Comparative Analysis
of Teacher Education Programmes
in Pakistan and UK

A Thesis Submitted By
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In Partial fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Education

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Peshawar, Pakistan
Dedication

After Thanking Almighty Allah

This work is dedicated to my great parents
Whose training enabled me to be what
I am today, and to
My wonderful husband, daughter & sons
Whose love, support and appreciation is
My real strength and treasure

Acknowledgement
The researcher acknowledges the persistent encouragement and guidance of venerable Dr. Mohammad Iqbal, Professor Sarhad University of Science and Information Technology, Peshawar, Pakistan, for his thought-provoking and highly valuable input. Without his enthusiastic interest and unrelenting follow up this work would not have been materialized. She also acknowledges the input of Dr. Mohammad Salim Khan, Vice Chancellor Sarhad University for his valuable comments to refine the proposal of this research.

Cooperation and gracious sharing of resources by Mr. Rooh ul Amin, Director SIE, Peshawar, Mr. Malaknaz Khan, Director IER University of Peshawar, Mr. Jalaluddin, Librarian IER, University of Peshawar and Dr. Asha Shafique, Professor City University is sincerely acknowledged. Technical input of Mr. Mohammad Tariq is also fondly noted.

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Cordial thanks are extended to all those who facilitated this process of inquiry. Special appreciation is extended for kind cooperation of those teachers, coordinators and head teachers who graciously responded to served questionnaires and spared their valuable time for interviews. Meeting of objectives of this study would not have been possible without their active participation, detailed and open responses.

Abstract of the Study
Education a powerful catalyst of positive changes and an effective social ladder for progress can be benefited from only if the teachers are capable and well educated. Modern trends and rapid growth in international processes of education necessitate improvisation of decades old processes of teacher education. With this objective this descriptive and exploratory study had attempted to understand, analyze and compare the two popular pre service teacher education programmes, Bachelor of Education at Peshawar, Pakistan and Post Graduate Certificate in Education at Bradford, UK, due to their many striking parallels, through randomly selected graduates of this programme with 2-5 years of experience at five schools each of the two cities. The objectives of the study included providing basic information to stakeholders and planners about Education Systems in Pakistan and England; exploring in detail all about the two pre service teacher education programmes at the sampled areas; assessing their effectiveness in equipping the teachers with requisite practical skills; and identifying gaps to suggest implementable strategies for improving the teacher education programmes in Peshawar based teacher education institutions.

Many of the ideas got distilled from the study of relevant national and global literature, which highlighted the characteristics of effective programmes, usefulness of comparison and helped to develop parameters of comparison. The data was gathered at source through survey questionnaires and interviews and analyzed both quantitatively and qualitatively and the results helped in materializing the objectives. Thorough exploration provided in depth information about the evolution, nature and characteristics of the two programmes; and their usefulness from the perspective of delivery effectiveness was ascertained. It was found out that the two programmes had similar duration; level of popularity and admission pre requisites; and the dissimilarities pertained to the factors determining the selection of teaching as a profession, route flexibility, key subjects studied; nature of activities and the key weaknesses. Respondents of Bradford were quite gratified with the duration, components, nature, developed skills and adequacy of the programme; where as those from Peshawar desired it to be more participative, practical and skill oriented. On the
basis of the findings and conclusions it was recommended that at Peshawar spending on teacher education be increased; teaching learning process be made more participative, analytical, reflective, and active like it is being done for PGCE. For this teacher educators should be facilitated through up gradation of qualification, participation in national and international seminars, promoting research culture; increasing the duration of teaching practice and making it more structured and guidance rendering.

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<td>G</td>
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List of Abbreviations

(Acronyms)

1   ABTT   Assessment Based Teacher Training
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<tr>
<td>2</td>
<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>3</td>
<td>ADE</td>
<td>Associate Degree in Education</td>
</tr>
<tr>
<td>4</td>
<td>AED</td>
<td>Academy for Educational Development</td>
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<td>5</td>
<td>AEPAM</td>
<td>Academy for Educational Planning and Management</td>
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<td>6</td>
<td>A-Level</td>
<td>Advanced Level</td>
</tr>
<tr>
<td>7</td>
<td>AIOU</td>
<td>Allama Iqbal Open University</td>
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<tr>
<td>8</td>
<td>B.Ed</td>
<td>Bachelor of Education</td>
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<td>9</td>
<td>CT</td>
<td>Certificate of Teaching</td>
</tr>
<tr>
<td>10</td>
<td>D.Ed</td>
<td>Diploma in Education</td>
</tr>
<tr>
<td>11</td>
<td>DM</td>
<td>Drawing Mistress / Master</td>
</tr>
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<td>12</td>
<td>EBITT</td>
<td>Employment Based Initial Teacher Training</td>
</tr>
<tr>
<td>13</td>
<td>EEA</td>
<td>European Economic Area</td>
</tr>
<tr>
<td>14</td>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>15</td>
<td>ESRRA</td>
<td>Education Sector Reforms Assistance</td>
</tr>
<tr>
<td>16</td>
<td>ESRU</td>
<td>Education Sector Reform Unit</td>
</tr>
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<td>17</td>
<td>ET</td>
<td>Equivalency Testing</td>
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<td>18</td>
<td>ETA</td>
<td>Entrance Testing Authority</td>
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<td>21</td>
<td>GCE</td>
<td>Government Colleges of Education</td>
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<td>22</td>
<td>GCET</td>
<td>Government College of Elementary Training</td>
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<td>23</td>
<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
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<tr>
<td>24</td>
<td>GRE</td>
<td>Graduate Record Examination</td>
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<td>25</td>
<td>GTC</td>
<td>General Teaching Council</td>
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<td>26</td>
<td>GTP</td>
<td>Graduate Teacher Programme</td>
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<td>27</td>
<td>GTTR</td>
<td>Graduate Teacher Training Registry</td>
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<td>GTZ</td>
<td>German Agency for Technical Cooperation</td>
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<td>29</td>
<td>HEC</td>
<td>Higher Education Commission of Pakistan</td>
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<td>30</td>
<td>HERA</td>
<td>Higher Education Regulatory Authority</td>
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<tr>
<td>No.</td>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>31</td>
<td>HRCP</td>
<td>Human Rights Commission of Pakistan</td>
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<td>32</td>
<td>HSSC</td>
<td>Higher Secondary School Certificate</td>
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<td>33</td>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>34</td>
<td>IER</td>
<td>Institute of Education and Research</td>
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<td>35</td>
<td>ITT</td>
<td>Initial Teacher Training</td>
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<td>Khyber Pakhtoonkhwa</td>
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<td>37</td>
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<td>38</td>
<td>MDGs</td>
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<td>39</td>
<td>M. Ed</td>
<td>Master of Education</td>
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<td>40</td>
<td>M. Phil</td>
<td>Master of Philosophy</td>
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<td>41</td>
<td>NARIC</td>
<td>National Academic Recognition and Information Centre</td>
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<td>42</td>
<td>NGO</td>
<td>Non-Government Organization</td>
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<td>43</td>
<td>NQT</td>
<td>Newly Qualified Teacher</td>
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<td>44</td>
<td>NTS</td>
<td>National Testing Service of Pakistan</td>
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<td>45</td>
<td>NWFP</td>
<td>North West Frontier Province</td>
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<td>46</td>
<td>OfSTED</td>
<td>Office for Standards in Education, Children’s Services and Skills</td>
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<td>O-Levels</td>
<td>Ordinary Levels-Secondary School Certificate</td>
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<td>48</td>
<td>OSP</td>
<td>Open School Programme</td>
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<tr>
<td>49</td>
<td>OTTP</td>
<td>Overseas Trained Teachers’ Programme</td>
</tr>
<tr>
<td>50</td>
<td>p.b.u.h</td>
<td>Peace be upon the Holy Prophet</td>
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<td>51</td>
<td>PGCE</td>
<td>Post Graduate Certificate in Education</td>
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<td>PhD</td>
<td>Doctor of Philosophy</td>
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<td>53</td>
<td>PITE</td>
<td>Provincial Institute of Teacher Education</td>
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<td>54</td>
<td>Pre-STEP</td>
<td>Pre Service Teachers’ Education Programme</td>
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<td>55</td>
<td>PTC</td>
<td>Primary Teacher Certificate</td>
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<td>56</td>
<td>PTEPDP</td>
<td>Pakistan Teacher Education and Professional Development Programme</td>
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<tr>
<td></td>
<td>Acronym</td>
<td>Description</td>
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<td>Students’ Associates Schemes</td>
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<td>School Centered Initial Teacher Training</td>
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<td>STI</td>
<td>Staff Training Institute</td>
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<td>Training and Development Agency for Schools (at UK)</td>
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<td>64</td>
<td>UAS</td>
<td>Undergraduate Ambassador Scheme</td>
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<td>UCAS</td>
<td>Universities and Colleges Admission Service (at UK)</td>
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<td>United Nations International Children’s Emergency Fund</td>
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<td>69</td>
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Chapter I

Introduction

1.1. Rationale of the Study

The importance of education in the development of a nation is universally accepted because the overall development of every country is strongly related to the type and standard of education prevalent across that country. It has long been recognized as the central element in development and an effective means for upgrading the quality of life. It is well recognized as a powerful factor for socio-economic development and welfare of the societies as a whole. Education is the organized intelligence of a society, which carefully consolidates values, norms, customs, traditions, skills, expertise, knowledge, expected behavioural patterns and aspirations, transferred by senior generations to their upcoming generations. It is the most important type of investment both from an individual’s and nation’s perspective. It is not an idiom but a reality that well thought out and well delivered educational practices have shaped the destiny of nations, by accelerating their socio-economic developments. While enhancing an individual’s income and earning capacity, education also expedites national development through better awareness, polished up abilities, sharpened skills, focused efforts, increased productivity and regular supply of qualified manpower. Education has facilitated inventions and innovations which have promoted progress of civilizations through mechanization, industrialization, modernization and improvisations.

