i. Be academically well trained in the objects, the teacher teaches.
- ii. Have had sound professional training in that how to teach the subjects.
- iii. Have had sound proficiency in that how to understand the children in his charge.
- iv. Have a deep sense of professional honour.
- v. Have security of tenure and pay scale, commensurate with the status.
- vi. Be working in an environment, which honours him for the contribution he makes to society.

Further insight can be achieved in the topic by having a deep study of allied material and relevant books.

R.A. Farooq, (1994). "Education System in Pakistan", (Issues and Problems), Asia Society for Promotion of Innovation and Reform in Education.	3.1
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3.2 In-Service and Pre-Service Training

All over the Pakistan, different types of pre-service training programmes are in operation. Primary School Teachers can get training from: (a) Conventional Teacher Training Programme (b) Field-based Teacher Training Programme (c) Distance Teacher Training Programme (d) Education Extension Centre Programmes (e) Refresher Training Course (RTC) (f) Primary Teacher Orientation Course (PTOC) of Allama Iqbal Open University and Learning Modules Training of the Primary and Non-Formal Education (PNE).

Perspective of the Conventional Teacher Training Programmes can be studied in the guidelines and recommendations of many policy documents. Just after independence in 1947, in an Education Conference, the authorities had expressed an extensive need for better teachers training programmes.

The new teacher training programmes, allows the teachers to put theory into practice and provide opportunities for prospective teacher to form a realistic picture of Teaching-Learning situation.

The trainers were instructed to conduct short-term practice in the laboratory school attached to the Teacher Training Institutions. The long-term practice will start with actual teaching by the student teacher.

The Field-based Teacher Training Programmes exists in experimental form in the Northern Areas. The major problems of schools in the Northern areas were to train a large number of matriculate teachers. Authorities in Northern areas felt that teacher training would be more effective and meaningful if the teachers are ready to make practical use of the new ideas. The objectives of this programme were innovative in nature, that is to modify some of the traditional practices prevalent in rural primary schools and to adopt new approach in teaching and to shift the emphasis of teaching learning process from teacher to student.

The courses of FBT programme were started in 1984 around the areas of Gilgit. It was technically instructed and the school teacher training course was based on the conventional PTC syllabus. The FBT conforms to the conventional PTC syllabus and includes training in theory courses, similar to those in the regular PTC programmes. For the teachers, essential element was to spend a lot of time in the classroom to observe the student performance.

Apart from on job training, a very important and innovative feature of the programme is the provision of teaching manuals for all school subjects of the primary teaching certificate (PTC) training courses. The most distinctive feature of this training programme was the relationship, which establishes real life teaching condition.

Allama Iqbal Open University

Teacher training through Distance Education is an innovative delivery mechanism for prospective teachers in Pakistan. This distance teaching programmes are offered by Allama Iqbal Open University, Islamabad.

Teachers who enter the distance programmes, do not need to leave their school or homes. Thousands of fresh students/teachers are enrolled in each semester for B. Ed, M.Ed, MS/M.Phil/Ph.D. programmes. The objectives of these programmes are as under:

- Knowledge for the practical role of education in society.
- Knowledge of contributions of subjects taught in the Primary/Secondary/Higher Academic Institutions to the development of children/students.
- Practical awareness of the process of curriculum development. Practical awareness of instructional methodologies for delivery of subject matter.
- Appreciation of the importance of good-school-community and teacher parent relationship.

Apart from this, the University has offered many in-service teacher education programmes. The Primary Teacher Orientation (PTOC) was one of them. The purpose was to familiarise primary teachers with the new elements of the revised Primary school curriculum to increase their knowledge in appropriate subject area and to help in developing their teaching skills and to provide them with an opportunity to improve the qualifications.

You are advised to go through Article and the relevant book wherever you can find those.

R.A.Farooq, (1994), "Orientation of Education". Asia Society for Promotion of Innovation, Islamabad, pp. 57–75.	3.2
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Education Extension Centres/Directorate of Staff Development

Education Extension Centre now renamed as Directorate of Staff Development (DSD) Programmes are one of the elements of the education system under the jurisdiction of the provinces. The in-service teachers' trainings are being arranged by the Education Extension Centre under the direct supervision of the provincial education Ministry/Department. The frequency of the course depends on the available resources.

The continuous professional development is the focus of the provincial governments. After 18th amendment, the education is to be catered by provinces and now there is no Federal Ministry of Education, the role of DSDs (Directorates of Staff Development) is getting more importance. DSDs have to cater the CPD programmes and also have to maintain the quality of education. Induction training

is another component that has been focused by DSDs. The material placed in the allied material extracted from UNESCO Report may help to understand the structure of Education in provinces after 18th amendment.

The refresher training course is a short course organized by the Agha Khan Central Educational Board in Northern Area. The RTC is an intensive course and is providing better classroom teaching skills to both trained and untrained teachers.

UNESCO. (2006). Strategic Framework for Teacher Education and Professional Development in Pakistan. Section III, pp. (19-28).	3.3
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Primary and Non Formal Education (PNE)

Learning modules of the PNE wing means the Primary and Non-Formal Education (PNE) wing has been developed to provide orientation to the innovations in teaching. Ministry of Education organized an in-service programme for primary school teachers working in the schools of the Primary Education Project. This was three tiers in-service-training programme based on the learning modules. These three tiers comprise: Master Trainers, Supervisors and Primary School Teachers. Master Trainers were trained to instruct supervisors and Primary School Teachers. Master Trainers were trained to instruct supervisors who in term offered training to primary school teachers in the project areas. The training of supervisors was arranged in provinces in collaboration with the PNE wing.

3.3 Comparison of Anglo-Indian and Schools of Bengal

The Anelo-Indian Education was much more liberal and flexible than the Bengal Education and apart from certain minimum essential regulations, leaves the school authorities with a great deal of freedom in the shaping of the internal life and discipline of the school. There was a recognisable measure of uniformity among Anglo-Indian schools. But there were considerable internal differences between them, and every Anglo-Indian School tends to develop a more or less distinct life and individuality of its own.

Actual training facilities for both elementary and secondary teachers for Anglo-Indian schools in west Bengal in 1960 were therefore more or less adequate. However, teaching fails to attract sufficient entrance of both sexes and more especially men of the right calibre. The number and quality of trainees in the institutions for elementary and secondary teachers fall far short of the actual needs of the schools.

In Anglo-Indian schools a register of qualified teachers was to be maintained by the department, and only qualified-teachers could he employed. Every Teacher had to be engaged on a fixed contract and while he could be suspended by the

Head, he could only be dismissed by the managing body.
 Let us go into more detail of Anglo-Indian and other schools of Bengal by reading the relevant section. 3.4, in the allied material of this study guide.

Austin Dcsonza. (1976). “Anglo-Indian Education”. Dehli. pp. 33–37, 14–26, 288–294	3.4
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3.4 Development and Problems Teacher Education

The proposals concerning development of Pakistan's Teachers Education System and related issues have been identified in the survey of Teacher Training report. Some recommendations of the report are fit to resolve the problems of Teacher Education. These problems are concerned with the function of the centralized Bureaucratic and top-down characteristics of the Education system. The characteristics are part of the frame work into which the recommendations must fit. These recommendations require a decentralised, democratic and locally autonomous structure for their successes. Certain recommendations, for example condusive environment by Teacher Educators in their own professional development is very necessary for a more participatory style of educational management. It is self evident that the present prevailing system does not allow for single source of direction and management for pre-service and in-service teacher education, either at National or provincial level.

Study yourself the following section in the allied material which contains some sections of the report:

Academy for Educational Development “Pakistan Teacher Education and Professional Development Program: Performance Gap Analysis and Training Needs Assessment of Teacher Training Institutions”, USAID Report, pp. 1-35.	3.5
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3.5 Self-Assessment Questions/Activities

1. Prepare a comparative list of pre & post independence development of teacher education programmes.
2. Discuss the structure of teacher education, prevailed during British rule in the sub-continent. To what extent it was adopted after partition? Give a critical analysis.

3. Highlight the main components of RTC of Agha Khan Central Education Board.
4. What is RTC of Agha Khan Central Education Board? Discuss.
5. PNE Programme launched by the Federal Ministry of Education. Explain its purposes and compare it with Non-Formal and Distance Education.
6. Discuss FBT programme and analyse its implications in your own words.
7. Discuss the importance of teacher education in the light of 18th amendment in the constitution.
8. Highlight the problems of teacher education in Pakistan, also suggest the solutions.

3.6 Bibliography

1. R. A. Farooq, (1994), "Education System in Pakistan – Issues and Problems". Asia Society for Promotion of Innovation and Reform in Education, Islamabad.
2. R. A. Farooq (1994), "Orientation of Educationists", Asia Society for Promotion of Innovation and Reform in Education, Islamabad.
3. British Council, "Survey of Teacher Training", Ministry of Education, Islamabad.
4. Iqbal M. Zafar (1996), "Teachers Training – The Islamic Perspective", Institute of Policies Study, International Institute of Islamic Thought.
5. Austin Desouza, (1976), "Anglo-Indian Education, Delhi".
6. Academy for Educational Development "Pakistan Teacher Education and Professional Development Program: Performance Gap Analysis and Training Needs Assessment of Teacher Training Institutions", USAID Report, pp. 1–35.
7. UNESCO. (2006). Strategic Framework for Teacher Education and Professional Development in Pakistan. Section III, pp. 19–28.

Unit-4

**TEACHER EDUCATION PROBLEMS,
PROSPECTS AND FUTURE**

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INTRODUCTION

Education system is going to be influenced by multifarious developments, which are likely to take place in population, industry, agriculture, science and technology etc. Quick recapitulation of the major events of the past seems to be necessary to reinforce our thinking on the subject. Education systems of the time are product of various crucial developments, which occurred in the past.

The present structure of teacher education can be explained by the concepts of training on which it is based. The present structure revolves around the concept of common courses, the completion of which offers 'qualified teacher' status. Most of the developed countries are now focusing upon certification and licensing of teachers, the need of the teacher education accreditation has been focused also.

Experts in many countries repeatedly emphasize the major changes in the work of teacher – they range from clearly visible features such as teacher's style of teaching and his personal relationship in the classroom, fundamental matters concerning his relationship with the community outside the school and his colleagues within its increasing involvement in such matters as the determination and evaluation of knowledge itself. The technology integration is the key area to be considered. A teacher trained through technology may use it effectively in his/her own classroom.

In this unit, keeping in view the past and present structure of teacher education with its qualitative and quantitative aspects is indicated to determine the future of teacher education in Pakistan. The unit is spread over topics and sub topics. At the end of main parts, activities and self-assessment questions are given for self-gradation of the students.

OBJECTIVES

The thorough study of this unit will enable you to:

1. elaborate the past, present and future of Teacher Education.
2. explain the effects of trained and untrained teachers in the field of teaching.
3. discuss the prevailing structure of teacher education in Pakistan with, its pros and cons.
4. propose the future structure for “Teacher Education” in Pakistan.
5. highlight the need of revision of teacher education curriculum in the light of 18th amendment in the constitution of Pakistan.

4.1 Structure of Teacher Education and its Futute

The present structure of teacher education can be explained by the concept of training on which it is based. Although the college themselves may perceive their functions differently, the concept of skill predominates is that of a basic training. Most teachers undergo a period of full time training at the-beginning of their career. Further training depends on their personal efforts and experience in the schools.

The structure related to basic training incorporates concurrent training. This is often used to describe the interspersing of school practice within the local courses. In the basic courses, the academic and professional aspects develop side by side. This is justified by the beliefs that study in depth forms an essential part of the personal education of teachers.

The consequence of a structure developed to concurrent training is the familiar division between academic and professional education departments. It is some times further differentiated by similar divisions within the Education Department. Both ideas are ambivalent about the demands made on institutions/colleges by the periods of teaching practice that characterizes the different courses. The effect of the present situation is reflected in the B.Ed. and MA Education programmes. Newly launched B.Ed (4 Years) programme by different universities has comprehensive teaching practice/internship plans that may help to develop more relevant competencies in prospective teachers.

The present structure revolves around the concept of common/core courses, the completion of which offers qualified teacher. In practice the commitment to the achieved training is very less. The current structure and concept of appear to be less influential. A phase system of training with a shorter initial period could make a considerable impact.

The existing system of salary scale obscures the real complexity of the teaching profession. Structural changes could improve opportunities for research and innovation and other change that has important implications for the structure of teacher education.

The following allied material will be helpful for your extensive study:

Michael. J. Punkin, (1998) “International Encyclopedia of Teaching and Teacher Education”. Pergamon Press, Australia. pp. 77–85, 162–164, 681–685.	4.1
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4.2 National Education Policy 1998–2010

All Education Commissions reports and policies in Pakistan have advanced series of recommendations to reform the education and examination system during the last fifty years. Quite a good number of international experts have also visited the country and made in-depth analysis of the system. These experts have presented critical analysis of the maladies created by the retrogressive Education system and offered suggestions of far reaching significance. Unfortunately the problem is so inextricably riveted to the unstable political conditions of the country and the authoritarian, non participatory cultural attitudes that any objective investigator would find that only marginal adjustments have been injected in the system introduced during the colonial period at the end of the nineteenth century and beginning of the 2000. This is happening inspite of the fact that the country now has a good number of experts who have received advanced training in the discipline from developed countries of the world and are certainly in a position to immensely contribute towards the improvement of the systems.

The ideology of Pakistan lay down two important obligations for the government. Firstly education will be accessible to all citizens. Secondly, it shall enable them to prepare enlightened and civilised individuals committed to the cause of Islam. These obligations are in accordance with the teachings of the Quran and that recognize provision of education as a right of the individual.

A few of the general aim and objectives, identified in the National Education Policy 1998–2010 are as under:

Education is a powerful catalysing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and enable them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human needs. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the value of righteousness to help build sound Islamic Society.

After Independence in 1947, efforts have been made to provide a definite direction to education in Pakistan. Quaid-i-Azam Muhammad Ali Jinnah laid down a set of aim that provided guidance to all education endeavours in the country. This policy too has sought inspiration and guidance from those directions and the constitution of the Islamic Republic of Pakistan. The policy cannot put it in a better way than the Quaid's words in his message to Pakistan Education Conference held at Karachi on November 27, 1947. (You know that importance

of Education and the right type of Education) [for more detail please read the allied material]

The desires of Quaid have been reflected in the Constitution of the Islamic Republic of Pakistan and the relevant articles are as follows:

- i) State shall endeavour and respect the Muslims of Pakistan.
- ii) To make the teachings of the Holy Quran and Islamiat compulsory, to encourage and facilitates the learning of Arabic language, and to secure correct and exact printing and publishing of the Holy Quran to promote unity and the observance of the Islamic moral standards [31(2)a, b]
- iii) To provide basic necessities of life, such as, food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment [38(d)]
- iv) To remove illiteracy and provide free and compulsory secondary education within minimum possible period [37 (b)].
- v) To enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all the forms of national activities, including employment in the services of Pakistan [37(f)]
- vi) The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens (33).
- vii) To reduce disparity in the income and earnings of individuals, including persons in various classes of the service of Pakistan [38(e)].
- viii) Steps shall be taken to ensure full participation of women in all the spheres of national life (34).

The vision is to transform the Pakistani nation into an integrated, cohesive nation that can compete and stand up to the challenges of 21st century. The policy realises the vision of an educationally well-developed, politically united, morally sound and spiritually elevated nation.

Objectives

1. To make the Quranic principles and Islamic practices an integral part or curricula so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
2. To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school dropouts by establishing basic education community schools all over the country.
3. To meet the basic learning needs children in terms of learning tools and contents.
4. To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.
5. To ensure that all the boys and girls, desirous of entering secondary education get access to schools.
6. To lay emphasis on diversification so as to transform the system from supply oriented to demand-oriented. To attract the educated youth to work in various educational levels so that, they may become productive and useful citizens and contribute positively as members of society.
7. To make curriculum development a continuous process and to make arrangements for developing a uniform system of education.
8. To prepare the students for the pursuit of professional and specialized education.
9. To increase the effectiveness of the system by institutionalising in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programme by introducing parallel programme of longer duration at post-secondary and post-degree levels.

10. To develop a viable framework for policy, planning and development of teacher training programme, both in-service and pre-service.
11. To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
12. To improve quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system.
13. To popularise information technology among children of all ages and prepare them for the next century. To emphasise different functions of computers as a learning tool in the classrooms. To employ information technology in planning and monitoring of educational programme.

There are sixteen chapters in the policy 1998–2010 including a chapter entitled “Teacher Education and Training of Managers”. It has special relevance to the teachers. Let us study the seventh chapter of the policy in the allied material and you can read the whole policy by getting it from the libraries.

Government of Pakistan. (1998-99). Ministry of Education. Islamabad “National Education Policy”. 1998–2010. pp. 47–54.	4.2
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In National Education Policy 2009 the policy actions of teacher education has been discussed in detail. The following reading may help you to grasp the intentions toward the future developments in teacher education.

Government of Pakistan. (2009). Ministry of Education. Islamabad “National Education Policy”. 2009. Chapter, 6, pp. (33-35).	4.3
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4.3 Problems and Prospects of Teacher Education

Education in Pakistan has never enjoyed importance. Various verses of the Quran and sayings of Holy Prophet (PBUH) have hardly enlightened the mind of the nation to which education aims at.

All contemporary teacher education systems in the world are confronted with multifarious problems. These problems are mostly emanating from our keen commitment to change and improve the conservative attitudes of many influential persons and groups who matter a great deal in the political social and religious echelons of the system. Such a repression negates the spirit of the free inquiry and

results in the stagnation of the system. Such system can hardly meet the challenges of a democratic society, which demands dynamism, creativity and broad mindedness in thought and behaviour. Pakistan like many other developing countries is confronted with many crucial problems in the field of teacher education. There is no concise book, which provides an inventory of all/other problems. Discussion on these problems is being vehemently made in academic seminars and conferences. Besides teachers, educational administrators and policy makers, the politicians and enlightened citizens are also struggling for the solution of these problems.

Quite a few of us have the tendency to link various problems and issue of development with emotional questions, involving religion, ideology of Pakistan, sectarian considerations, nationalism and regionalism. This has obstructed the process of critical analysis of vital problems of teacher education development and restricted our thinking in the common place channels of thought devoid of any creativity and dynamism.

Let us attempt to identify a few problems of crucial significance for educational development, give few arguments and leave it up to the ingenuity of the readers to add more arguments on each problem and broaden the perspective by reading in depth the following allied material.

Sharfuddin, (1968). "Education for All". Edited by Abdullah Al Mufi, pp. 85–89, 93–95.	4.4
Frank, H. Klassean, (1972), "Teacher Education", pp. 42-43.	4.5
K. G. Saidyien, "Problems of Education Reconstruction". pp. 311–324.	4.6

4.4 Elementary and Secondary School Teacher Training

Teacher is the most important educational resource available to a school. Like all other resources, it is necessary to maximise the efficiency of this resource to ensure time wastage and avoid economic loss. The system of education is generally accused of cultural environment. It is the responsibility of the teacher to anticipate change and respond to it in an efficient manner. This has serious implication for teacher and training.

In Pakistan, teacher training suffered due to insufficient training system. It is believed that training of teachers will satisfy both theoretical and practical needs

of teaching environment. But it cannot be assured that teachers will be able to apply theoretical knowledge to practical problems automatically without explicit instructions.

Let us have a thorough study about programming at elementary and secondary school Teacher Training in Pakistan by reading the following books/material:

“Teacher Education in Pakistan”. Ministry of Education, Curriculum Wing, Islamabad. pp. 4-6, 34-35, 43-44.	4.7
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4.5 Primary Teacher Education in Pakistan

The quality of education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reform at the grass roots level. It is a fact that the academic qualifications, knowledge of the subject matter on the teaching-learning recognising the deteriorating quality of education at various levels. Efforts need to be intensified to accord adequate priority to the effectiveness of teacher education programmes in the country. The teacher education system has quantitatively expended to keep a reasonable equilibrium in the demand and supply situation. On the contrary, the quality dimension of teacher education programme has received only marginal attention resulting in mass production of teacher, with shallow understanding of both the content and methodology of education.

The education policies 1998–2010 and 2009 emphasised that in order to universalise primary education in the country and to extend educational facilities up to the elementary level, it is necessary to provide suitable number of trained teachers to disadvantaged institutions. This may be done through various efforts by (a) providing stipend to female students of school and college levels and contracting them to serve specific institutions for a period of 3-5 years (b) providing incentives in terms of special pay and allowances for working in far-flung rural institutions (c) extending residential facilities and daily commuter services to these institutions. Besides these measures, retired personnel may also be engaged to teach in these institutions until regular staff is attracted to serve these institutions through various schemes of incentives and (d) opening day care centres near the schools for lady teachers’ siblings.

Let us have a thorough study about the Training Programmes for primary school teachers by reading the following books and the allied materials:

Government of Pakistan, (2010). Problems in the Implementation of National Education Policies (NEPs) at Elementary level. Universalization of Primary Education. pp. 4-7.	4.8
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4.6 Self-Assessment Questions/Activities

1. What are, or should be the quantitative and qualitative aspects of teacher training in our training institutions at present and in future. Discuss in detail.
2. Discuss the curriculum of teacher education in our training institutions. Suggest ways for improvements.
3. Please draw two columns, one for pre-service and other for in-service training. Enter the importance and needs of both concepts of training.
4. Write a note on pre-service teacher training programme in your own words.
5. What are the meaning, need and importance of in-service teacher training?
6. Enlist the colleges/institutions/schools for Science and Technical Teacher Training in Pakistan.
7. What is the future of the present structure of Teacher Education in Pakistan? Narrate keeping in-view the effectiveness of its role.

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Unit-5

**STRUCTURE AND CURRICULUM
OF TEACHER EDUCATION**

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INTRODUCTION

In Pakistan, there are three streams of teacher training: conventional or formal training, non-formal training systems and distance education through the Open University. In private sector Agha Khan Education Foundation and the Ali Institute are major contributors. In the conventional or formal training system, the programmes include: (i) existing pre-service and in-service training (ii) project related training programmes mostly supported by international agencies. In the non-formal education there are several variations in the provinces including-field based training, mobile training and crash training programmes. Distance education teacher's training is provided by the Allama Iqbal Open University (AIOU). In Punjab University of Education is offering B. Ed, M. Ed, MA (Education) and other degree courses. Many universities have well developed departments of education, also offering the degree courses.

OBJECTIVES

After the study of this unit, it is assumed that it will help you to:

1. identify the main providers of teacher training in Pakistan
2. describe the structure of teacher education at various levels
3. describe the curriculum and the academic study requirements for the various levels of training
4. relate the gaps in the present training structure and curriculum and the proposed teacher education programmes
5. indicate the implications of the proposed structure.

5.1 Structure of Teacher Education

i) Pre-service

Pre-service training for teachers is undertaken at various levels. Primary level Teacher Training (or elementary level to cover classes I–VIII). The Primary Teaching Certificate (PTC) for primary teachers to teach classes I–V and Certificate of Teaching (CT) to teach classes VI–VIII were being provided by the Government through different systems. Many universities are offering B. Ed (Elementary) through affiliated GCETs in the present scenario and phased out the PTC and CT programmes.

- Formal training colleges called Government Colleges for Elementary Teachers (GCET)
- Training in special units attached to secondary schools known as Normal School or PTC units.
- Training through a distance education system organized by AIOU.

Training was mainly conducted in the 90s through GCETs and through AIOU. In addition about 20 high schools were offering PTC and CT training for females in a sporadic manner. Crash courses were also organized through various projects to reduce the backlog of untrained teachers. In 1990's a number of non-profit private sector organizations also started offering pre-service programmes for teachers. These include the Notre Dame Institute (NDI), Hamdard University, Ali Institute of Education (AIE) and Darul Hikmat.

In 2002 Government has identified the need for more universities to be established. After the establishment of universities many new programmes for teachers were launched, such as B. Ed (Elementary) B. Ed. (Secondary), Masters Level and Ph.D programmes of teacher education. The Institutes of Education Research (IER) are providing opportunities to the prospective teachers to develop their competencies along with pre-STEP introduced B. Ed (4 years) programme that has been launched by many universities and their graduates will take part in nation building in near future.

ii) In-Service

There are several in-service training programmes. The most significant ones are (i) Education Extension Centres (Now DSDs) (ii) Agha Khan Central Education Board refresher course; (iii) AIOU Primary Teacher Orientation Course and (iv) learning modules of Non-formal Wing (PNE) of Ministry of Education. The

in-service training of government primary teacher was being conducted mainly through various donor-funded projects including the Teacher Training Project. Primary Education Project Improving the Learning Environment (PEP-ILE) in KPK, Sindh Primary Education Development Programme, Baluchistan Primary Education Programme, while Punjab was training middle school heads and teachers through Middle Schooling Project (Abbasi and Hussain, 1995). Currently Continuous professional development (CPD) is being carried out under the wider umbrella of DSD in Punjab. DTSC and CTSC are functional in all the districts of Punjab, whereas after the 18th amendment in the constitution (Education is the prime responsibility of the province), the education department of all the provinces are trying to formulate and implement the mechanism for the professional development of teachers. CADD is responsible for federal areas and Islamabad Capital Territory (ICT).