Education is a powerful catalyst of positive changes, opening the doors of opportunities to all, rich and poor alike. It enhances the status of people, elevating their position, bypassing all class systems, by providing them an effective social ladder for progress and development. It is rightly considered a developer of human capital, as it directly develops mental faculties and potentialities of people. It is the human resources of a country, which determine the nature and pace of its social and economic development. Rightly educated individuals have far better abilities
to deal with complex social, technological, physiological and political phenomena. It is the quality of the human brain, developed through proper education that gives worth to all the physical resources. It is education that can convert demographic growth from a liability to an asset. If the growing number of people is educated according to the 21st century’s demands of diversified education, they can appreciably develop and improvise every facet of society. Diversified education as per modern challenges enables the economies to control the monster of unemployment. It equips people with tools for successful living with new dynamism, clearer perceptions, sophisticated skills, refined abilities, broader horizons and enhanced aspirations, enabling them to face challenges successfully, instead of yielding to disappointments and surrendering to turmoil of lives. Proper education builds vision, awareness about human rights and sensitivity to change making it possible for people to move away from the vicious circles of obsolescence, miseries of abject poverty and depressions of hopelessness. Expenditure on education for human resource development increases the skills and abilities of people which, in the long run, raise national product multiplying the national wealth. It builds the productive capacities of the societies to meet the growing needs of the population in an effective manner in this competitive world.

Educated societies are expected to have refined and skilled manpower to design, develop, operate and utilize advanced mechanical equipment for enhanced production, essential for the persistent economic development. Education builds intellectual capital and facilitates capital formation due to its inherent capacity of income yielding potentials. The present era is the era of knowledge based economies, and countries lagging behind in education find it hard to catch up with the developed world. The productive and intellectual potentials of a population, if not developed on time through education, are lost for ever. Timely identification of latent talents, grooming of hidden potentials, developing skills as per emerging demands, apt taping of resources and utilizing available resources in the most economic manner can be benefited as fruits or outcomes of suitable education by educated people. Educated and skilled populace, not only has the potentials of better production, better utilization of available resources, improved promotion of effective and efficient growth processes, advanced vigilance about internal and
external threats to growth and security, but also has the capabilities of learning and benefiting from the experiences of others. This ability to benefit from the knowledge pool enables all educated people, irrespective of their origin, nationality, age and gender, to prosper from individual and collective standpoints. Properly educated citizens are able to take care of their health in an appreciable manner, contributing to national development as sturdy pillars of the country.

The founder of Pakistan recorded in a message on the first Education Conference held in 1947 (GoP 2006) that the future of a state will and must greatly depend upon the type of education it provides to its children and youth. In other words a country’s economic and social future as well as its scientific and technological growth depends on the academic standards being maintained by the teachers in its educational institutions. The Constitution of Pakistan framed in 1973, committed to all its citizens through its Article 37 (b) and (c) (Nakhuda & Uzmi 1986) the removal of illiteracy and provision of free and compulsory secondary education within the minimum possible period, ensuring availability and equal accessibility of technical education, professional education and higher education to all on the basis of merit. (GoP 2007)

All those fruits of education can be enjoyed by nations only if the teachers in the educational institutions are capable, well educated and visionary. The destiny of a country lies in its classrooms controlled by its teachers, who are developing future citizens of the country. Teachers shouldering such mega responsibilities need to be educated and trained carefully and comprehensively so that they are well equipped with skills to educate and groom the future citizens. The government of Pakistan is committed to improving the quality of education through different means. Teacher education is considered one of such important means. It has been considered as one of the important mainstays of all education policies. Improvement of the quality of teaching and learning in developing countries has been greatly highlighted by the Millennium Development Goals, Declarations of international organizations and by policies of the national governments. But unless teachers commit themselves to the improvement of educational standards, translation of goals into practical realities, all educational plans and policies would remain just a few pieces of paper.
Reconstruction and development of societies as perceived and planned by the philosophers and development professionals can see the face of reality, only if these are merged in the educational process by teachers and incorporated in the plans and ideals of the students in their care. That’s why the contribution of teachers is well acknowledged by social reformers and planners in the building of nations. In fact the key player in every educational system is the teacher, who is considered the backbone of entire system, and a pivot around which the whole education system revolves.

It is the teachers who elucidate the realities of nature to their students, illuminate the principles of successful living, clarify the facts of life to them, explicate the values held high by the society, and expound the laws and standards of modern living. Teachers link up the philosophical principles with the practicalities of life. They promote academic excellence and bring about positive behavioural changes in students by developing their hidden potentials and educating them for their mental, physical, social, emotional, moral and spiritual growth formally and informally. Teachers kindle the spark of creativity in every student, awaken latent potentials, encourage and stir up the desire to study, learn and progress through their words and deeds. This centrality qualifies teachers to be the crucial position holders in creating impact on students’ personalities.

Effectiveness of the magnificent role of teachers, outlined above is the result of their educational and professional standing which is a direct outcome of their education and training. That is to say, standards of educational institutions are directly related with standards of teacher education. All this strengthens the fact that special care should be taken in the preparation and education of teachers; ensuring that prospective teachers should be adequately equipped with skills and abilities that would enable them play their role in human resource development very effectively. A nation’s development greatly depends upon the quality of its people, and the quality of people is greatly dependent upon the standard of the properly delivered education. The standard of education to a large extent is reliant upon the quality of teachers who deliver it, and this is further determined by the qualitative standards of teacher-education. This influential role of teachers,
demands great care and attention in their preparation and training, for they need to educate students year after year, not only from classic perspective but also as per needs of the changing times, and their expected responsibilities in the days to come. The futuristic role of teachers expects them to develop, through their education, greater awareness of problems of living in a global situation with better abilities for sorting out new social, political and environmental problems.

This futuristic role of teachers would require more informed, skilled and knowledgeable teachers trained under comprehensive educational standards through innovative and forward looking teacher education programmes. Ascertaining the effectiveness of their education asks for the analysis of existing teacher education programmes, through objective analysis of their standards, efficiency and effectiveness in the global perspectives, as no country and its people could afford to live in isolation. Each country ought to review its prevalent practices and standards with reference to the advancements going on internationally with their across boundaries impacts. The usefulness of what is being delivered locally for the education of teachers could be determined only if it is adjudged in the broader and international scenario.

The current wave of reforms in teacher education also demands reviewing and appraising the existing standards and practices all over the world. The international agencies are keen to examine and review different aspects of existing teacher education programmes even in advanced countries like UK and USA. These efforts are being made to update the training and educational practices as per international standards, to produce highly qualified and competent teachers, as teachers’ quality is on the top of the policy decisions. These initiatives have necessitated an appraisal of the teacher education programmes of different countries, and this study is an effort in line with the same perspective.

1.2. Concept and Purpose of Teacher Education and Need for Improvement

Teacher education is a sub sector of education with its distinct pre service and in service forms. It has been designed to equip prospective and in service teachers with information, knowledge and pedagogical skills to help develop their abilities
and positively reform attitudes and behaviour towards the profession of education. The underlying concept is to facilitate the transfer of cognitive, affective and psychomotor knowledge to students along with building their character and personalities. “Teacher Education consists of all formal and informal policies, activities and experiences that equip prospective teachers with knowledge, skills, attitudes and behaviours required to perform their duties effectively and efficiently in the classroom, school and wider community.” (Farrant 1990)

The process of formal teacher education can help the prospective teachers minimize the troubles of independent learning, economize the teaching time through proper planning and save their students from the wastages of hit and trial. Appropriately rendered teacher education, provides ample opportunities to prospective teachers to understand the nature of teaching process; to benefit from the theories and contributions of educational philosophers; to interlink theory with practice; to envisage responsibilities of a teacher; to comprehend the practical implications of pedagogical strategies; and to discover that to be a student teacher is much more than learning by heart the philosophies and theories of learning. The mutual efforts of teacher education colleges, universities and collaborating schools are to develop the prospective teachers into efficient and effective teachers.

Teaching before twentieth century was considered more of an art possessed by a few but now it enjoys the status of a full fledged profession. Essential pre requisites of teachers as professionals include subject mastery, language proficiency, competence in professional skills, and a commitment to deliver at high standards. Meeting these demands necessitates sound education and practical training of prospective teachers with utmost care and attention, as whatever is acquired by them is transferred to their students with high multiple effects. The present has witnessed and is still experiencing a rapidly but positively changing scenario of processes and procedures of teacher education as a discipline. New techniques are continuously being added to the already practiced traditional pedagogical methods. Educational scenario of today has tremendously expanded with enhanced focus on participative learning processes, better assessment and evaluation procedures, expansion in research based educational literature, endless
discoveries in all fields of knowledge, improvised ways of presenting knowledge and information technology boom. All these developments necessitate a very professional approach to teacher preparation, leading to extensive and intensive education of future teachers in order to pave the way for the betterment of overall education system in the long run.