Other Private Sector and NGO’s Programmes

The details of other programmes of Teacher Training were shared in the Social Forum Issue Paper of Agha Khan Foundation and Canadian International Development Agency Chapter 4 on “Emerging and Innovative Models”. You may like to read it for yourself.

<p>“Social Policy Form: Issue Paper Putting the Child first: “Teacher Education for Quality Learning and School Improvement”. Pakistan-Canada, Social Institutions Development Programmes” Agha Khan Foundation & Canadian International Development Agency, November 1997, Chapter 4. pp. 22–25.</p>	<p>5.1</p>
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The National Education Policy of 1978 has remarked that the teacher is the pivot of the entire educational system and has recommended the strengthening of the teachers of all levels. To implement the policy recommendation all the primary teachers’ institutions and normal schools were upgraded to Colleges of Education. An Academy of Higher Education has been established to provide pre-service training to college and university teachers. An Academy of Educational Planning and Management has been established to provide training opportunities to administrators and supervisors working at different levels of the education system. A summary of the providers of teacher education programmes (Table I) and structure (Table II) is given.

Table-I

Programmes & Institutions	Punjab	Sindh	KPK	Balochistan	Federal	Total
B.Ed (GCE.Ts)	36	24	18	10	01	89
B.Ed/MA, M.Ed (College of Education)	08	04	02	01	01	16
M.Ed/MA (Ed) IERS/University Depts. of Education/ Universities	05	02	02	01	–	10
Extension/Staff Development in service Education	01	01	01	01	–	04
P.I.T.Es	01	01	01	01	–	04

Note: These are not the exact numbers as changes occurred due to Many Private and public universities/institutions recently started programs of teacher education. The purpose is to provide the insight to the prospective teachers' toward the structure and the nature of teacher education providers.

Table-II

Training Programme	Qualification for Admission	Duration of Training	Classes to Teach
PTC	Matriculation	1 academic year	I–V
CT	Intermediate	1 academic year	I-VIII
BS.Ed (2+3)	Intermediate	1 academic year	VI-X
B.Ed (14+1)	B.A/BSc.	1 academic year	VI-X
M.Ed.	B. Ed.	1 academic year	VI–X + student Teachers of PTC, CT & B.Ed. + supervision
M.A.(Edu)	B.A./B.Sc.	2 academic years	VI-XIII + student teachers PTC. CT. BEd + supervision
B.Ed Honours (4 Years)	Intermediate	4 academic years	Specializations in Elementary Secondary and Science

Pre-Primary/Early Childhood Education

Even in the above structure and curriculum, you will notice that a very important component of the teacher is missing. It is the pre-primary or pre-school education; Pre-Primary educational institutions exist only as a private sector enterprise. Educational and professional qualifications and teacher certification for this level of education have neither been defined nor enforced so far. A few private sector educational institutions are known for occasionally organizing short-term courses for teachers of pre-primary schools. Participation in these is voluntary on personal interest basis. The education of the children at this stage is very crucial for the formative phase of children's lives. Although government has intention to develop the curriculum for early childhood education, but the progress is yet not up to the mark.

5.2 Curriculum

The teacher training curriculum for pre-service and in-service training as well as for different post graduate programmes, were designed and implemented some 25 years ago. Since then a lot of changes have taken place in the education sector as the government policies are geared toward primary and secondary schools universal literacy and participation. In all the Education policies from 1972-2009 it is recommended that in order to meet the requirements of the teachers at all stages, the facilities for teacher, education would be increased by reorganizing teacher education programmes and by introducing innovative techniques. It was also pointed out that many of the courses were out dated and not at all oriented to the scientific and technological aspects of education.

The curriculum formulated by the various pedagogical groups for the various level training as approved by the National Committee is given by your information by Dr. Farooq. Let's read it to see its contents.

"Education System in Pakistan: Issues and Problems". Dr. R. Farooq Asia Society for Promotion of Innovation and Reform in Education, Islamabad, Chapter 3. pp. 38–55, (1994).	5.2
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Teacher education is one of the functions of the AIOU. In fact, the first course of AIOU was an in-service course started in 1975 at the request of the government to orient 1,500,000 primary teachers with the new curriculum that was introduced in the primary schools then. The teacher education programmes have gained popularity because of its instructional system and delivery mode. The enrollment in teacher education programmes is the highest constituting about 60% of the total

AIOU enrollment. The details of the various level training programmes of Secondary Teacher Education Department are given in the brochures for you. It is through M. Ed programme that you are seeing this package. Let's look at the details of all the AIOU Teacher Education programmes in the accompanied allied material. AIOU also gives special training for Special Education Teachers through its Special Education M.Ed, programme offered by the Department of Special Education, Teaching of English as a Foreign Language (TEFL) through the Department of English Language and Applied Linguistics, and Arabic Teachers Teaching (ATTC) from the Department of Arabic and Islamic Studies. Many universities have launched B. Ed (4 years) programmes with the intention to provide more competent teachers to the nation, AIOU will launch this program very soon.

Here we have the specific information for you of the various programmes of Secondary Teacher Education Department offered through distance mode of learning.

AIOU Schemes of B. Ed (4 years), MA (Edu), M.Ed, M. Phil, and Ph.D Programmes.	5.3
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5.3 Gap in the Existing Structure and Curriculum

1. The existing teacher education structure may not provide the desired incentives or opportunities for professional growth. There is no integration or bridging of the qualifications for professional growth. The training of teachers is inadequate and full of constraints for career development. It is not strange in our situation to see a teacher retire from the position he/she entered.
2. The reasons for this are that the quality of teacher training has been seriously neglected. The in-service programmes which are supposed for enhancement or uplift of the teachers have no relevance. The teachers are judged by their student examination results, and the exam style requires rote learning and memorized responses rather than interactive and problem solving associated with the modern education practices. The organizational separation of the Curriculum Wings from the Provincial Examination Boards further divorces the school curriculum from teaching practices and measurement of learning. The shift of the curriculum to the provinces may create more problems in this regard.

3. The subject content knowledge of teachers, particularly at the primary level is weak. This is evident from evaluation studies particularly of primary level teachers who failed to pass the grade 3 and 5 tests in the subjects of Mathematics and Science. Provincial Education Assessment Systems and National Education Assessment Systems also presented the similar findings in their stakeholders' conferences and the reports.
4. The teaching skills of the teachers are extremely weak. In the training programmes, teacher trainers rarely try to develop these skills among trainees as they themselves lack the expertise and treat the pedagogical parts of the training courses as purely theoretical. They are teaching but fail to train. Also they treat the trainees, who are adults not as adult learners and fail to use the principles of andragogy. The training culture is not at all reflected in the teaching style of the trainers, who do not make use of AV aid and lack group dynamics and interaction. Their classes seem to be adults, who are continuing a 10 year continuum of traditional rote learning and memorization.
5. There is a need for material development, infusion of mass media and training technology in order to prepare teachers for future. The technological infrastructure is available in the country. AIOU's facilities in the form of TV programmes, radio broadcasts and Multimedia support may be maximized teaching guides in print or audio cassettes can be easily produced with the qualified staff available.
6. According to the prescribed norms, a working teacher should receive fresh in-service training every five years. Due to paucity of recurrent funds and poor quality of in-service programmes, it fails to motivate the teachers and most of them avoid the course and remain passive without getting anything worthwhile at the end of the course.
7. No out of classroom training can compensate the lack of support in the classroom situation. This is the role of the school supervisor, which is rarely fulfilled by them.
8. There is no in-depth training needs assessment of trainees and teachers to serve as a basis for course designing and selection of materials, methods and evaluation techniques.
9. There is no master plan for teacher education with long-term goals, intermediate aims, immediate objectives and targets. There is not even all implementing mechanism for the achievements, monitoring and measuring of achievements.

10. The teacher training institutes lack the management culture and are laden with organizational defects. An environment which stimulates sustained planning, streamlining of structures and monitoring and evaluation of activities is lacking.
11. The duration, schedule and practice teaching of pre-service teacher education courses are inadequate and not compatible with the global picture even of the developing countries and neighbouring countries. In India, Iran, Korea, Nepal and Singapore the minimum period of training for primary teachers is two years Malaysia prescribes three years training, China four to five and Indonesia six years training. In case of secondary school teachers, in most of the countries teacher training programmes are of four years duration and in some extended up to five years or even six years. For this purpose, initially the duration of training may be extended for all levels of teachers which would ultimately be replaced by 10+3 for primary school teachers and 12+3 for secondary school teachers. B.Ed (Honors) four years program is one of the approach, but its quality may be judged after the evaluation of the graduates performance in the real work place setting.

5.4 Proposed Structure and Curriculum of Teacher Education

The curriculum of teacher education therefore needs to be redesigned and brought at par with the teacher education programmes of the developing countries.

In this context in 1996 two major nationwide seminars were held. The outcome of the seminars was a proposal of teacher education qualifications an integrated approach. Even the National Education Policies 1998–2010 and 2009, strongly recommends the enhanced qualification. It is encouraging to note that the importance of pre-primary education has been recognized and Elementary Teacher Education has made an essential part of the elementary school chapter of NEPs. You may like to read for yourself the following allied material to have insight towards recent developments and needs of teacher education.

Egbo, B. (2011). Teacher Capacity Building and Effective Teaching and Learning: A Seamless Connection, Mediterranean Journal of Social Sciences Vol. 2 (5).	5.4
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Government of Pakistan (2009) National Education Policy. Chapter 6 Clauses 6.2 and 6.3	5.5
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5.5 Implications of the Structure

In Pakistan the proposed structural implications in teacher education aimed at:

- i) expanding teacher training capacity
- ii) increasing access to training opportunities for females, especially in rural areas.
- iii) improving the quality of teacher training programmes.
- iv) strengthening teacher training planning and management by the establishment of Provincial institutes of Teacher Institutes of Teacher Education (PITE)
- v) Establishment of new universities and departments.

Of all the teachers education programmes addressed in the proposed qualifications in education an integrated approach, all the pre-service course for elementary teachers are under the umbrella of the universities. There are many implications of the New B.Ed (4 years) programme for school teachers Elementary and Secondary. The status of the teacher will not only be enhanced but there educational capabilities will definitely be improved after completing 4 years training after FA/FSc. It is assumed that it will take five years before it could become a standard pre-service programme for all new trainees intending to teach at elementary and secondary levels. Simultaneously attention is to be given to the GCETs education for the consequences of the transition period and GCETs and AIOU will offer ADE (Associate Degree in Education) to the prospective teacher completing two years (3 years in Punjab) and will complete B. Ed (4 years) later on. The integrated range of teacher programmes will result in better teachers' better education in our schools ready to face the 21st century with the aspirations of Pakistan.

Exercise

Organize a panel discussion on the merits of the proposed teacher education qualifications. How would you popularize it in your area?

5.6 Self-Assessment Questions

1. What are the shortcomings of the Pakistan teacher education programme for the primary teachers?
2. What do you think of the weightage given to practice teaching? What should be done to allance it?
3. What are the aspects of the Diploma in Education that makes it a compatible teacher education programme?
4. How can the Educational TV channel be utilized to maximize the facilities of the AIOU?
5. What are the benefits of introducing Post Graduate Certificate of Education?
6. Examine the trends and innovations in teacher education and suggest which one should be adopted nationwide?

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Unit-6

**INSTRUCTIONAL STRATEGIES
AND TECHNIQUES**

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INTRODUCTION

People can learn without instruction. But instruction facilitates or catalyzes learning process. It increases the probability that mastery will be attained without any fuss. The instructional methods used in teaching vary from situation to situation. The view points about “what teaching is?” are many. Some discussions emphasize child centred as against teacher directed approach and methods, some stress that the teacher’s role should not be limited to knowledge transmission only, but should be of a facilitator of learning. Others recommend that teachers should encourage children to take more active role in developing their own knowledge, for example discussion in groups with less direct instructions on the part of the teacher. Independent, self paced learning through computers, open schools, distance education and correspondence packages mixed ability groups and multigrade teaching, team teaching, and non-formal groups are also some of the teaching formats in practice.

For teaching to be effective teachers have to use a variety of approaches instructional strategies and techniques, depending on the context the purpose and the students. Teachers must be able to recognize the needs and adapt their instruction to suit various situations. Good teachers must use instructional strategies and techniques that foster a love of learning and provide a supportive environment. Furthermore, all students have the right to be taught by teachers who are knowledgeable, skilled and committed.

OBJECTIVES

It is hoped that the study of this unit will help you to:

1. understand the nature of computer assisted instruction
2. recognize the non-graded classes concept
3. differentiate between formal and non-formal education
4. become aware of the instructional, packages through open schools, distance education and correspondence education
5. understand the use of instructional techniques of team teaching, group teaching and discussion methods.

6.1 Computer-Assisted Instruction (CAI)

Computer-assisted instruction or the acronym CAI is not new. It has been around for 50 years. Even in Pakistan it has made its way since late 80's and early 90's. In Pakistan it is considered now an important component of the curriculum at secondary and higher level. CAI has potential to be used as teaching method or an aid to the teacher and also a learning format for individualized learning. The most common formats of CAI are tutorial, drill and practice, simulation and games. The technologically advanced countries are more inclined toward mobile learning, use of social media in education and online learning.

Most of the CAI currently available is in the form of “drill and practice”. This type of software is not necessarily integrated with the curriculum.

What is needed is good software which can be used for teaching or as a teaching method. This is the need of the time and a current objective of educational institutions, who wish to prepare the human being to cope up the ever increasing demands and challenges of the information technology world. Good CAI software packages (computer programmes) need to be produced by practicing teachers in conjunction with the professionals. CAI has been integrated as an educational technology along other technologies in operation and not taken in isolation.

The worldwide use of the computers has triggered the stimulant for the common adoption of this innovation. Computers are very absorbing and involving. In addition to teaching they are also used for data retrieval in a comprehensible form, administration purposes, communicate worldwide exchanges.

Recognizing the urgency of this computer technology, the education policies of Pakistan 1998–2010 and 2009 has included focused on the use of technologies.

Its use is quite simple; you don't have to be a technical person to be able to use CAI. No doubt, you will have to be computer literate to be able to use the CAI software and the related hardware (machine and all related items except the software or the programmes). An orientation of the hardware and software will give the required computer literacy and the hands. An experience will make you involved and absorbed. The research and literature on CAI gives the evidence that learners with CAI farewell and do not consider it threatening because of its vulnerability and patience. Many kinds of softwares/courseware use different philosophical backgrounds, the folloing table extracted from (Afzal, 2012) may help to elaborate it further.

Summary of types of CAI their characteristics and the theoretical base

Sr. No.	Type of CAI	Theoretical Base	Characteristics of CAI
01	Drill and Practice	Behaviorism	<ul style="list-style-type: none"> • Provide exercise to master the skill • Designed for basic skills & remediation • Feedback to motivate learner • To optimize the performance of learner
02	Tutorial	Behaviorism Cognitivism	<ul style="list-style-type: none"> • Student centered interactivity • Learner control over the delivery of the content • Both linear and branching • Contains valid testing and provide feedback • Use sound graphics animations
03	Simulations	Cognitivism Constructivism	<ul style="list-style-type: none"> • Computerized model of real life • Model interactive real life situation • Opportunity for learner to manipulate variables
04	Educational Games	Behaviorism Cognitivism	<ul style="list-style-type: none"> • Increased motivation • Competitive environment • Create problem solving situations
05	Problem Solving	Behaviorism Cognitivism Constructivism	<ul style="list-style-type: none"> • Objectives under consideration • Necessary direction to overcome difficulty • Promote reflective thinking • Allow students collaborative work

06	Integrated Learning Systems	Behaviorism Cognitivism Constructivism	<ul style="list-style-type: none"> • Caters both management and instruction • Has the capability to integrate all CAI • Provide diagnostic tools
07	Intelligent Tutoring Systems	Behaviorism Cognitivism Constructivism	<ul style="list-style-type: none"> • Interactive • Provide appropriate hinting strategy • Hints close to human tutor • Contains four models: Knowledge base, student model, teacher model and user interface

Let's look go through the following literature for the history and the potentials of CAI in education.

Ferman Konukman (2003). The Effects of Multimedia Computer Assisted Instruction (CAI) on Teaching. Pages (9–17)	6.1
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Exercises

1. You have seen the examples of utilization of CAI. What can you suggest for Pakistan to adopt CAI? Offer adoption and alternatives in context of our situation.
2. Why are the CAI programmes made by professional programmers called inhuman?
3. What characteristics should CAI possess?

6.2 Non-graded Classes or Mixed Ability Groups

Non-graded classes, as the name suggests are classes in which students are not streamed according to the different age groups for different grades or classes. In fact, it is a class in which there are students of mixed ability. The mixed ability class calls for individualized approach. However, a non-graded class can also be in a situation where there is a single teacher and he/she has to handle children of different grades at one time. In this situation, it may be called a multi-grade

school. Such schools are common in rural areas. Whatever may be the setup of the school, teaching all the children is the foremost function. In order to carry out this function effectively and rationally, the teacher has to use a basic criteria to subdivide the class into groups. There seem to be four broad approaches of handling this situation of non-graded classes:

- i) Grouping according to previous achievement in the subject concerned and preparing four to five group lessons appropriate for each group rather than one lesson.
- ii) Grouping randomly as the children enter into the class. This grouping is not recommended because it could lead to some injudicious combinations
- iii) Grouping of pupils according to friendship patterns but teacher must exercise own direction to ensure appropriate group formation
- iv) Grouping based on interest

In addition to the above four criteria for the grouping, the teacher must approach the task with both academic and social purposes in mind. These two are closely interwoven. Let us examine the teaching of mixed ability classes as put forth by A.V. Kelly.

Susan Bremner. (2008). Some thoughts on teaching a mixed ability class. Scottish Languages Review Issue 18, pp. 1–9	6.2
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Exercise

Survey the educational institutions in your area and see how they are handling the non-graded classes or mixed ability classes.

6.3 Formal and Non-Formal Education

Education is essential for development. The development goals of a nation have therefore, implications for the education sector. When the development strategies failed to meet the needs of the nations through its formal education, alternatives in education were searched and the development planners came with the term non-formal education. Along with the formal, non-formal education, mention is also sometimes made of informal education. The range and differences of the three forms are given below:

Formal Education

Formal education is actually education that takes place in formal institutions. It will not be wrong to say that the formal education is the learning process of education in schools, colleges and universities. These institutions are structured and follow a prescribed scheme of studies within stipulated time frame and academic calendar of their institutions.

Non-formal Education (NFE)

Non-formal education is done outside the framework of the schools. It can also be institutionalized and structured but is very flexible and more diversified. Non-formal education complements the formal education to make it an integrated whole. A. B. Shah very rightly says:

“It (NFE) is not only concerned with undoing the harm of formal education, but more positively with enriching it at all levels. It provides practical experiences after theoretical knowledge is imparted through formal education (assumed, of course that they get access to schooling, if not, then NFE should provide the basic functional education). It removes the educational deficiencies of dropouts from formal education, and places them in the mainstream of further education.”

The scope of non-formal education is very broad and diversified. It may be in the form of daycare of children of working mothers to adults’ classes of various interests.

Informal Education

Informal education takes place outside the formal organization. It will not be wrong to say that informal education is a lifelong process in which the individuals acquires knowledge attitudes and skills through his/her day to day experiences and interactions in the home, neighbourhood, recreational places and through media.

In Pakistan, non-formal education is also in operation to complement the governments efforts by providing alternative means Chapter 4 of the National Educational Policy of 1998–2010 entitled Literacy and Non-formal Education (pp 25–34) take into consideration the joint collaborative ventures by the government and non-government organizations (NGO's)

A very good comparison of these three forms of education is given in detail in the reading material. You may like to review it yourself.

Claudio Zaki Dib. Formal, Non-formal and Informal Education: Concepts/Applicability.	6.3
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Exercises

- i) Farrant has very good discussion questions and tactical work exercises on page 20 and 22 respectively. Why don't you do some of them it's an exercise for this section?
- ii) Find out an NGO in your area. Look at its programme and comment how it is complementing the government in the NFE sector.

6.4 Distance Education

Distance teaching or distance education is applied to any system of teaching that enable students to carry on their studies without the need to attend a school or a college regularly. In distance teaching, lessons are conveyed to students either by broadcasts (TV/radio) or through the post or both so they can be received in the student's own home or some other convenient place.

Distance education programmes have used a variety of methods to overcome the separation between the learner and the teacher. Distance teaching institutions in the industrialized countries have set up telephone conferences to link students and teach them through computer networks. Some developing countries are also using satellites and online/e-learning/m-learning or the blend of the all these to reach students in the far flung areas.

The distance education programmes of the open universities include an element of face to face teaching in addition to the correspondence and mass media. Some of their programmes encourage students to attend the face to face tutorials but some require participation in group training workshop situations.

The distance teaching methods have been welcomed by the Ministries of Education because of the following reasons:

- they make it possible to reach the student who cannot get to a college
- they provide part-time education facilities to students who are working and cannot leave their job
- This is more economical as compared to formal face to face methods.

It is because of these benefits that they have been used by both rich and poor countries. The establishment of AIOU was also to cater to the educational demands of the country. Hillary Perraton has written an exclusive book on distance education for teacher training. This will be of special interest as it looks at the teacher education of different countries. Let's read it to understand both the

distance education and teacher training perspective.

Distance Education for Teacher Training, Hilary Perraton Routledge, pp. 1-6	6.4
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6.5 Open Learning

Open learning is used to describe any system of education that gives access to learning for anyone who wishes to become a student. The most common method of providing open learning is educational broadcasting and correspondence education, since these allow students to learn at home or while in employment.

Roger Lewis has very comprehensively described open learning concept. So have Nye and Sue Rowlands. You may like to look at them both, for your own comprehension of the concept.

The NEC Guide to Open Learning. Roger Lewis, national Extension College, pp. 2, 10-11.	6.5
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Intro Open Learning, Nye and Sue Rowlands, Open Learning System. pp. 2-3.	6.6
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Exercise

As a practicing teacher you have enrolled in the AIOU M.Ed. programme. How do you think the Open University and the distance education system has benefited you in pursuing your education? Make a list of your view points and reasons for using open learning.

6.6 Correspondence Education

Correspondence education, as its name suggests, is sending lessons to its students through the post. These lessons are prepared rather in the same way as a new curriculum; they pass through a number of drafts and pilots tests, before being printed in large numbers and offered to the public.

As soon as a student enrolls in a course, a personal profile of his/her age, interests, and education is made. This information is to help the tutor get a good idea of what the students like even though they may not meet. Advice on how to study as correspondence student is sent with the first lesson. The student studies the

material and sends the assignments on the lesson to his/her tutor for assessment. When the whole course lessons are completed, it is left to the student to make whatever arrangements are necessary for sitting any public examination for which he/she may be preparing.

Correspondence education has many advantages:

1. It opens educational opportunities to those who, because of distance, physical incapacity, lack of financial resources, work commitments etc. cannot avail themselves of normal schooling.
2. It allows a student to study while he/she is employed in some other job. For example, a teacher can learn while he/she earns and also serve the authorities without the problem of finding a replacement.
3. It is a suitable medium of study for anyone, who can read or has a literate helper. For example, with the help of parents, correspondence education has been used with young children. Similarly, with the help of voluntary workers, it has been used with adult illiterates. It is also being used by students to take university degrees. This shows the flexibility of correspondence education.
4. If there are suitable facilities and supervision locally, it can be used to study almost any subject even practical ones.
5. It can employ any kind of medium which can be sent through the post so that, although printed material and pictures are most common audio cassettes filmstrips, science kits, and other such materials are sometimes used.
6. It is relatively inexpensive since there are not the huge overheads of a conventional school. It has been estimated that it can cost half as much as a residential education and less than three quarters the cost of conventional day schooling.
7. It is flexible in the techniques that can be used, since it can be supplemented, if necessary by radio broadcasts, telephone conversations and face to face meetings and can even be conducted in the pages of a newspaper.

The disadvantages lie largely in the high degree of motivation required by a student if he/she is to complete a study of course without the stimulus of other minds, discussion, competition and encouragement. Another problem is, although it is less costly than conventional education, it depends on tutors who are full-time teachers or university lecturers whose time for correspondence commitments is

therefore limited. In correspondence education tutorial support is difficult unless the part-time tutors are willing to apply themselves conscientiously to the correspondence tutorial element. Lastly, if costs are cut down in the preparation of the course material, then the quality of teaching suffers.