Zaki W. M. (1999) propounded aptly, “the real purpose of teacher preparation programmes had been to develop in each student teacher the proficiency level of general education and personal culture, the expertise to utilize available resources in an optimum manner, the ability to teach and educate others, the awareness of principles which underlie good human relations and a sense of responsibility to contribute both by teaching and by example to social, cultural, and economic progress”. Referring to different significant works he strongly argued that fundamentally the purpose of teacher education is best fulfilled when teacher preparation programmes necessarily include:

a) General Studies

b) Study of the main elements of Philosophy, Psychology, Sociology as applied to education, the history of education, comparative education, modern pedagogy, school administration and methods of teaching various subjects.

c) Studies related to students’ intended field of teaching

d) Practice in teaching, assessing learning and in conducting co curricular activities under the guidance of fully qualified teachers.

e) Research and experimentation in teaching, promoted through the provision of research facilities as an essential component of teacher education.

So the key purpose of teacher education is to equip prospective teachers with suitable attitudes, appropriate abilities, skills and techniques required to make them effective and efficient professionals. Through different theoretical and practical activities, they are helped to understand the philosophical, psychological, and sociological basis of teaching. It involves the study of classical and modern
educational theories and philosophies to broaden their horizons of knowledge; putting into practice the principles of learning deducted from different theories and philosophies; learning innovative and effective instructional techniques accommodating individual differences and varied needs of students; and comprehending summative and formative assessment and evaluation processes.

Teaching in the academic world, no doubt is valued greatly; but due to recent, strong materialistic waves in the society, teachers’ social status had been affected adversely. It is a bitter fact that people in this profession, particularly in the under developed and developing countries, like Pakistan, do not enjoy the emoluments and fringe benefits to commensurate with their significant role and work. Resultantly this profession is failing to attract very brilliant students for teacher education programmes, placing great responsibility on the teacher educators to educate all those prospective teachers who pledge to become teachers, all the more intensively through comprehensive teacher education programmes, as per national and international standards.

The population of Pakistan is growing at a geometrical rate, from 31 million in 1947 (Dornan 2007) it has escalated to around 180 million in 2010 (WB 2010), with 6.1% growth rate (CIA 2011) substantially enhancing the need for more schools and for more teachers expected with abilities to deliver better. The scientific revolution, modernization of communities and demographic explosion, with every body’s right to education has tremendously changed the social scenario in Pakistan. As there has been a vast development in education corresponding with rapidly multiplying demographical figures, the fall in the teaching profession standards can not be ruled out. When there is an expansion in any social activity, it always entails a flux in the working standards. This demands careful efforts to upgrade and improvise the system. This improvisation can be all the more effective if lessons can be learnt from other countries and comparisons can be made with their teacher education systems for the sake of rectification and refinement. Changes in the world are taking place at the national and international levels, and with every passing day distances are shrinking and communities are coming closer to each other affecting each other’s practices of life. This phenomenon, as
demanded by all those having stake in education, asks for the comparative review of the teacher education programmes. It is also being increasingly realized that the existing standards of teachers at Pakistan in general leave much to be desired. This state is strongly linked with the quality, proficiency and commitment of the teacher educators working in these institutions. They occupying the top most position in the education pyramid shoulder a big responsibility of amicably educating the prospective teachers by maintaining high standards of instruction, to be later replicated by them across the country’s educational institutions.

Teacher education, through teacher-preparatory years is expected to focus on the development of abilities and practical skills that would make them capable teachers who can discharge duties effectively, take initiatives, motivate students and facilitate learning. These theoretical leanings are linked at placement schools with reality promoting professional development of student teachers to impart quality education in the years to come. With the belief that practice makes one perfect, students during school placement phase are expected to be given the opportunity to teach and receive timely guidance and feedback during practical delivery, in order to strengthen good habits and overcome pedagogical weaknesses. No teacher can become proficient in the discharge of expected duties and anticipated multiple responsibilities without practical training. Keeping this in view, different education commissions and committees in Pakistan have highlighted the significance of practical aspect of teacher education and simultaneously pointed out the inadequacies of practical training being given to teachers.

To conclude the answer to the question, that ‘what a teacher is expected to do when s/he is in service?’ serves the highlights of the purposes of teacher education. The teacher has to develop professional competencies to teach several groups of students for one subject at the secondary level, or several subjects to one group of students at the primary level for five to six hours every day. This requires skills of planning lessons, possessing requisite knowledge of the subject matter for conducting lessons in interactive ways through apt use of modern pedagogies, effective communication strategies, and assessing the progress of the learners and success of the teacher comprehensively. Further various organizational and
administrative duties are expected to be discharged by the teacher, like preparing time schedules, developing tests and setting examination papers, conducting examinations, assessing students and preparing progress reports, maintaining records, grooming, guiding and enabling students participate successfully in different curricular and co curricular activities, counseling problematic students, organizing and conducting parent-teacher meetings, maintaining good interpersonal relations with the senior and junior colleagues, maintaining discipline and good learning environment for the smooth functioning of the institution. Along with academic excellence and professional competence, this also requires knowledge of code of conduct and service rules, as these also have an impact upon the daily interactions of the teachers. Preparation of teachers through activities and experiences that enable them for their above listed expected roles, serves as a basis, for understanding the underlying purposes of teacher education programmes.

1.3. Phases of Teacher Education

Farrant, J. S. (1990) observed that since the dawn of the twenty first century teacher education in developed countries remained divided into three phases:

1. Initial Teacher Education

2. Induction

3. Continuing Teacher Education or training.

4. These phases had been a “sine quo none” for the improvement of educational standards.

1. Initial Teacher Education

This phase of education, which is also the focus of this study, pertains to the training that is undertaken by prospective teachers before formally starting the teaching profession. It is a pre-service course taken before entering the classroom as a fully responsible teacher. It is usually provided in Education Colleges, Institutes and Education Departments of Universities where prospective teachers
are introduced to the knowledge and skills needed for professional teachers. The students are formally taught the important components of this profession including aims of education, history of education, perspectives of education, modern approaches to teaching, assessment and evaluation of learning and basics of curriculum development, educational psychology, philosophy and pedagogy. It also provides first hand experience of the practical aspects of the teaching profession. It usually takes a year or so and culminates into a certificate or a degree.

**2. Induction**

This informal phase begins when a student teacher changes from being a part time, visiting student teacher working on placement/teaching practice as required by the teacher education college/university, to a full time adequately responsible professional. Basically induction refers to the process of providing on the job guidance and support to the teachers during the first few months of teaching or the first year of the professional career, as NQT or Newly Qualified Teacher. In countries like UK, during induction the teacher is on probation, and receives guidance and supervision formally from the teacher-tutor, and informally from other colleagues and head teacher. This work load during this phase of education is slightly lesser than the normal, in order to provide time & opportunity for guidance, reflection and grooming. This is a transitional phase from being a student to being a full time teacher. Much of the guidance that that student teachers receive during their Placements (at UK), or Long Teaching Practice (at Pakistan), while studying at a college or university, meets some of the requirements of induction into the teaching profession.

**3. Teachers’ Continuous Professional Development**

It is an in-service process for professional refinement of practicing teachers. It is a life long process in which efforts are made to improve and polish up the potentials of the teachers, at regular and frequent intervals. It includes professional trainings like work shops, short courses and seminars. This is usually arranged by good schools or can be self directed through reading of professional books, discussions
with colleagues, benefiting from online courses, or attending professional training workshops on a self-grooming basis, attending relevant conferences, and symposiums. With the passage of time, all institutions have started to value in-service training of teachers more and more; and are regularly arranging training programmes of different durations for their teachers. These trainings are sometimes general in nature for the improvement of the overall teaching methodologies, and sometimes focused on improving specific subject-teaching skills, promoting mastery of innovative and modern methodologies usually taken up in anticipation for the expected promotions.

1.4. Usefulness of Comparing Teacher Education Systems

Comparative education is an established offshoot of general education all over the world. Along with advanced countries like UK, USA and Australia, at developing countries like India, Bangladesh and others, comparative education is considered a popular educational venture. The underlying objective had been to learn about educational policies and practices of other lands for continuously improving and polishing up local systems. Sodhi (1999) highlighted that apparently the educational system of a country grows out of its historical background, economic and social conditions, geographical features and political systems; and no country is in a position to totally adopt the educational patterns of another country as such. But lessons can be learnt, and successful practices can be adopted to meet the needs of that country.

Learning from education systems of other countries has an essential prerequisite of thoroughly understanding and analyzing the systems prevalent locally. Until and unless the base is fully comprehended no concrete effort can be made for its improvement. Once the existing and presently operating system is understood, worthwhile ventures for comparison and improvement can be undertaken conveniently. In the present era with advancement in technology and with unbelievably fast progression in communication; people of different countries of the world are coming closer and closer to each other. The similarities caused by science and technology are overpowering the differences resulting from cultural
diversities. The fact suggested by increasing resemblances is that different nations of the world, which is considered more of a global village now, can learn a lot from each others’ experiences to save time, energy and resources required for the ‘try and learn’ activities. The knowledge about the successes and failures of other systems can be very awakening and beneficial in comprehending one’s own educational problems, ascertaining the degree of backwardness or advancement of one’s own system through analytical comparisons, particularly with those of the economically and educationally advanced countries.