Exercise

Compare a correspondence course lesson for the same syllabus with a non-correspondence course and find out which one covers the contents in the most comprehensive way.

6.7 Package Instructions

Package instruction has learning packages flexible enough to allow students to work on their own, at their own pace and where and when they want to work on them. The following suggestions may help you to design packages of your own, or make good use of existing one with your students:

1. **Work on what pupils can do by themselves:** Identify the parts of the curriculum which may lend themselves best to students using learning package rather than taught lesson.
2. **Make the objective clear:** Work out clear statements of the intended learning outcomes of the learning packages that you design or use. Make sure the student's understand exactly what they are aiming to learn to do as a result of working through each package.
3. **Design packages around things for students to do – not just to read:** Ensure that learning packages contain plenty of activities for students. Make sure that the tasks and activities in the packages are clearly phased, and that students understand exactly what they are supposed to do.
4. **Package your feedback as well as the activity:** Make sure that each time students do an activity, there is readily available feedback, so that they can self assess their work. The feedback may be provided in print in the packages (out of sight of the task questions), or could be delivered personally by yourself.
5. **Students should know why they got something wrong:** Remember that students need to know whether they approached a task correctly – if they got it wrong they need guidance as to what went wrong. Check that the feedback they receive covers this.

6. **Learning packages aren't textbooks:** Make it clear to the students how learning packages are unlike textbooks. Learning packages are things for them to do not just to read. They will learn much more from having a lead at the tasks, than just from reading the information in print.
7. **Test out the bits of your package:** Experiment with components of learning packages in class, where you can monitor how students handle theme. Take particular note of students problems and extra guidance to the packages on this basis.
8. **Measure what is happening:** Include or add an end-test of one kind or another, which students will hand in for marking then they finish working through a package. Use this not only to check their achievements, but to identify any trouble – spots in the learning package.
9. **Give students guidance:** When using an existing learning package, it can be well worth adding a brief set of guidance notes on how to approach using this package, highlighting the most important parts of package, and the best ways of tackling it.
10. **Show students where the package fits into their overall course:** Remember to make sure students know how much things they learn when using learning packages for in their overall course

Exercises

- i) Does the AIOU M.Ed programme fall in the package instruction category? Does it fulfill the suggestions given above?
- ii) If you are asked to prepare a learning package for in-service Secondary teachers, what would you like to include in that package?

6.8 Team Teaching

Team teaching exercise is used in school-based situation wherein trainees teach for getting a gentle introduction to teach prior to School Placement. The example of teaching exercise that we have for you here is of Birmingham University Post Graduate Certificate in Education in Religious Education (PGCE RE) course. In this exercise, the focus is on school-based method work taking place on six half days in autumn term and four half days and one full day in summer term. Teams of four students were in the five schools selected for this exercise. Five member team of the heads of the RE department and one University tutor (mentors) was

formed to help the students team. The students were in schools for half a day each week for four weeks. After their three weeks School Placement they would return to their Team Teaching School for half day for two more weeks in such a manner that this experience would come just before the end of Autumn Term.

For the team members to teach, it was assumed that initial teaching skills and skills specific to teaching or RE must be acquired by analyzing practice rather than expecting students to translate theory into practice. A checklist for the evaluation of initial teaching skills was prepared and it proved to be a valuable tool. The working of the half days schedule was done as under:

1 st half day:	Watching the Teacher (guided observation of the class that they would be subsequently teaching).
2 nd half day:	Spot the Structure (lesson development and importance of link between change of activity and change or peace).
3 rd half day:	Lesson Structure Plan
4 th half day:	Lesson Delivery Plan

The school mentors were to teach lessons to the students to observe to be later one followed in the Autumn Term by student teams, teaching with a observation checklist recognizing strategies of class control, identifying lesson structure/teaching strategies appropriate to teaching whole class, groups, pairs and individuals, use of resources. Mentors would be present to observe the lessons and give a written debrief. The university tutor would visit two teams per week and give written debrief. Additionally video recording of the team teaching would be made for discussion on skill development in the university sessions.

Here is the case of the Team Teaching Exercise of the Birmingham University PGCE RE. You may like to read it for yourself.

Making the Difference for Teachers. The Field experience in Actual Practice, Editor Gloria Apple Slick. (pp. 94–105). Corwin Press	6.7
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Exercise

Look at the forms given in 6.7 under figures 9.1, 9.2, 9.3, 9.4 and work out its applicability and adaptation to our set up.

6.9 Discussion Method

Discussion between teacher and student and between students themselves is a good way to make the students think and interact. This interaction results in discussion and listening to different view-points, clarifying, solving problem as and making choices and decisions. Discussion methods are used for instructional purposes. I. K. Davies has put forth the choice of instructional methods with Discussion method being one of them. Let's read it and see the merits and demerits of it.

Instructional Methods: It is a common sense to choose a method. I. K. Davies Indiana University, pp. 32-43.	6.8
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Exercise

You have been asked to arrange a discussion on Team Teaching. How would you organize it so that it proves to be a worthwhile activity?

6.10 Self-Assessment Questions

1. What factors must teacher keep in mind when supervising the formation of groups within their classes?
2. What is the ideal size of a group?
3. How can the teacher take care of an isolate pupil within a mixed ability class?
4. What is the difference in planning a lesson for a single class and a class of mixed abilities?
5. Many countries are developing their formal systems in such a way that the resources of the school can be used for the education of the adults at times when they are not being used by the school pupils, partly as a continuation of the normal school curriculum for those children who leave the system prematurely or partly to give vocational skills to other adults within the community. To what extent should we consider that the teacher should play a leading role in this type of work and what does this imply for his/her training?

6. What advantages does correspondence education have to offer in terms of:
 - educational opportunity?
 - economics or education?
 - application of sound principles of learning?
7. How should a student work at a correspondence course in order to get the best out of it?
8. Having examined the team Teaching Exercise of Birmingham University, write a proposal recommending the adoption of it in the practice teaching component. Be specific about the time to be given to it.
9. What are the benefits of discussion method over lecture method?

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Unit-7

**TEACHING COMPETENCIES
AND
EDUCATIONAL TECHNOLOGY**

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INTRODUCTION

In the era of technology and scientific discoveries, the role of the teacher has become more challenging and demanding. The rapidly changing society needs to put a premium on people to be able and willing to learn throughout their lives. Since most of the learning takes place outside the school, the young people need to be equipped with a range of skills and qualities but also learn enjoying learning the teacher therefore cannot rely just on the information. The teacher needs to develop in them thinking skills, problem solving skills, creativity and generating new ideas. It also includes personal qualities such as honesty and self-esteem. In fact, learning to learn is very close to learning to be. In order to develop skills and qualities in young learners, the teachers also need to be clearer about the competencies they themselves need, to make an effective classroom and school. Being clearer about which skills and qualities we want our students to develop helps to determine the contexts within which they will be best developed. This includes subject areas, teaching methodologies and the school environment. While taking the responsibility for the learning of the young, the teachers will have to look at their own teaching style, review it for effectiveness, be well versed with the educational technologies around. This can be done by developing skills which help us to think, feel, and act effectively. A central task therefore, for teachers will be the awareness of the skills needed and how to acquire them for being an effective teacher.

OBJECTIVES

After the study of this unit, it is assumed that you will be able to:

1. identify teacher competencies
2. recognize the interpersonal skills essential for teacher
3. know the classroom teaching skills
4. become, aware or the micro teaching concept
5. highlight the importance of the role of educational technology.

7.1 Teacher Competence

Teacher competence or teacher competencies are terms that we come across in the literature of teacher education. Teachers are important to make a difference in individuals' life. The quality of teaching is a crucial factor in promoting effective learning in schools. In order to be an effective teacher according to Smith, there are four areas of teacher competence:

1. Command for theoretical knowledge about learning and human behaviour.
2. Display of attitudes that foster learning and genuine human relationship.
3. Command of knowledge in the subject matter to be taught.
4. Command of technical skills of teaching that facilitate student learning.

Let's look at the details of the above four areas in the "Classroom Teaching Skills" book.

Classroom Teaching Skills". James M. Cooper. General Editor, Chapter 3, pp. 3–6.	7.1
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Recently the Ministry of Education has introduced the National Professional standards for the Teachers in Pakistan. You can read these to have indepth understanding about the teachers' competencies.

National Professional standards for the Teachers in Pakistan, Chapter 4, pp. 16–25.	7.2
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UNESCO report on Strengthening the Role of Teacher in a Changing World: An Asia Pacific Perspective has come out with the following areas of teacher competence.

Areas of Teacher Competence

1.	Teacher what for?	Foundation objectives and goals.
2.	Who to teach"	Getting to know the student and their enrolment
3.	Where to teach?	The school institution, the classroom, the teaching learning environment.
4. 5.	What to teach?	Curriculum contents, knowledge, skills, values and attitude
6.	How to teach?	Pedagogical competencies in general, and for each subject or area in particular.
7.	With what to teach?	Means and materials for teaching
8.	How to evaluate?	Competencies to evaluate both teaching and learning.
9.	How to improve teaching and learning?	Competencies to continuously improve practice (observation, self-reflection, self-study, research, systematization, exchange, collective work, etc.)

Exercise

Make a table of areas of teacher competence as the above UNESCO table for the information given in 7:3

7.2 Teaching Skills

Having read the details of the above four areas of teacher competence and the national professional standars, you must have realized that for a teacher to be effective he/she has to develop proficiency in them. This is not enough. The teacher needs much more interpersonal skills and decision-making are essential elements. The description under serial 2 above in 7.1 has more interpersonal elements that need to be looked into. These details can be studied in the text of "person-centered approach". Development of interpersonal skills is quite different from the academic training. It comes through experience and self awareness, insight and spontaneous communication. The person-centred approach as the name implies has the people as the focal point and every action revolves round them, thus building the inter personal relationship. The points that matter cost are core conditions of qualities namely internal motivation, hidden motivations, empathy, genuineness, warmth. You communicate these qualities to others through counseling skills. In addition to

these skills there are some more skills. These include addressing conflict management, teaching styles, negotiations, and feedback. Under each of the four more skills mentioned in the-list is quite extensive. Let's read for ourselves the details given by Jackie Hill on this approach.

Present-Centred Approaches in Schools, Jackie Hill, pp. 17–29, 44-45, 75-76.	7.3
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Communication is very important for developing Classroom Relationships. In the Bright Ideal Management books “communication skills in a primary school” have been well illustrated. Whatever, level we are working at communication is something which is indispensable. We have this section of the “communication skills” for your information:

Improve your Teaching Bright Ideas Management Books, pp. 17–22.	7.4
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Decision making in the instructional process is very important. Decision making is involved right from the initial planning stage. The model of a teacher as a decision maker is given in Figure 1.1 of the classroom, teaching skills. In this model the teachers while carrying out their instructional roles make decisions related to the three basic functions of planning implementation and evaluation. Figure 1.2 of the same chapter gives the relationship of the teacher competence areas to the process of instructional decision making. This model strives toward mastery of decision making model. Mastery in decision making may not be achieved completely, but the teachers having gone through this process are definitely going to be competent at it and as a result become effective teachers for their students. Hudgins has presented in figure 1.3, mastery of complex teaching skills through three stages by using self-contained training material in a sequential order. Stage-1 involves the conceptual understanding of the skill with its elements sequence and the nature of the final performance. This can be achieved by reading or actual demonstration. Stage-2 /2a require practice exercises. Stage-3 is where the teacher puts it all together for feedback from the students. The description of the skills of planning implementing and evaluation gives the details of the total nine skills needed in this model. You can read more on this aspect in Coopers Teachers Model.

“Classroom Teaching Skills” Model Classroom Teaching Skills. Fourth Edition, James M. Cooper, pp. 6–16.	7.5
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Edgar Stone addresses the teaching kills from pedagogical point of view focusing on pupil learning. His approach lays stress on supervision as well as

reappraisal of students. According to him the key task of the supervisor is to make the students realize that teaching is not telling. It is rather a complex problem-solving activity that never ends. The schedules used by supervisors are not checklist but pre-active guides to action. Supervisors use these schedules for discussions with the students before teaching as part of students' preparation and afterwards as post-active evaluation. In order to understand the pedagogical skills let's read the example given by Stone in the schedule for teaching and evaluation of problem solving (STEPS). An analysis of this schedule makes clear what he means by pre-active (before teaching), interactive (during teaching) and evaluation (post-active-after). He has also emphasized on teaching concepts, learning theory principles which form the base of the pedagogical tasks, skills and cooperative supervision, teaching skills perspective. This has been analytically shown through a table 1.4 focusing on the relationship between general skills and phases of teaching (pedagogical skills). You may like to explore his viewpoint by reading yourself.