1.5. Situation at Pakistan

Coming to the scenario in Pakistan for purposes of comparison and analysis, it is realized that there had been considerable quantitative expansion but the qualitative aspect had been ignored to a great extent. This study for the purposes of back drop for comparison of teacher education programmes, ventures to explore the existing state of affairs in the education sector of Pakistan. The fact is that in spite of increased investment in education sector, Pakistan has not yet achieved its target of UPE (Universal Primary Education) that was set in 1960 and was pledged to be achieved by 1980. Analysis of the educational status of Pakistan reveals that reasonable progress has been made by it since its independence. At that time not even a million students were studying in schools, whereas now there are 258420 educational institutions providing diverse educational opportunities to 38.1 million (38126222) students. The education system has employed 1.387 million (1387746) teachers from pre-primary to the graduate level, with varying student teacher ratios depending upon the level and geographical location of the institutions (AEPAM 2009). But at the same time due to a very high population growth rate and fairly declined infant mortality rates, more than twelve million school age children are out of school also, doing jobs or just doing nothing, as either due to lack of capacity of the existing system or lack of awareness of parents about the value of education of their children. The recent comparisons with the educational situation in other countries in Asia show that Iran, Sri Lanka, Maldives and even India are substantially ahead of Pakistan:
Table: 1.1  
Human Development in South and West Asia

<table>
<thead>
<tr>
<th>Country</th>
<th>Literacy Rate % age 15+ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>66</td>
</tr>
<tr>
<td>Iran</td>
<td>82</td>
</tr>
<tr>
<td>Pakistan</td>
<td>54</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>91</td>
</tr>
<tr>
<td>Maldives</td>
<td>97</td>
</tr>
<tr>
<td>Nepal</td>
<td>57</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>53</td>
</tr>
</tbody>
</table>

Source: UNESCO EFA Global Monitoring Report 2010

The situation of full enrollment which is a far cry is further aggravated by an alarmingly high rate of dropouts and inadequate financial allocation. Female literacy rate, 35.2% is abysmally low and education of females and rural population at all levels is tremendously underrepresented. (WEF 2009) Resultantly an estimated 35 to 40 percent children are out in streets. Destruction of nearly two hundred schools by terrorists had forced another half a million to stay at homes. As population in Pakistan is growing at unprecedented rates the need for more schools and for more, better qualified and better trained teachers is rising persistently and substantially. The focus in Pakistan had been throughout on quantitative expansion to meet the needs of ever rising population growth rates. As a matter of fact due to the persistent focus on the quantitative expansion necessitated by substantial raises in population, the qualitative dimension of teacher education in Pakistan remained overshadowed. It failed to receive adequate attention, resulting in passing out of scores of teachers from different institutions with inadequate grip both over the content and teaching methodologies.

AEPAM (2009) data, and a number of research studies indicate that professional preparation of teachers in Pakistan, in general is not adequately standardized. This data revealed that out of 659963 teacher workforce in the government schools of the country, only 234783 teachers, i.e 36 % of the total had B. Ed degree, 61826
teachers or 10 % were with M. Ed degrees, whereas 353493 or 52 % had extremely rudimentary training of PTC/CT levels and the rest were untrained, working mostly in the rural areas. Numerous local, national, and internationally supported studies had highlighted serious deficiencies in the prevalent teacher education programmes. It is commonly agreed that the overall quality of the teachers is abysmally low. Primary school teachers’ certification programmes, PTC/CT had been no more than the relics of the 19th century. These had neither provided adequate communication skills and instructional competencies, nor delivered in-depth content knowledge, reflective thinking or reasoning to make the trainees effective and confident teachers. Instead the pedagogical skills taught had been fostering rote learning, and reproduction of textual knowledge. Both PTC and CT programmes were considered by all educationists as highly inadequate by all professional benchmarks to meet the teaching requirements of 21st century.

Presence of a big majority of sub standard teachers is the situation nearly throughout the country. Teacher education institutions in all the cities including Peshawar have some critical deficiencies, which are hampering their effectiveness. Some of the main shortcomings of the existing teacher education programmes that still exist; have been summarized in a very comprehensive manner by Asia and the Pacific Programme of Educational Innovation for Development (APIED1997) as:

1) Short duration of teacher education programmes

2) Minimal interaction of trainee teachers at schools

3) Outmoded methods of teaching and evaluation at colleges

4) Shortage of audio visual aids and other educational equipment in teacher training institutions/colleges

5) Deficiency of supplementary reading material/professional magazines/research journals

6) Lack of coordination among teacher education institutions; and

7) Absence of incentives for prospective teachers
The above depiction is across board national portrayal, surely representing all provinces including the one under study, i.e Khyber Pakhtoonkhwa (former N.W.F.P). Like other parts of Pakistan it has experienced and is experiencing even greater deficiencies and problems, like the added load of Afghan refugees since 1979, strong wave of terrorism affecting education sector the most, unprecedented floods that had ruined the normal life, institutions and residences. The first major wave of refugees due to Russian invasion entailed entering of millions of immigrants of all ages, adding tremendously to the illiterate or semi literate population of this province.

More than seventy four thousand arrived in 1994, following fighting between Jamate Islami and Hizbe Islami. Another fifty thousand arrived in 1996, when Taliban captured Jalalabad and Kabul. (hubpage 2009) The fall of Mazar Sharif and other fights had lead to pouring in of hundreds and thousands of refugees up till now. Many of them have gone back in the recent past but many have come back again adding to the number of those who had preferred to stay on in Pakistan. These substantially big numbers have aggravated the situation in an unexplainable manner, and tremendously raised the demand for more schools and more teachers. Most of the Afghanis prefer Pakistani schools over their Maktabs (Afghani Schools), for their children, openly acknowledging the better standards of education at Pakistani schools, both Public and Private, especially when compared with Afghani schools. Afghan refugees are spread all over Pakistan but the maximum concentration is at Peshawar due to geographical proximity to Afghanistan and because of linguistic commonality---Pukhto being spoken both at Peshawar and Afghanistan. The huge influx of IDPs (Internally Displaced Persons) due to the cruel wave of terrorism in the recent past in Khyber PakhtoonKhwa and the entry of thousands of people affected by recent unprecedented floods to Peshawar, has added to the demand of more schools and teachers. Such a situation at Peshawar demands special focus to improve the standard of teacher education to meet the tremendous rise in the magnitude and diversity of demand for schools and teachers. Continuing with existing practices would lead us no where. The problems experienced by Peshawar or Pakistan’s education system are very diverse and
chronic. In order to come out of the vicious circle of problems, we’ll have to research, study and improve all components of the education system. In line with this determination, efforts need to be made for improvements by learning through analyses and comparisons of teacher education practices at Peshawar with education systems that are progressing and delivering well in other countries of the world. A former Federal Minister for Education Afzal M. as cited by Farooq R. A. (1999), had observed that Pakistan had been striving to improve its education but had not been successful. Low rate of literacy accentuated by very high rates of population growth along with refugee influxes from across the borders for a persistently long period of time; generally low teaching standards; wastage in the shape of large number of failures at each level of education; overall low level of achievement; weak administrative and monitoring standards at Federal and Provincial levels coupled with extremely low level of investment in education, are the main failings of the system. On the other hand comparatively small number of brilliant students, researchers and dedicated teachers are a hope for the improvement of the system. What is required is a constant appraisal of the system, not by ad hoc commissions and policy making groups, but a set of interested experts in the field who should base their judgments on the basis of scientific enquiry and comparative studies.

1.6. Why to Compare Pakistan with UK?
Many scholars throughout the world have propounded that in order to survive successfully in the global community, and to bring the indigenous teacher education practices closer to the international standards it would seem pertinent to keenly and critically analyze the local prevailing teacher education programmes and to compare these with those well delivering systems of educationally advanced countries; and this study is an attempt in the same direction. England is an advanced country with very high literacy rate and amicably high participation rates at all levels of education. Academic standards prevalent at the educational institutions at UK are appreciated and looked up to, by people of the entire world. So comparison of the local practices of teacher education with the teacher
education systems at UK would be comparing with an ideal role model for improvement and better exemplification.

England has been chosen in this study for comparison due to another fact that present system of education in Pakistan is a legacy of the British colonial rule. British had laid the foundation of the existing education system in the subcontinent, exactly on the lines of the system operating back in their home country England, UK. In spite of sixty three years of independence the basic structure of Pakistan’s education system, is still the same. No major changes have been witnessed so far. The levels of education, the medium of instruction particularly at higher levels, then introduced systems of examinations and supervision are still unchanged. The titles of the degrees and certificates are being continued with up till now. The teacher education systems also retain same fundamental structures. The abundance of these facts prompted the researcher to compare the education system of Pakistan with that of England to explore the similarities and differences in the existing systems of teacher education.

Pakistan is a federal territory with considerable provincial autonomy in its four provinces known as Khyber Pakhtoonkhwa, Punjab, Sindh and Balochistan. On the other hand the UK is a union of four countries, namely England, Wales, Scotland and Northern Ireland with sufficient devolved powers. Teacher training and education is the responsibility of each province at Pakistan and at UK education, including teacher education is the responsibility of each country. At both Pakistan and UK/England students enroll for higher education in universities or colleges of higher education after successfully completing secondary education. Total duration by years for a Master’s degree is nearly the same both at England and Pakistan. At England first degree programmes are usually of three years for full time students, and Masters Degree takes additional one year. Where as in Pakistan the first degree under is of two years, and Masters Degree is of another two years. On the whole both require a period of four years to acquire a Master’s degree, after completing HSSC level education; but, duration of different professional degrees varies from profession to profession at both the places. In both Pakistan and UK, PhD routed through M. Phil takes the same number of years. Common route of professional
education of primary and secondary school teachers, takes one year in duration. These commonalities have promoted ease and convenience for comparison.

A large number of students and teachers in England particularly at Bradford, the city sampled for this study, hail from Pakistan. They have a sizable proportion from the province of Khyber Pakhtoonkhwa; living with either their parents or grand parents, who had moved to England and settled there. The sampled schools have been chosen with the help of Bradford Council, with the criteria that a big majority of the population served by them was Pakistani; for example Frizing Hall situated in the district of Bradford, has the highest concentration of Pakistanis in England and Wales, making up to 73% of local population. (bradford.html2010) Their Pakistani origin adds to many commonalities and yet presents quite profound differences, making it very attractive to be chosen for comparative analytical study.

A wide range of teacher education programmes at Pakistan are being pursued and no untrained teacher can work particularly in any Government school, but nearly all of them use traditional pedagogies in the classrooms. This has led the researcher like many other educationists to question the effectiveness of the prevailing teacher education programmes. Another challenging situation is in the classrooms, particularly of Private Sector Schools, where many of the learners are far more capable than quite a few teachers with old and limited knowledge acquired through traditional methods, many years ago. All these facts motivated the researcher to look into prevailing local teacher education practices analytically in order to ascertain their effectiveness from different angles to identify good practices and areas for development.

At Pakistan in general and at Peshawar, Khyber Pakhtoonkhwa in particular, very appreciable efforts are being made, with the help of international agencies, to improve the standard of teacher education. Government’s interest in the review and improvisation of existing teacher education programmes to bring them at par with the modern demands and international standards can put an unspoken premium on the researcher’s efforts to ascertain the effectiveness of the current teacher education programmes, especially Bachelor of Education. As per observation of Westbrook J. (2009), research on the effectiveness of teacher
education and the relationship between training and actual classroom practice, particularly at Peshawar, Pakistan stands to be very limited, even though it appears to be highly pertinent to sustained improvement of educational quality. It is with in this context also, that the study explored the effectiveness of the prevalent teacher education programmes at Peshawar, and compared with those being practiced at England, United Kingdom and Pakistan, to add to the very limited pool of research studies about teacher education systems functioning at Peshawar. The sampled programmes for comparison, B. Ed at Peshawar and PGCE at Bradford have been selected as both are offered to degree holder candidates who possess adequate subject mastery & opt for this professional programme to acquire pedagogical skills, which are adequately offered by both B. Ed and PGCE. In a more pragmatic sense, this comparison would enable the concerned authorities to better review the concurrent practices for general improvements.

1.7. Pakistan and the United Kingdom

A thorough study and comprehension of the education system of both the countries can facilitate the understanding of the teacher education systems practiced at the sampled cities that is Peshawar and Bradford. Getting to know the overall system of education can serve as a base or an essential prerequisite for progressing towards the study of the currently practiced teacher education systems at Pakistan and United Kingdom. Teacher education programmes by virtue of their nature build upon the knowledge-base acquired by the student teachers before joining any teacher education institution. It equips the would-be teachers with tools, ways and means to communicate their knowledge to their future students in the most effective and efficient manner. Teacher education is not only a significant component of general education, but also the key contributor to the effective functioning and standard of the education system.
1.8. Pakistan: the Country and its Education System

Pakistan officially known as ‘the Islamic Republic of Pakistan’, situated in South Asia was Established in 1947. It is now the 48th largest economy in the world and the second largest economy in South Asia, by GDP. Lying between the latitude of 23.30 and 36.45 North and between the longitudes of 60 and 75.31 East, Pakistan covers 796095 square Kilometers or 340,403 square miles, approximately equal to the total area of UK and France.

Figure: 1.1 - Pakistan with its Capital and Provincial Capitals

Pakistan is the sixth most populous country in the world and as per 2010 estimates its population is around 180 million; with the second largest Muslim population of the world. (WB 2010) The population density of Pakistan is 213 persons per square
kilometer. It is a federation of four provinces, a capital territory, federally and provincially administered tribal areas, and Gilgit Baltistan territory. The country’s capital is Islamabad; (the starred city on the map). The provinces include Khyber Pakhtoonkhwa, Punjab, Sindh, and Balochistan, with provincial capitals as Peshawar, Lahore, Karachi, and Quetta respectively. (the looped cities on the map) Pakistan is a multilingual country with Urdu as its national language, English as an official language and Pukhto, Punjabi, Sindhi and Balochi as provincial languages. Climatically it is very hot in the summers and fairly cold in the winters. The constitution of the country provides for a federal parliamentary system with a President as head of state and a popularly elected Prime Minister as head of government. The President is the commander in chief of Armed Forces and has provincial representatives as Provincial Governors. Like UK Pakistan has a bicameral legislative system, with two legislature bodies, consisting of Senate-the upper house; and National Assembly (NA)-the lower house. NA with 340 members is headed by the Prime Minister. It also has a Senate with 100 members. Each province has a provincial assembly headed by a Chief Minister. Pakistan is a multicultural and multiethnic society with refugee population as one of the largest in the world. 95% of its population is Muslims and the remaining are Christians, Hindus, Sikhs and Parsees. People of Pakistan are hardworking, hospitable and friendly by nature.

1.8.1 System of Education

Education at Pakistan is both a Federal and Provincial subject. Responsibilities of the Federal Government include over viewing of Pakistan’s entire system of education, the formulation of national education policies and plans with the input of all four provincial ministries and departments of education. The Federal Ministry of Education (MoE) headed by the Federal Minister of Education along with the Federal Education Secretariat deals with policy-making, curriculum development, accreditation and coordination as an advisory authority, besides direct administration of the educational institutions situated in and around the capital and outside Pakistan.
Department of Education of Khyber Pakhtoonkhwa (KP) Province has been divided into two separate departments since July 2001, i.e Department of Elementary and Secondary Education and the Department of Higher Education. The two Provincial Education Ministries are headed by two different ministers, the Minister for Higher Education and Minister for Schools and Literacy. Provinces enjoy considerable autonomy, and develop and implement their own policies and educational plans as per provincial demands and available resources; in the common overall broader perspective for uniformity and common standards.

**Figure: 1.2 Organizational Structure of Education Department at Khyber Pakhtoonkhwa Province**

Source: *Gateway to Govt. of Khyber pakhtoonkhwa 2011*

At the apex of the provincial Education Department for Elementary and
Secondary Education is the Minister for Elementary and Secondary Education, who is directly assisted by the Secretary for Elementary and Secondary Education. The Secretary is further assisted by an Additional Secretary, a Special Secretary, and an Additional Secretary cum Director ESRU (Education Sector Reform Unit). The Additional Secretary E&S has the subordination of two deputy secretaries, Deputy Secretary (DS) Administration and Deputy Director EMIS/IT (Education Management and Information System / Information Technology) and one CPO (Chief Planning Officer). Six Section Officers (SOs), each with a different set of responsibilities, assist the DS Administration; and CPO is assisted by two Senior Planning Officers, SPOI and SPOII. SPOI has the assistance of two planning and one statistical officer.

SPOII is also assisted by two planning officers. DD EMS/IT is assisted by three Deputy Directors for web functions, coordination, networking and other IT related activities. Additional Secretary ESRU, has the subordination of two Deputy Directors and two Coordinators. Assistant Director Planning and Coordination reports to Deputy Director Planning and Coordination, and three monitoring officers and one Accounts officer are commanded by Deputy Director who reports to Additional Secretary ESRU. The policy and programmes planned at the Secretariat are implemented in the field by the Executive District Officers, Education (E. D. Os Education). Their functions include policy formulation, teacher training, budget allocation and disbursement of funds to the district governments. Each EDO at each district is assisted by District Education Officers, Secondary Education (D. E. Os Secondary) and District Education Officers, Elementary, (D. E. O Elementary) who have the subordination of male and female Deputy District Education Officers (D. D. E. Os) and other supervisory staff.

This District Education staff is responsible for supervision and monitoring of schools, policy implementation, recruitment and transfer of teachers. Provincial governments also overview and administer all the Universities which are financed by the Federal Government through the Higher Education Commission (HEC). Both public and private universities and other higher education institutions are over viewed by HEC for planning, development and granting of charters, and their
academic progress is also coordinated, reviewed and evaluated by the HEC.

Major providers of formal education up to Secondary level in Pakistan include the State, the Private Sector and the ‘Madaris’ or the faith schools. Education provided at the Government schools is free of cost for every one, but in the private sector institutions, educational expenses are borne by the parents for the purpose of good quality of education. Though the private sector is flourishing at a very fast speed throughout the country, still the Government schools provide education to every four out of five school going children. (Rizvi and Eliott 2007) In the Government sector of K.P province there are more than 114364 teachers in 26793 Government institutions (17622 for boys and 9171 for girls) for more than 3817211 student population (with 2307427 boys and 1509784 girl students) from pre primary to higher secondary level, with the following levels of professional qualifications. (AEPAM 2009)

Table 1.2  Professional Qualifications of Teachers of Govt. Institutions of KP

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTC</td>
<td>36291</td>
<td>21370</td>
<td>57666</td>
<td>40%</td>
</tr>
<tr>
<td>CT</td>
<td>5172</td>
<td>2324</td>
<td>7496</td>
<td>12%</td>
</tr>
<tr>
<td>B.Ed</td>
<td>25833</td>
<td>14531</td>
<td>40364</td>
<td>36%</td>
</tr>
<tr>
<td>M. Ed</td>
<td>6674</td>
<td>2163</td>
<td>8837</td>
<td>10%</td>
</tr>
<tr>
<td>Untrained</td>
<td>417</td>
<td>1870</td>
<td>2287</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>76924</td>
<td>37440</td>
<td>114364</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Educational Statistics of Pakistan-AEPAM 2009

1.8.2. Structure of Education

Formal education in Pakistan is mainly divided into eight levels: primary, middle, secondary, higher secondary, graduate, post graduate, M. Phil and doctorate level, (Saeed 2007) as given in figure 1.3. Primary level includes grades from Nursery / Kachi to grade V; Middle level includes grades VI through VIII, (though in most cases it is attached with secondary level); High level that comprises of grades IX and X culminates with a Public examination and acknowledgment of its completion with the issuance of Secondary School Certificate from BISE;
intermediate level which includes grades XI and XII and the successful completion of Intermediate Public Examination is accredited with Higher Secondary School Certificate; two years study of graduate level at colleges, and two years study at the universities or post graduate colleges completes university education for many. Quite a few acquire the post masters education of M. Phil/Ms level and a few continue it till the highest level of formal education of doctorate or Ph. D. At some institutions direct induction to Ph. D after masters is also done through M. Phil leading to Ph. D programme.