"Supervision in Teacher Education: A counseling and Pedagogical Approach". Edgar Stones, Methen & Co. Ltd. London, pp. 51–65.	7.6
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We can conclude our teaching skills and teacher competence section by the following key messages:

- For the qualities that we wish to develop in our young people effective teaching should involves being knowledgeable about what you are teaching.
- The ability to establish and maintain good quality relationship is central to effective teaching.
- Effective teaching involves talking regularly with learners about their learning and listening to them.
- Teachers own preferred ways of learning tend to affect the ways in which they teach.
- Teachers have both the right and the responsibility to develop a climate in the classroom, which supports effective learning. This involves maintaining order without undermining the learners' self esteem.
- Knowing what kind of people they are thinking is essential for teaching.
- Teaching should not a lonely or isolated activity. Teachers need opportunities not only to talk to other about their work, but to work together, and use each as resources.

- Schools need to make the best use of all the resources at their disposal to support teacher personal and professional development.
- Taking positive action is an important aspect of personal and professional development.
- Successful schools have a culture which encourage and supports teachers to reflect on their purposes and principles as well as their practices, and helps them to work together to improve these practices.
- Reflecting on what we, as individuals truly want to achieve in our job is an important starting point for identifying personal and professional development needs.

Exercise

Look at the above messages and write which relate to the four areas of teacher competence, teaching skills, interpersonal skills, decision making, communication skills, pedagogical skills or more skills. You may find that some of the messages may fit in more than one category.

7.3 Micro Teaching

Micro teaching is a flexible tool used in the initial practice of teaching skills. It is used to refine the teaching skills in small steps before they become a component of the actual classroom teaching it helps to analyse the different steps involved in a class teaching lesson starting from the opening of the lesson or introduction, presentation, questioning, encouragement and reinforcement, non-verbal cues and gestures of the teacher, closures of the lesson and planning.

Micro-teaching is said to be scaled-down teaching in which a smaller number of pupils (between four and ten) are taught for a reduced amount of time (between five and fifteen minutes). Also the teacher concentrates on a single teaching skill.

One common and effective way to structure your class is to arrange a small number of chairs for high school or elementary school pupils near the front of the room, with comfortable space left for an observation area toward the side of the room. The front of the room where the teacher is instructing high school or elementary level pupils, is an effective place for an audio or video tape recorder that will provide immediate feedback on the lesson. A limited number of teachers colleagues and a supervisor (probably the course instructor) should also be

present in micro teaching room. There are various ways to organize the time sequence of microteaching activities. One effective method is to structure an hour of microteaching in the following way:

Time (minutes)	Student Activity
5	Student 1 micro teaches
10	Student 1 participates in supervisory session
5	Student 2 micro teaches
10	Student participate in supervisory session
5	Student 3 micro teaches
10	Student participate in supervisory session
5	Student 4 micro teaches
10	Student participate in supervisory session
Total Time 60	

Micro teaching can be done with the help of audio and video recording. This technique is a very good way of providing feedback to the teacher and development of the skill. But even without audio video recording systems, the instructor can call on at least four other sources for feedback. When using audio video recording make sure the equipment is functioning properly beforehand. Place the microphone as close to the teacher as possible, and test various column levels to determine the most effective level for recording. When playing back the recording, only playback the concerned part as the whole recording may be distracting. By referring to the index numbers on the recorder, specific parts of the lesson can be retrieved to examine the relevant skill and the teacher behaviour.

The teacher who is developing and refining questioning skills can be called on to analyze his/her lesson. A second level of feedback is found in the other teachers or candidates who are participating in this activity. Those waiting their turn to teach or those who have finished can be asked to share their perceptions about lesson. A third important source is the elementary or secondary level pupils involved in the microteaching sessions. They can be asked for their opinion and observations about the teachers skills in asking questions. Since the students represent the purpose and centre of the educational process their perceptions are important and valuable source. The final source of feedback is the supervisor. When supervising in micro teaching settings, it is useful to wait until all other sources of feedback have been tapped. In this way the supervisor does not influence the direction of the other comments.

After this brief description about microteaching, let's read and look at the analysis in detail given by Ferná'ndez.

Maria Lorelei Fernaández. (2010). “Investigating how and what Prospective Teachers Learn through Microteaching Lesson Study. Teaching and Teacher Education, 26, pp. 351–362.	7.7
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Exercise

Conduct micro-teaching exercise for different aspects of the lesson like Introduction, Presentation, Questioning and Closure of a lesson also prepare the questions for the opening and closing of the lesson.

7.4 Role of Technology in Teacher Education

The educational technology concept is not new in the Asia Pacific region. In Pakistan AIOU is a good example of an institution making extensive use of the educational technologies. The educational technologies must not be taken as a threat by the traditional teachers. Rather they should be taken by teachers as different ways of teaching. The current technologies are complementing the education system of the nations. The technologies are distinctive in their capacity. Their communication is not restricted to teacher and learner only but extends to other learners also. The range of educational technologies includes audio graphics, audio and interactive video conferencing and teaching network computer based teaching and learning, personal computers CD-ROM data bases, electronic mail, and access to information through communication satellites. Currently internet has opened the new horizons for the educational technologists and they are inclined toward the use of different learning management systems and mobile use for learning. It is another cheap way for getting information. It has brought researchers from all over the world into close-contact with each other. Internet in fact has become a convenient tool and at best an indispensable device having the potential of providing quality input and efficient management. The advent of the Information Superhighways shows that education can no longer be limited to face to face situation. Learners can choose their own place, time and mode of study: Mass communication media, such as computers, particularly the internet are playing a crucial role in the dissemination of knowledge.

The following material contains the examples of use of technology and its potentials.

Eric Klopfer, Scot Osterweil, Jennifer Groff, Jason Haas. (2009). Using the technology of today, in the classroom today. The Education Arcade Massachusetts Institute of Technology.	7.8
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Having looked at the use of educational technology in other countries, a glimpse of what is going on in Pakistan is given here AIOU is already leading in this field. However, at national initiatives for the future have been taken. They are given here for your information.

Recognizing the importance and need of Educational Technology, the proposed Educational Qualification, an integrated approach has recommended a Postgraduate Certificate in Educational Technology to be offered through the distance mode with a practical component of workshop in which the student will learn the basic production techniques (pp. 6–168 to 6–172).

The National Education Policies 1998–2010 and (2009), highlighted the need of educational and information technology. The Objectives under section 10-2 (p.107) of 1998-2010 policy are given as in the chapter are reproduced here for your information.

- 10.2 (a) To modernize education in Pakistan via the application of Information Technology.
- 10.2 (b) To emphasize different roles of computers as a learning tool in the classroom, learning about computers and learning to think with computers.
- 10.2 (c) To provide Internet access to libraries around the world for speedy access to the international source of knowledge.
- 10.2 (d) To popularize Information Technology among children of all ages and prepare them for the next century.
- 10.2 (e) To employ satellite and related communication technologies for the training of teachers and educational activities.

Exercise

Make a proposal for using the different forms of educational technologies in your educational institutions.

7.5 Self-Assessment Questions

1. Enumerate the contribution of AIOU in terms of educational technology input horn the experiences of oilier countries what are the areas that can be further tapped?
2. What do you understand by Internet? What do you see its benefit to your personally and to your educational institution?
3. How can teleconferencing be popularized in the AIOU network?
4. What are some of the Satellite programmes that you have seen in Pakistan? What are their educational benefits?
5. What teachers need to do to improve their teaching-competence?
6. What are skills and qualities that we as teachers want young people to develop?
7. What are the key skills, qualities and attitudes that make an effective teacher?
8. How do you encourage your learners to think for themselves and try out new ideas?
9. What techniques do you use to encourage learner's awareness?
10. What do you think of the phases of teaching using pre-active, interactive and evaluation techniques?
11. How can you encourage your students to improve their communication skills?
12. What are the benefits of microteaching?
13. Where are the different ways of conducting microteaching?
14. Discuss the role of standards in the professional development of teachers in Pakistan.

7.6 Further Readings

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Unit–8

**TEACHER EDUCATION:
A COMPARATIVE PERSPECTIVE
DEVELOPED AND DEVELOPING COUNTRIES**

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INTRODUCTION

The component toward the quality of education is the quality of the teachers. Good teachers mean quality education for the teachers. Quality education has been a matter of interest and concern for different institutions systems and countries. The demand of the teachers has increased many folds but the quality institutions lacks in this regard. Another aspect is the duties they have to perform need variety of task to be accomplished in their setup. Therefore rise in demands has equally given rise to the quality aspect. Different countries in the world have therefore, in various ways been attempting to address the concept of quality and determine ways and means by which it may be created, fostered, and increased in schools and the institutions responsible for prospective teachers. Bearing this in mind, we will look at the teacher education programmes of both developed and developing countries. While examining the educational system for teacher education, examples will be taken of UK, USA and Japan for developed countries and China, India, Thailand, Malaysia and Sri Lanka for developing countries. Common elements of the curriculum, entry requirements, required course work and standards, instructional strategies and materials will be looked into. This comparative overview is important as we all endorse about what constitutes effective teaching, and it is practiced, by people who can be very different from one another. It has also been very rightly said good schools are more than an amalgamation of good teachers, but good teachers are a vital ingredient. We will be looking at different systems for the training of this vital ingredient.

OBJECTIVES

Alter the study of this, unit it is assumed that you will be able to:

1. have an overview of the teacher education programmes including new trends of the developed countries like UK, USA and Japan.
2. know the prescribed requirements of entry course work and instructional strategies used.
3. have an overview of teacher education programmes including new trends of the developing countries like China, Sri Lanka, Thailand, Malaysia and India.
4. know the prescribed requirements for entry, course work, and instructional strategies used.

8.1 Teacher Education Programmes of UK (England, Wales and Scotland)

In the literature on teacher education in the UK, you will find England and Wales described together and Scotland separately. This is so because Scotland has its separate education system. As educators, we are always interested to know about other systems to learn from their experiences. It is from this point of view, that the details of England and Wales and Scotland has been given in 8.1. This document gives details of the education system with a historical background, the “framework of expansion” a policy document incorporating a wide range of statements related to all aspects of teacher training including the institutions in which it will be provided. The objectives and proposed actions for implementation are given from serial 1–6 (p. 186-I 87). A brief of the points is given under the following headings relating to 1–6.

- a) **In-service**
 - i) A large and systematic expansion in-service training
 - ii) A reinforced process induction the first year of service

- b) **Pre-service**
 - i) Progressive achievement of an all-graduate profession leading to a B.Ed degree. This is the initial teacher training qualification on the new pattern replacing the three years degree.
 - ii) Improved training of further education teachers by providing initial training either before or after taking up appointment.

- c) **Institutional up-gradation**

The colleges of education (which were the provider of initial teacher training) were integrated into the family of higher education institutions.

- d) Improved arrangements of institutions involved with training of teachers and their appointments.

- e) Improved arrangements for the control and coordination of teacher training and supply, both regionally and nationally.

In order to have an insight into the above points you may read the information given here.

Teacher Education in England and Wales Teacher Education in a Changing Society (pp. 185 – 188) Secretariat.	8.1
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For further understanding of the England and Wales Teacher education, you may download the following article.

Robinson, W. (2006). Teacher Training in England and Wales: Past, Present and Future Perspectives, *Education Research and Perspectives*, Vol. 33, No. 2.

e) Teacher Education in Scotland

The teacher education in Scotland has different rules and regulations as compared to England and Wales. The details of the Scotland teacher education system are given in 8.1.2 serials 1 – 30 (pp. 189 – 198)

Qualifications and Registration with the General Teaching Council (GTC)

The teacher education of Scotland is under the General Teaching Council of Scotland. Anyone who wishes to be a teacher or get an appointment has to register with the above council. The council also looks to the pre-service and in-service training programmes. GTC has many functions and is responsible for the following:

- Review and advising on standards of education and training. (Serial 2)
- Record or new entry and qualified teachers (Serial 2)
- Updated knowledge on the College of Education's course offerings through visitation teams (Serial 2)
- Empowered to recommend changes in course contents (Serial 2)
- Investigating and disciplinary committee (Serial 3)
- Provide qualifications in primary education, secondary education and further education followed by two years probation period College of Education. (Serial 5)
- Governing bodies are independent from education authorities and universities though it has their representatives (Board of Governors)
- College Board of Studies
- Joint Committee to facilitate the exercise by the college of their functions and the process of consultation on matters of common interest. It meets twice a year, but has a subcommittee of principals, which meets every month. Committee liaison with the Secretary of State for education through two assessors.

Training Courses (Serial 6)

- Nature of courses three for primary, secondary and further education.
- Duration of training: depends on the entry qualification. School graduates given professional as well as general education for the continuation of their own education. Graduates and special diploma holders are given professional studies courses.
- Pre-service training provided by 10 colleges.

Primary Teaching (Serial 7)

Three types: Type I: For Scottish Certificate of Education
3 years course for young men and women of 17+ with three higher grade passes including English and four ordinary passes including Maths.

 Type II: One year Graduate Course

 Type III: Four year B.Ed course offered by six, out of the nine Colleges of Education.

Primary Teaching (Serial 8)

Four types: Type I: One year course for graduate for English and Maths teaching.

 Type II: One year course for diploma holders for teaching aesthetic or Practical subject like Home Economics.

 Type III: Four year course in technical subjects like Physical Education, Drama, Speech and Music.

 Type IV: Four year degree course for B.Ed.

Further Education (Serial 9)

Sandwich course of one term for in-service teachers who have been seconded by their authorities.

In-service Training by four regional committees. Details of the training is given in serials 10-14

Preliminary conclusions (serial 16)

Aims and objectives of preliminary training (serial 17)

Aims and objective of the existing courses (serial 18)

Recommendations (serial 19-20)

Phase I (serial 21)

Phase II (serial 22-24)

Phase III (serial 25-30)

You must have seen the difference between the Scotland teacher education and England and Wales. For detailed comparison read 8.1.a text.

Teacher Education in Scotland. (pp. 189-198). Teacher Education in a changing society. Commonwealth Secretariat.	8.1 (a)
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8.2 Trends of Teacher Education in UK

The schools in the United Kingdom have children from multiethnic groups. This situation placed a very different type of demand on the schools. In order to meet this demand British Government had to take measures in the form of policy and legislation. Therefore, teacher education programmes have to look for the needs of multicultural Britain. Let's read Sally Tomilson's chapter.

Teacher Education in Plural Societies, chapter 3. "Teacher Education for a multicultural Britain, (pp. 27-39), Sally Tomilson.	8.2
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8.3 Teacher Education Programmes in USA

The current teacher education refers in the USA are as a result of 1983 federal government's National Commission on Educational Excellence, which declared that the quality of American education rendered the country A Nation at Risk. This educational reform movement gained momentum due to the conviction that the quality of schools had declined and was inferior to the quality of education in other countries. Furthermore, the belief that improvement in teacher education would improve teaching, shape the nature of the proposals for teacher education reforms.

Pre-service Teacher Education Reforms

Pre-service teacher education reform was brought about because of the following reasons:

1. Teacher education programmes were held in low esteem on their own campuses.
2. College students pursuing teacher education were academically very weak.
3. Teacher educators were engaged in extensive self-studies and those who advocated change merely did it to support their study proposals.
4. Teacher education was heavily regulated by states, who had their own specific requirements for teachers.
5. Teacher education reforms did not cost money.

Agenda for Reforming Teacher Education in USA

An eight point agenda encompassed the teacher education reform movement.

These eight issues of the agenda represented public views. Let's read the 8 point agenda, and see for ourselves what lead to this movement. You may also read the general characteristics of the teacher education.

The Agenda for Reforming Teacher Education in the United States. Issue in International Teacher Education. Chapter 16. (pp. 250-251). System and Characteristics of Teacher Education, (p. 251). Willis D Hawley	8.3
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The initial teacher training requirements in the USA are the following: Undergraduate bachelor's degree requiring 125 credits for prospective elementary teacher and 135 credits for prospective secondary teacher (9 conventional semesters - two semesters in year). The breakup course work is as under:

1 st year (freshmen)	general education courses in arts and science
2 nd year (sophomore)	general education course in arts and sciences
3 rd year (junior)	teacher preparation courses (pedagogy)
4 th year (senior)	practice teaching of 2 semesters

The weightage of course selection for elementary and secondary is different. Those who wish to become elementary teachers have to take almost 45% of their courses related directly to teaching and learning. Students preparing to be secondary school teachers have to take less than 25% of their course in professional studies and major in one or more academic discipline taught in schools

Issues and Problems

A list of some common issues and problems as identified in the USA teacher education are given below. You may search from internet as different school districts in USA have different kind of issues and problems.

1. The academic ability of the teachers should be enhanced.
2. Teachers should be better educated.
3. The teacher education curriculum should be more rigorous.
4. Pre-service preparation should be more practical.
5. The teaching of prospective teachers should be improved.
6. Extended programmes and teachers status in the existed school system.
7. The way teachers are inducted in the profession should be improved.
8. Alternate certification procedures to be streamlined and improved.

Other Issues

There are three other major issues needing attention of the teacher education system are firstly the incentives that will attract teachers of different locations to overcome teacher shortage, secondly establishment of professional standard boards to set and reconsider teacher education policies. The National Board of

Professional Teaching Standards may help in this regard. Lastly, the performance of the teachers and the different roles undertaken by them has to be acknowledged through a reward system.

8.4 Trends in US Teachers Education

You will notice that like UK, the schools in the USA are also filled with cultural diversity. There is a gap in the background of teachers and their students. In order to bridge this gap a need has been felt by the policy makers and teacher educators that the teachers should be educated and prepared to face and teach in culturally diversified classrooms. You can get orientation to this aspect by reading the views of Ken Zeichner, Chapter 13.

Educating teachers for cultural diversity in the United States. (pp. 141–155). “Ken Zeichner in Teacher Education in Plural Societies”.	8.3.1
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Exercise

Make a table to note the issues that are common to both Pakistan and the US school systems. How can we improve our situation by learning from the US teacher education picture?

8.5 Teacher Education in Japan

Like other nations or the world, the educators in Japan are also concerned for quality education. However, it is interesting to note that while the world was praising the Japanese school system and education, the Japanese themselves were concerned. The recent teacher education reforms have taken place due to complicated social issues arising, from rapidly industrialized society under the bureaucratic political system. We must therefore analyze the Japanese teacher education issues from social, cultural and historical perspective.

Reform of Teacher Education

There are two basic issues which led to the reform of teacher education in Japan. The first being establishing the role of the teacher as an autonomous professional, this need was felt because of growing hostility and apathy among students. The second issue was concerned with the adequacy of teaching standards raised for meeting the requirements of pre-service and in-service training system. The teacher education reforms were also felt because of the top-down approach without the input of the teachers. The National council on Educational Reforms was set up in 1984 to put forth a policy guideline paper in 1987 with seven key items as:

- lifelong learning
- moral education

- flexible control of higher education
- cooperative research by universities and private sectors
- internationalization of education
- advisory organization for educational reform

Have you noticed that these are very general issues and we have to address these in Pakistan yet.

Teacher education was reformed in accordance with these seven key items. The reforms in teacher education were regulated by the Educational Personnel Certificate. The pre-service was revised in detail. A tripartite certificate system was introduced by a master's degree certificate. The main features of the reforms addressed the element of flexibility, introduction of counseling, extracurricular activities, and teaching technology, however the duration of teaching practice which was quite soft was not prolonged. A step-by-step in-service programme for beginning teachers was introduced. It had two parts, Part one was apprenticeship training in schools (70 days in a year) and lecture courses in teacher training centre. The lecture courses (35 days in a year) covered subject matter, teaching techniques, and educational goals. The instruction of lecture courses was given by a retired teacher or a veteran

Issues and Problems

The issues and problems related to Japan teacher, education system are listed here. For a thorough analysis of it you may like to read in 8.4 what Manbu Sato has to say in Chapter-10 of “Issues and Problems in Teacher Education: an International handbook”, (pp. 159–166). You may explore the internet for further insight to Japan’s teacher education program.

Manbu Sato, “Issues and Problems in Teacher Education: An International Handbook” (pp. 159–166)	8.4
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1. **Teacher Public Servant:** The teachers are being considered as a public servant or as a professional. The reason for such analysis is due to the deep rooted historical perspective of considering teachers as national servants. The teachers had to face constraints for their professional autonomy due to public perception of teachers being public servants.
2. **The Teacher as Technician:** The teacher in-service programmes are offered by formal and informal agencies. The scope of both agencies is at professional growth with research and case study approach but they are not spared by conflicting modes.

The Japanese teacher education reforms were as a result of three conflicting reforms. These reforms were based on three different models of the teaching profession:

- The traditional teacher as a public servant model (based on the principle of self-devotion to public service).
- The conservative teacher as technician model (based on principle of teaching efficiency).
- The progressive teacher as professional model (based on the principle of teachers autonomy and wisdom)

The Japanese teachers empowerment is on the basis of the professional development model well beyond the concepts of public servants and technicians.

Exercise

Make a column table for the three models of Japanese teacher education. Write the main features of each model and discuss its advantages and disadvantages.

8.6 Teacher Education in Developing Countries

Teacher education and the training of educational personnel is an issue most frequently discussed by the educators at all levels in the developing countries. Even the developing countries like the developed countries are engaged in the reorganization of their teacher education programmes so that they can handle the demands of the rapidly changing world. We will look at the five cases of China, India, Malaysia, Sri Lanka and Thailand: Let us look at China first.

8.7 Teacher Education in China

China is the second largest country in the world and the worlds' most populous nation. It comprises significant diversity in its population and geographical areas. The Chinese government has stressed on the role of teacher from the very beginning but more so after the Cultural revolution of 1976. Teacher education is considered as the fundamental best for preparing a new generation to readily commit to the challenges of the rapidly changing world. The UNESCO report on Teacher Education has listed the needs and issues. They relate to increased findings, reforms giving priority to improvement in teacher education programmes and its institutions, entry and recruitment procedures, in-service programme, post graduate programmes, innovations for quality education and well coordinated administration set up. The brief description of all the above points is given in the reading at 8.5, Lets read it yourself.

People's Republic of China: Review of Case Studies UNESCO. (1990), Teacher Education in Asia and Pacific. Vol. 1 Overview. (pp. 24-27).	8.5
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For further understanding of the Teacher Education in China, you may download the following article.

Zhu Xudong and Xue Han. (2006). Reconstruction of the teacher education system in China. *International Education Journal*, 7(1), 66-73. ISSN 1443-1475, Shannon Research Press.

8.8 Teacher Education in India

The case study of India shows that it also has a big teaching force but it is facing difficulties in some parts, of the country. The issues numerated are common addressing for example finances, poor salary structure, service conditions, training curriculum, mismatch of demand mid supply, duration of both pre-service and in-service training programmes, lack of qualified supervisors for various levels i.e. elementary. The future plans are addressing the issues. Why don't you go through the reading and note points of interest to you.

India, Review of case studies, (pp. 27-28), UNESCO, (1990). <i>Teacher Education in Asia and Pacific, Volume 1: Overview</i> .	8.6
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Exercise

Find out the major issues related to quality of education that are being addressed in the future plan of India.

8.9 Teacher Education in Malaysia

The teacher education programme of Malaysia is a two-tier system. The primary is catered by the Ministry of Education and the secondary by the universities. Like all other countries. Malaysia is anxious and concerned with the structure and curriculum of teacher education. Its concern for teacher training is legitimate as it wants to have its programmes responsive to national needs of the fast changing society in this age of information technology. The issue addresses the structure of teacher education, professional competence of teachers, and development of off campus programmes to meet the teacher shortage. The needs highlight the scarcity of financial, human and physical resources. The professional awareness of the need of the quality of pre-service and in-service education is a priority item for the planers. Lack of coordination in the two tier system for education and research was felt. The future plans are aimed at meeting the major issues and emerging needs through consolidation. Let us read the following article it will help to understand the future vision for the development of teacher education in Malaysia.

Unity in Diversity: "Teacher Education in Multicultural Malaysia" Molly Lee, <i>Teacher Education in Plural Societies</i> . (pp. 256–265)	8.7
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Exercises

1. Malaysia is a Muslim country. What are the elements that are common for us? Analyze the situation for rectification.
2. Pick out the elements that lead to unity in diverse Malaysia.