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**Figure: 1.3 - Structure of Education System in Pakistan**

- Bachelors of Grades: Part I & II
- Masters of Science/Arts Part I & II
- Post Doctorate
- M.Phil/MS
- M.BA, MCS, 2 Yrs Study
- Bachelor of Medicine-5 years Study
- Bachelor of Dentistry-4Yrs Study
- Diploma of Associate Engineers
- Higher Secon: Grades: XI XII (Intermediate) Age: 15/16 16/17
- Secondary: Grades: IX X (High) Age: 13/14 14/15
- Middle Grades: VI VII VIII Age: 10/11 11/12 12/13
- Primary Grades: I II III IV V Age: 5/6 6/7 7/8 8/9 9/10
- Bachelor of Engineering (4 Years Study)
- M. Ed and M. Ed 1+1Yr of Study
- MSc Agriculture 4 Yrs of Study
- Post Doctorate
- PhD 2/3Yrs after MPhil
- B. Ed and M. Ed 1+1Yr of Study
**a) Primary Education**

Primary education at Pakistan begins at five years of age at Public Schools with ‘Kachi’Class, at four years of age at Private schools with Nursery Class; and is completed in five/six years. The medium of instruction at the Government run schools is either Urdu or the regional language and is English at the private educational institutions. The curriculum revolves around English, Urdu, Mathematics, General science, Social studies, Islamiat, and Physical training. All Primary schools run by the State are single gender-Urdu medium schools but co-education is common at Private Sector Schools, (particularly at Primary level) that are mostly English medium. Since quite some time primary education has been supported by national and international agencies, and this has considerably enhanced participation rate at this level throughout Pakistan.

**b) Secondary Education**

Secondary Education consists of three stages: a three-year stage of middle level education; two-year of secondary education; and further two-year duration for higher secondary education at intermediate level. Though transitionally Middle school is a part of secondary education, but in principle, secondary education is considered to consist of Grades IX and X. At the Middle level, (Grades VI to VIII), at ages 11-13, compulsory subjects of Urdu, English, Mathematics, Social Studies, General Science and Islamic studies (Islamiat) are studied and students are examined internally by the schools on terminal and annual basis. In Grades IX and X at ages 14 and 15 studies are divided into streams of Science, Computer Studies and Humanities, and students are externally examined by the Boards of Intermediate and Secondary Education. At the end of Grade IX students are examined for each of the first parts of seven academic subjects; and at the end of Grade X, they appear for the second parts of the above listed seven subjects, except for replacement of Islamiat by Pakistan Studies in Grade X. Secondary School Certificates or Matriculation certificates are awarded on successful completion of ten years of education.

Students studying in the Science stream study Physics, Chemistry, Biology/Computer Science, Mathematics, English, Urdu, Islamic Studies and
Pakistan Studies. Where as, a long list of subjects is offered to those from the Humanities group to choose three subjects in lieu of Physics, Chemistry and Biology, but all other subjects are studied as compulsory subjects by students of all streams. Intermediate or Higher Secondary Education Studies are carried out mostly at Colleges, and in some cases at the Higher Secondary Schools. Students of grade XI and XII can study either subjects of Science or Humanities, General Science or Computer Studies, at the ages of 16 and 17, with Public examination and certification by the BISE, (Board of Intermediate and Secondary Education). BISEs are autonomous examining bodies and are found through out the country. Uniformity of standards and quality assurance, at all BISEs is maintained by the IBCC (Inter-Boards Committee of Chairmen) based at Islamabad, the capital of the country. All Boards implement the collectively decided policies for the conduction of Public Examinations and for application of uniform grades from A+ (Outstanding) to Grade F (Fail). The Science stream is further bifurcated into Pre Medical, Pre Engineering, Computer Studies or General Science streams. Many students in the private sector opt for the examination of General Certificate of Education/ International General Certificate of Education (GCE/IGCE), conducted by the British Examination Boards, University of London and Cambridge at the local autonomous examination centers or through the facilitation of the British Council. Students generally study 8-10 subjects at GCE and 3-5 subjects at the GCE A Levels, but there is no upper limit for the number of subjects.

c) Madrassahs / Madaris (Religious Schools)

The Madaris, self governing and independent religious institutions, operating concurrently with regular Primary and Secondary schools are fewer in number as compared to the Government and Private sector schools. These provide Islamic education through Urdu and Arabic as languages of Instruction. The key features of the curriculum are the study of the Holy Quran and Hadith (teachings of the prophet Muhammad p.b.u.h). Enrollment, boarding & lodging facilities are mostly free of charge. These are financed through contributions from well to do Muslims, inland and abroad, but in some cases they receive grants from the Federal Government also.
The primary level institutions called Maktabs, usually work as attachments of local mosques, and provide basic Islamic education focusing on reading and learning the holy Quran by heart. Secondary school Madaris deal with higher level of Islamic education. For better standards of education and in order to integrate the Islamic and formal education systems, the formal schools’ curriculum of English, Mathematics, General Science and Computer Science are now studied compulsorily through Urdu medium of instruction, at all Madaris also. These are governed by regulatory and Sanad - (certificates) -awarding bodies, which include ‘Jamea-tus Safiya’ ‘Wafaq-ul-Madaris’, and ‘Tanzeem-ul-Madaris’. Different level certificates of Madaris’ correspond to the formal system, like ‘Tajweed wa Qiraat Ibtidaya’ is equal to primary schooling, ‘Mutawassita’ is at par with Middle level, ‘Saniya Aama’ is equated with S.S.C, and ‘Saniya Khasa’ to the H.S.S.C, after which the students are eligible to continue higher education at Madaris or at Universities of the formal sector.

d) Vocational / Technical Secondary Education

Nearly all vocational schools run both certificate and diploma programmes. The duration of certificate courses is one year and that of diplomas is two years in various trades at the secondary level (Grades IX and X) leading to the Secondary School Certificate in technical education. This certificate qualifies students to continue their education at Technical Institutes of higher education.

e) Higher Education

At the time of independence in 1947 the country had only one University, the Punjab University. Now as of 2009-2010, according to Higher Education Commission of Pakistan (HEC), there are 127 fully functional and recognized Universities in the country that offer academic programmes up to Masters level and many offer up to PhD level. (Wikipedia 2011) Seventy one of these universities are Public Sector Universities and fifty six are in the Private Sector. Five Pakistani universities rank in the World’s top 600 universities. (Times 2009) The guidelines for charter and operations of Universities are issued by the HEC. For standardization, all degree-granting higher education programmes are assessed by HEC. Universities enjoy autonomy in the appointment and promotion of the
faculty members, admission, examination and certification of students. Practice of external examiners is there for the promotion of objectivity and uniformity of standards. For ease of administration all universities are divided into faculties which are further subdivided into departments. With English as medium of Instruction, the Higher Secondary School Certificate, and a pass in the entry test, are the essential pre requisites for admission to the graduate level study. Higher education is provided in three stages at the universities and higher education colleges; where each stage is independent of each other, yet in case of continuity, provides a base for the next higher stage. These stages include:

**Stage I:** Bachelor’s Degree/B.A (Bachelor of Arts) or B. Sc (Bachelor of Science) is awarded after two years of formal education and with honours after three years of fulltime study in Humanities, Sciences or Commerce. The induction requirement for Bachelor’s programme is twelve years of formal education certified from BISE through Higher Secondary School Certificate, either in Science or Humanities or General Science; or A Levels from any International University. Whereas, four years of formal education is required for Bachelor’s degrees in Engineering, Pharmacy & Computer Science, and five years are needed for Bachelor’s in Medicine.

**Stage II:** Two years of study after the bachelor’s degree and one year after bachelor’s degree with honours at the University or any Post Graduate college leads to the acquisition of Master’s Degree, both in Sciences and Humanities. Conduction of Research is an essential component for Masters in Sciences.