8.10 Teacher Education in Sri Lanka

The teacher education programmes in Sri Lanka are mainly pre-service and in-service. The pre-service is conducted by three organizations (universities, colleges of education, and units the Ministry of Education) while the in-service is carried out by colleges of education. The issues are no different from the ones we have already come across in the preceding developing countries case studies. The issue of shortage of specific teachers related to primary, technical and aesthetic and backlog of untrained teachers is different from the other examples. Need for quality education has been highlighted through curriculum revision, orientation of teacher educators, computer literacy, curricular activities, community development, and establishment of resource centres. The Ministry of Education further plans try to address almost all issues and cater to all needs.

Let's read the brief of Sri Lankan Teacher Education.

Teacher Education in Sri Lanka (pp. 295–298)	8.8
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8.11 Teacher Education in Thailand

Teacher education in Thailand is carried out by many autonomous institutions functioning independently under their own charters. The universities undertaking teacher education programmes work under the Ministry of University Affairs while colleges are under the Ministry of Education. The issues which Thailand faces are lack of coordination in bringing together the two types of organizations, Production of surplus teachers, ineffective recruitment criteria, unrelated curriculum to the needs of primary and secondary schools. In the needs restructuring the administrative system of teacher education institutions was felt so as to share resources, modification of in-service curricula and teacher induction procedures. The future plan's overall message was on quality teacher education programmes, especially pre-service and in-service cluster system, revision of curricula, streamlining of induction procedures and professional certification for up-gradation of skills.

The literature on teacher education on Thailand gives a different perspective of peaceful education. Let's read the UNESCO overview on Thailand and the development of a peaceful approach.

Teacher Education: A Peaceful Approach to Education and Teacher Education pp. 136–149.	8.9
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Exercise

After reading the case of peaceful approach to education and teacher education, list the factors that contribute to the peacefulness.

8.12 Self-Assessment Questions

1. What do you understand by initial teacher training?
2. What is meant by teachers of further education?
3. What lessons can we learn from the initial teacher training for the new teacher education qualifications proposed, for Pakistan?
4. Give your personal views on teacher education for a multicultural Britain.
5. Compare the requirements of the initial teacher training for secondary teaching in UK and USA. How do these relate to the proposed teacher qualification for B. Ed in Pakistan?
6. Compare the in-service programmes of teacher education in Japan conducted by formal and informal institutions. What do you see as the advantages of this sort of in-service programmes? How does it compare with USA and UK in-service teacher education programmes?
7. What are the innovations of Chinese teacher education that will prepare teaching force?
8. What are the issues that are common to India and Pakistan in the Training of Teachers? How is India overcoming it? Can our issues be also dealt the same way?
9. How does Malaysia propose to strengthen the contents of its teacher education programmes?
10. What aspects of Thailand teacher education ensure quality of training right from the induction to professional certification?
11. Finally the experiences of teacher education from the developed countries and developing countries are very valuable as the learning from their experiences give suggestions for application to ours' context.

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Unit-9

**TEACHER EDUCATION
AND
CHALLENGES OF 21st CENTURY**

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INTRODUCTION

As we approach the 21st century, our responsibilities as teachers and teacher educators are increasing multifold. Our task is not simple. It is more complex and demanding than in the past. We have to assess what changes and adjustments need to be made so that we can face the challenges awaiting us with dynamism and enthusiasm. As a start we have to see which skills are essential for our survival or what will be our new profile. It will not be out of order to say that we need to re-engineer education. Re-engineering is future oriented. Re-engineering in education means everything related to the teaching learning process. It needs to address curriculum, pedagogy, teacher education, teaching skills and competence, reflective practice and action research. “The teacher must become more than a custodian of the past, the teacher must be an apostle of future.” For this role the teacher will have to have a tool kit for all purposes. Also need other gadgets to be included in the kit to become handy and effective.

OBJECTIVES

After the study of this, unit it is assumed that you will be able to:

1. identify the concept of a teacher's tool kit and bits and pieces
2. recognize the new professional profile of the teaching staff for survival
3. contribute to the process of cooperative teaching and being a cooperative teacher
4. undertake remedial teaching
5. build partnerships with community, parents and teacher education institutions
6. use reflective practice for professional growth
7. use action research techniques.

9.1 A Teacher's Tool Kit

A craftsman uses different tools from his tool kit to shape his artifact. In the same way a teacher is also a craftsman/woman as he/she use skills to effectively teach the class. The skills used for effective teaching are the tools of the teacher. The skills will vary according to the nature of the task calling for thinking, reasoning, problem solving, practicing, showing, demonstrating and analyzing.

The teacher will plan and teach the lesson using the skills that will help the student to do the task. In doing so different skills will be used by the teacher to shape the minds of the students. This is what a teacher's tool kit is. Let's look at detailed examples in distance learning scheme course book for methods of teaching.

College of Perceptions. Distance Learning Scheme Course Book for Methods of Teaching. The Teacher's Tool Kit (Ch. 4, pp. 13-41).	9.1
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Exercise

In the teacher's tool kit in this chapter, there are some exercises. Do them as this exercise.

9.2 New Professional Profile of the Teaching Staff

An ICE Conference on "Strengthening the role of teacher in a changing world" was held in Geneva 1996. Recognizing the teachers role and the challenges facing them, a full chapter on the new profile of the teaching staff at various levels has been discussed. It is very important to note that the new profile relates to the life skills needed by teaching staff for survival in the future. Here we have the chapter for you. It will apprise with the new profile for all of us in whatever capacity, we are in the teaching profession.

Strengthening the Role of Teachers in a Changing World, Asia-Pacific Centre of Educational Innovation for Development. Chapter 2 (pp. 63-13). UNESCO. Bangkok 1996.	9.2
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You must have seen that the chapter addresses the new profile of the teachers in terms of teaching competencies, management skills and the professional management of teachers professional duties and responsibilities, personal attributes.

Exercise

Make a current profile of yourself and see what you need to come up to the new profile. List them under the different headings as given in the chapter starting from personal attributes to professional matters.

9.3 Cooperative Teaching

Cooperative teaching as the name applied is to be cooperative with a colleague in teaching. It must not be taken as cooperation to substitute for the other teacher. It is collaborating. With the increase in demands on the teacher's time it is worthwhile to be familiarized with the cooperative teaching. A very description of it is given for you to read.

C5 Cooperative teaching School Council Programme I. Purpose and Planning Schools. Schools-based Staff Development Activities. A handbook for secondary schools by D. Oldroyd. K. Smith. J. Lee	9.3
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The concept of cooperating teacher is not new. We all have been doing it at some time or the other when student teachers come for practice teaching. Unfortunately the inputs of the cooperating teachers have gone unnoticed for unacknowledged. In order to recognize their input and make them part of the system. Sandra Weiser has contributed a chapter in the book "Making the difference for teacher" You can read it here.

Rewarding the practicing professional Sandra Weiser. Making the difference for teachers the field experience in actual practice. Eduor-Goloria Appeh Shek, Chapter 8 (pp. 82–91)	9.4
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Cooperating teachers do make the difference and the recommendations in the chapter of rewarding them is very valid and justified.

Exercise

Recollect the time you have been in a cooperating teaching situation. How did you contributed to it?

9.4 Remedial Teaching

In a classroom situation you are sure to find some students who are not as able as others. They need special attention, you do try to pay attention to them, but sometimes due to other pressing demands you find that they have not had the individual attention. This individual attention is very important for their personal development. In order to streamline, the individual attention for such students the remedial teaching is the ideal thing to do. We have taken an example from the literature on school-based remedial group. This will give you insight into the practice done in UK. Let's read it.

School-based Remedial Insets Group School Council Programme 1. Purpose and Planning Schools. Schools-based Staff Development Activities. A Handbook for Secondary Schools by D. Oldroyd. K. Smith. J. Lee	9.5
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Exercise

Make a proposal for your institution to establish the school-based remedial groups.

9.5 Establishing Partnerships Partnerships with Teacher Training Institutions

Partnerships in the context of education are establishing relationships for collaborating and cooperative ventures. In the preceding sections, we have partnerships among colleagues for cooperative teaching and volunteers for remedial groups. As teachers and teacher educators, we need to build partnerships with teacher training institutions and parents. Partnerships with both parents and training institutions are very important. The partnership of schools with teacher training institutions will help build collegiality. The collegiality element built through partnerships of teacher training institutions will naturally pass on to schools when the new teachers get recruited. Richard Wallace has in detail described the partnership with the teacher training institutions. We can now read it to see its strengths.

Establishing Partnerships between Schools and Teacher Training Institutions (Ch. 12, pp. 150-162) by Richard Wallace. Jr. The Making of a Teacher: Teacher Knowledge and Teacher Education, Pamela L. Grossman, Teacher College Press, Columbia University.	9.6
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Partnerships with Parents

Parents have expectations from schools and the teacher for their teachers. More than often when parents complain about the schools and the teacher, the reason is the lack of communication and relationship. This missing link can cause many problems both for the child and parents. As teachers we should strive hard to build a partnership — a partnership which in the long run would be beneficial. Partnerships with parents do not mean becoming member of P.T.A. PTA is a very small element of the partnership. The partnership has many angles to it. Let's see those aspects in the document by Penny Kenway.

Working with Parents. Penny Kenway, Reading and Language Information Centre & Save the children.	9.7
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Teaching should not be a lonely or isolated activity. Teachers need opportunities not only to talk to each other about their work, but to work together and use each other as resources.

Exercise

Plan two activities one for partnership with a teacher and training college and one with parents. Note the benefits of each partnership.

9.6 Reflective Practice

Reflective practice is not a new concept. Good teaching always calls for self-evaluation. Reflective practice is much more than self-evaluation. Better teaching requires that teachers reflect on themselves and their practice for improvement. In the process of this reflection we make use of systematic inquiry. Reflecting on practice can help teachers to establish what they believe is right and to be able to articulate it. It can also help them to challenge their own thinking and to admit that sometimes they may be wrong and other may be right.

If teachers can be clearer about the beliefs and purposes behind their actions, their ways of doing things, and the theories on which they are based, they will be better able to make decisions about their own personal development, and to change their practice in ways which are right for them.

Sorting out what you as individuals believe about learning and teaching is, as important as coming to a collective response with colleagues.

Reflective on our actions is not easy. It requires willingness to be open and honest and a readiness to be self critical and prepared to ask questions “How am I doing?” “How have I done?”

Simon Collin, Thierry Karsenti & Vassilis Komis (2013) has described reflective practices as a process (examining, thinking and understanding, problem solving, analyzing, evaluating and/or constructing, developing and transforming) concerning a particular object (practice, social knowledge, experience, information, theories, meaning, beliefs, self and/or issues of concern) and in view of achieving a particular goal, or rationale (think differently or more. Let's read it for yourselves.

Simon Collin, Thierry Karsenti & Vassilis Komis. (2013). Reflective Practice: International and Multidisciplinary Perspectives, Reflective Practice Vol. 14, No. 1, 104–117	9.8
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Reflecting on what we as individuals truly want to achieve in our job is important starting point for identifying personal and professional development needs.

Exercise

Pick out one instance/practice from your experience which can lend to reflective practice. Be honest in handling that situation.

9.7 Self-Assessment Question

What strategies can teachers adopt to reflect on their practice and their thinking and to take responsibility for their own development?

9.8 Action Research

Action research is not like traditional research progressing from the initial question to the formulation of data collection, analysis and conclusion. It is about what goes on in the class and the actions taken by you. In this you highlight the process along with the content, rather than the content alone. The focus is on teaching, in addition to student outcomes, and on the interplay between the two. We have the details of other action research in the book of Educational Action research. You may like to read it for yourself in the Columbia University Publication.

Educational action research becoming practically critical. Susan E. Noffke. Robert Stevenson. Editors Teacher College. Columbia University (pp. 2–10:22–28).	9.9
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Exercise

You have read the action research chapter, how can you utilize this experience in your own situation and help yourself become practically critical?

9.9 Bits and Pieces

At the outset of this unit, we had given you the teacher's tool kit. The tool kit gave you exposure to the different skills for you. Now we have some bits and pieces for you. You may consider them as gadgets to aid with your tool kit. Why don't you look at the bits and pieces?

Bits and Pieces: Everything Else You Need to Know About Making Differences for People in the Field Experiences. Gloria Apple Slick & Renneth Ourren. (Ch. 11 pp. 130–136). Making the Difference in Teaching.	9.10
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9.10 Conclusion: Promise for the 21st Century

As we come to the end of the unit, it seems appropriate to conclude it with the extracts of the conclusion chapter of the book "Education for the 21st century.

Conclusion The promise of the twenty-first century. (pp. 161–167)	9.11
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Exercise

Write your own conclusion for the promise of 21st century in context of Pakistan.

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