**Stage III:** A minimum of two years of regular study at a university along with a research study of advanced level on an innovative topic, certifies the candidate with an M. Phil. or Master of Philosophy or an M.S or Master of Science degree after M.A. (Master of Arts) / M. Sc. (Master of Science). Another two to three years after the M. Phil/ M. S or four to five years of regular study (for M. Phil. leading to Ph. D. programme) at a university beyond Master’s degree, and a Research study of an international level, leads to the Doctoral degree. The essential pre requisites of a doctorate programme include M. Phil and clearing of national and international GREs. The duration of study is five to seven years for
programmes like the Doctor of Literature (D.Lit.), Doctor of Science (D. Sc.), Doctor of Law (L.L.D.) and Doctor of Philosophy (Ph.D.).

f) Higher Education (Non University)

Polytechnics, technical and commercial institutes and colleges provide non-university higher education, comprising programmes of two to three years leading to certificates and diplomas awarded by Provincial Boards of Technical Education.

g) Financing of Education

Pakistan spends a very low percentage of GDP on education, which falls within the range of 1.68% in 1998 to 2.61% in 2007 (Javed 2007) and 2.8 percent of GDP in 2010 (UNESCO 2010). It is striving to come up to the international recommendations of at least 4% as determined by UNESCO. Inadequate funds for the requisite number of institutions, self-financing and high tuition fees at the private educational institutions are a limitation for the spread of education at all levels throughout the country. According to the NFC (National Finance Commission) Award, Federal Government provides funds to all provinces from its divisible pool, as per population ratio of each province. Provincial Governments add up their own funds with this share and allocate funds to different sectors of education according to their own priorities, usually governed by the political manifesto of the sitting political governments.

Table 1.3. **Public Expenditure on Education as Percentage of Total Government Expenditure 2004-2005 to 2008-09 (Rs. in Millions)**

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Total Public expenditure on education</th>
<th>Total government Expenditure in Financial year</th>
<th>Public Expenditure on Education as % of Total Government Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-5</td>
<td>139968</td>
<td>1116981</td>
<td>12.5%</td>
</tr>
<tr>
<td>2005-6</td>
<td>170709</td>
<td>1401900</td>
<td>12.2%</td>
</tr>
<tr>
<td>2006-7</td>
<td>216518</td>
<td>1799968</td>
<td>12.0%</td>
</tr>
<tr>
<td>2007-8</td>
<td>253746</td>
<td>2276549</td>
<td>11.1%</td>
</tr>
<tr>
<td>2008-9</td>
<td>275601</td>
<td>2531308</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

ii. Economic Survey of Pakistan 2009-10, Finance Division, Islamabad
Spending on education at Pakistan is abysmally low especially when compared with 20% recommended by UNICEF and 6% laid down by the Dakar Framework of Action at the World Educational Forum in 2000. As per HRCP report (2009) with this meager spending Pakistan stands among the 12 countries of the world that spend that little on education, and 117th out of 134 countries in terms of quality of primary education as per World Economic Forum’s Global competitiveness Index 2009 (WEF 2009). The irony is that the population of Pakistan is increasing but a marked percentage decrease in expenditure is being experienced, negatively affecting all sectors of education.
1.9. United Kingdom: the Country and its Education System

United Kingdom officially known as “United Kingdom of Great Britain and Northern Ireland”, is a sovereign state, located at the Northwest of Europe. It is an island country surrounded by the Atlantic Ocean, North Sea, English Channel and Irish Channel. It lies between latitudes 49°N and 59°N and longitudes 80°W to 20°E. The total area of UK is 245000 square Kilometers or 94600 square miles.

1.9.1. The Country and the People

United Kingdom is a constitutional monarchy including four countries, England, Scotland, Wales and Northern Ireland. It is governed by a parliamentary system with its seat of government in London, the capital, (the looped city in the south on the map of England: Fig. 1.3) and three devolved national administrations in Edinburgh, Cardiff and Belfast, the capitals of Scotland, Wales and Northern Ireland respectively (the looped cities on the map of Figure 1.3). The Northern Ireland has its own Parliament whereas the rest of the country is governed by the Parliament in London. England does not have a devolved parliament or devolved regional assemblies.

UK is a developed country with the sixth largest economy of the world by GDP and with one of the highest literacy rate, i.e 99%. It spends 5.3 % of its GNP on education. The total population of the country, as per 2001 census was about 59 millions, but by mid 2008 it was estimated to have grown to more than 61 million; of whom 51.06 live in England, 5.17 million in Scotland, 2.99 are in Wales and 1.78 million in Northern Ireland. As per estimates of mid 2009 it is estimated to have grown to 61. 8 million. UK’s population density is one of the highest in the world due to the very high population density of England, which is 990 persons per square mile or 383 inhabitants per square kilometer. This is much higher as compared to other three constituent countries of the UK. (amazon 2011) Ethnic diversity varies across UK; in 2007, e.g. 22% primary and 17.7 % secondary students at State schools in England were from ethnic minority families. English is mainly spoken across the country and French and German are two main languages studied as second languages.
Figure 1.4 - United Kingdom

UK is comparatively a small country, not very rich with natural resources but is very advanced technologically and economically. It is an industrially vibrant country, and has to import raw material and labour from underdeveloped countries to keep its industries functioning profitably. Climatically it is quite cold with frequent snow in the winters at most parts of the country. As people, British are strong and adventurous; have brought many revolutions in the world and have ruled the world for a very long period of time. The ordinary man has complete...
social security in health, pension and unemployment.

1.9.2. System of Education

Education is one of the prime responsibilities of the State. A separate institution at each country of UK deals with all the affairs of education; basics of all are quite similar but differences are found as regards their roles and functions. At England there is a Department of Education and Skills (DfES); at Wales, Welsh Education Office, at Scotland, Scottish Executive Education Department (SEED); and in Northern Ireland, the Department of Education takes care of all the matters pertaining to education. Other major administrative educational bodies include Training and Development Department at England, and General Teaching Council (GTC) in Scotland. Each country is responsible for framing its own policies and plans.

Parents are legally bound to ensure that their children aged five to sixteen regularly receive good full time compulsory education. State or Public schools and colleges are funded from national taxes, and about 93% of the student population receives free education financed from public funds at State schools, but a small proportion attends autonomous, fee-charging private schools that are independent of State’s financial support. Education at State schools is completely free except for some voluntary charges for co curricular activities. There are some State funded faith schools and some boarding schools also where charges are only for the boarding houses. About 90% of State Secondary schools are Specialist schools where they get extra funding from the State for one or more subjects in which they specialize. All schools follow the National Curriculum, and all undergo National Curriculum Tests at the end of Key Stage 2 in core subjects of English, Mathematics and Science. Assessment in schools for foundation subjects is according to National Curriculum Attainment Targets provided to all teachers.

Education at England is over viewed by the Department for Education and by the Department for Business, Innovation, and Skills. The implementation responsibility at local level is that of Local Authorities. The fundamental objectives of the Government’s education policies are to provide equal opportunities to all children to enhance their achievement standards, to make
higher and further education very accessible, to involve parents in the welfare of their children, to make education respond to societal needs and to use all resources available for education in the most productive and rewarding educational activities.

Students follow a common curriculum leading to the General Certificate of Secondary Education (GCSE) and Vocational Certificate of Secondary Education (VCSE). Students are allowed to select a number of GCSEs, VCSEs as per their personal preferences and aptitudes. Quite a few schools cater for the educational needs of the students for additional two years till they sit for the Advanced Level of General Certificate of Education. (GCE A Levels)

a) Primary and Secondary Schools

Ninety percent of boys and girls are taught together in most primary schools. Most Independent / private fee-charging schools are mixed at the primary level and single -gender at the secondary level. These schools are registered with, and inspected by the government and governed by independent boards. There is no constitutional requirement to provide education for children less than five years of age, but nursery education is now very popular at UK. Compulsory education begins at five at infant schools and at seven they go to junior or primary schools. The average age of passing out from primary school and entry into secondary school is eleven years. Schools are organized in a number of ways including Secondary schools with age range, from 11 to 18 years; Middle schools whose students move on to senior comprehensive schools at the age of 12 & study there till the age of 16. Tertiary colleges offer a full range of vocational and academic courses for students over 16 years of age. Now through Education & Skills Act 2008, school leaving age for compulsory education has been raised to 18, and implementation on this decision would be made effective in a graduated manner, i.e. the change would be effective for 17 years old in 2013 and for 18 years old in 2015.(National Archives 2010)

Most common form of post 16 education is the study of A levels, (Advanced level certificate), which is a pre requisite degree for admission into any university at UK. Most of the students study three or four subjects selected in relevance to their anticipated university specialization. Study of A levels can be carried out at
Secondary Schools, a Sixth Form College or a Further Education College.

b) Examinations

At the completion of the secondary education at UK, at the age of sixteen, secondary school students appear for the General Certificate of Secondary Education (GCSE). This examination was introduced in September 1986 by the Conservative Party Government, as a compulsory school leaver examination, and the first batch took this examination in 1988. It was launched in order to raise the standard of performance and to promote uniformity. It has replaced three previous types of examinations, namely General Certificate of Education (GCE), Ordinary Level (O level), and the Certificate of Secondary Education (CSE).

GCSE examination is taken after five years of Secondary Education and evaluated at a seven point scale of grades. The grades from highest to lowest are A* (A-star), A, B, C, D, E, F and G. A GCSE at grades D-to-G is Level 1 qualification, while a GCSE at grades A* to C is a Level 2 qualification. Those students who fail a course are given a U (unclassified or un-graded) and this subject is not reflected on their certificates. The number of subjects a student studies at GCSE level varies greatly. On average most students study eight to ten subjects, though it can be more or less. The international version of GCSE is IGCSE, which can be taken from anywhere in the world. Special facilitative GCSE rules are there for students having learning difficulties or disability of any kind.

The GCSE Advanced level (A Level) examination is taken after two years of further study. Students aspiring to do A Levels need five A*-C grades including necessarily English and Mathematics as an essential prerequisite for A Levels from a Sixth Form or Further Education College. Successful completion of A Levels qualifies a student for induction into universities. Students interested in higher education are not accepted if they fail to have a minimum of C grade especially at Mathematics and English. In such a case they have to re-take the examination and score at least a C to continue with higher education.

c) Educational Standards

‘Her Majesty’s Inspectors’ on the basis of their intensive and extensive
inspections report to Ministers on the quality of education provided at all schools, colleges and universities. They also advise the Local Education Authorities (LEAs) and the government about the prevailing standards of education, and publish the Inspection Reports collectively and for each institution individually also, for the information of parents, community members and other concerned people. In order to maintain overall high standards LEAs also employ inspectors and advisers to inspect and guide the management of schools for further enhancement of standards of education and facilities provided.

School Examinations and Assessment Council through its Performance Assessment Unit promotes effective methods of assessment to monitor the progress of students. To measure the performance levels and to promote uniform standards of education across the country, monitoring is undertaken at specific ages for the core subjects. English Language and Mathematics are examined at the age of 11 and 15 years, and the progress of Science is monitored at the age of 11, 13 and 15. The assessment of progress in the first foreign language by the Council is done at the age of 13.

d) Post School Education

Post school education is provided at Universities, Polytechnics, Further Colleges and Higher Education Colleges, Adult Education Centers, Colleges of Technology, Agriculture, Horticulture, Art and Design and Tertiary Colleges of the public sector along with many independent colleges.

e) University Education

In the United Kingdom at present Higher education courses are offered by 325 institutions including universities, colleges of higher education and further education (UCAS 2009) as compared with 17 in 1945. Some of the institutions are functioning since as back as 12th and 13th centuries. These autonomous institutions are governed by Royal Charters or by the Act of Parliament, which grants them complete academic freedom and autonomy for staff appointments, students’ induction, examination, certification and selection of courses. For effectiveness the universities are divided into faculties which are further subdivided into departments. Higher education at UK begins with First degree
courses that are full time and last for 3 to 4 years, though medical and veterinary courses require 5 to 6 years. First degree titles include Bachelor of Arts (BA), or Bachelor of Science (BSc). The second degree is Master of Arts/Science, and then Doctor of Philosophy.

Masters degree in UK can be research based, a taught course based or a combination of these two forms. It is offered in an unlimited variety of fields and prepares students for a particular career or for a doctorate in the same field of specialization. It is usually a full one year long programme. External examiners for university examinations, work as an effective means of uniformity of standards, between universities. Research is an important feature of university education and the general pattern of teaching is participative and fairly similar throughout Britain. All universities operate under the Department for Education and Skills. A doctorate programme requires a Masters degree as a pre requisite and three to four years of university education with an original piece of research, or dissertation.

1.10. Peshawar and Bradford

The two cities chosen for comparison as samples for this study are peculiar in their own right. Peshawar, (the looped city in the north west of the map of Pakistan: Figure 1.1) the capital of Kyber Pakhtoonkhwa province, and administrative centre of Federally Administated Tribal Areas of Pakistan, is one of the oldest living cities in Asia, with uninterrupted history of several centuries. It is situated at an elevation of 510 Meters, has an area of 22572 km and population of 3055254. Its population density of 1354/km², is increasing at a very fast pace, also due to the influx of Afghan Refugees and IDPs (Internally displaced persons) from the entire province. Peshawar continues to have historic strategic position and is central in linking Pakistan with Afghanistan and Central Asia.

Peshawar is a hub of educational institutions of all levels, both in the Public and Private sectors. It has six universities in the Public sector and ten in the Private sector (Appendix A); dozens of Colleges of higher education and scores of schools both in the public and private sector. There is a wide range of standard of
education across these institutions, some are maintaining very high standards and operating at international levels, but some are still functioning at sub standard, low levels. Quite a few teacher education institutes are also operating at departments and institutes situated at the universities, the Regional institutes and colleges in the Government sector and at colleges in the Private sector which are affiliated with the Public Sector universities.

Bradford (the looped city in the centre of map of England: Figure 1.4) is the local government district of West Yorkshire, England, UK and has an area of 370km2. It has a population of 501,700, which has made it the fourth most populous districts in UK, with the population density of 1290/km2. Since 1952 Bradford has experienced a significant increase in immigration from Pakistan, and now it has the highest ratio of immigrants from Pakistan. It has the second highest population of Muslims, after London in England. About 20.5% of the city’s population is of South Asian origin, and this figure is projected to rise to 28% by 2011. The population of the city is growing at a very fast rate, and now Bradford has one of the highest unemployment rates in England (Bradford.html)

According to the most recent estimates there are about ninety thousand students in the Bradford district, and about two hundred schools. These comprise of 7 Nursery schools, 156 Primary schools, 29 Secondary schools (including 4 Academies) and 8 special schools. (Education Bradford 2010) There are many higher education colleges and institutions. Teacher education needs of the students of the Bradford district are met by the Bradford College, University of Bradford, Green Lane College and Park Lane College.

University of Bradford a true technical and technological university traces its history back to 1860s and provides a wide variety of programmes for regular studies, and Open University takes care of thousands of students in and around Bradford through distance learning. Bradford College since 1832 had been providing hundreds of courses and an exhaustively wide variety of different programmes to more than twenty thousand students. Many other colleges of higher and further education also cater for the educational needs of people of Bradford and of adjoining towns and cities.
1.11. Dimensions for Comparison

The best way to analytically compare any two teacher education systems, as highlighted by Glambos Eva, (1999) would be to explore on the basis of different dimensions of comparison. The key dimensions of teacher education system of the two countries with particular emphasis on Peshawar and Bradford, were:

1) What level of general education is considered necessary for all prospective teachers?
2) How long and adequate is the duration of pre service training of teachers?
3) How do the two systems strengthen subject area preparation?
4) How theory and practice address better learning to teach effectively and efficiently?
5) What major and minor subjects and practices would be preferred as most supportive for the profession of teaching?

Judging and analyzing the dimensions of the teacher education programmes operating in two countries with special focus on the two sampled cities would portray the true picture of the teacher preparation procedures. The findings and recommendations would hopefully provide an input for the review of the teacher certification and accreditation rules for teacher education programmes.

1.12. Statement of the Problem

The study attempted to find out the current status of teacher education programmes in Pakistan and United Kingdom for comparison of their diversities, with a focus on two cities, namely Peshawar in Pakistan and Bradford in the United Kingdom. The comparison was based on data collected at source from the graduate teachers with an experience of two to five years ending 2009, to identify gaps in teacher education in Peshawar based institutions of Pakistan, and Bradford based institutions of England, UK, for implementable solutions.
1.13. Delimitation of the Study

The study was delimited in scope to the pre-service teacher education programmes namely B.ED at Peshawar, and PGCE at Bradford, carried out at Colleges and Universities at Peshawar, in the province of Khyber Pakhtoon Khwa, Pakistan and at Bradford, England, UK, with special focus on Bradford College, Bradford and Institute of Education and Research, Peshawar.

1.14. Objectives of the Study

The following objectives were formulated for the study:

1) To provide the basic information about Education Systems in Pakistan and United Kingdom
2) To study in detail the pre service teacher education programmes with a focus on B. ED at Peshawar and PGCE at Bradford in terms of their evolution, duration, ratio of theory and practice.
3) To comparatively assess the effectiveness of both the programmes as regards equipping the teachers with requisite practical skills for teaching.
4) To identify gaps, learn lessons and suggest implementable strategies to improve the teacher education programmes at Peshawar based institutions.

1.15. Research Questions

The following key questions were examined in the study:

1) What are the similarities and differences in education system and teacher education programmes at Peshawar and Bradford?
2) Is the pre service Teacher Education Programme being run in Bradford, more adequate, balanced and practical than the one being implemented at Peshawar?
3) Are teachers graduating from Teacher Education Colleges at Bradford more well equipped with requisite skills for teaching to meet their professional responsibilities in a better and befitting way?

4) What is the impact of both the Teacher Education Programmes on ground realities in terms of their effectiveness?

5) What are the gaps in the system of teacher education at Peshawar? How could those identified gaps in Teacher Education Programmes be addressed for implementable solutions.
Chapter II

Review of Literature

Reviewing literature greatly helps in the design of a study. According to Bordens & Abbott (2002) “The review of literature keeps the researcher up dated on current empirical and theoretical controversies in a particular research area.” Literature review, an essential pre requisite of every research study, not only enables the researcher to get familiarized with relevant existing studies and writings, but also places his/her work in context by benefiting from the appropriate earlier endeavours in order to make most effective contribution. Literature in any field, as a matter of fact, forms the foundation upon which all research work is built. If a researcher fails to build foundation of knowledge provided by the review of the literature, his/her work is likely to be superficial or may result in duplication.

Significance of education had been extensively reflected and recorded by the philosophers and critical thinkers since centuries. George P. (2001) highlighted that scholars from a variety of disciplines have expansively documented the contributive impact of education on many facets of development. For example economists have established the link between increase in the educational level of the labour force and economic growth; and proved the inter relationship between increases in the level of schooling in the population and distributional equity. Sociologists have established the correlation between education and upward social mobility. Historians have documented the connection between early rises in literacy along with expansion in technical education and economic take off of nations. A variety of other disciplines have established strong co-relational association between education and further developmental outcomes like health, sanitation and fertility. At the same time different researches have attributed a substantial proportion of the raise of growth of the economy to increase in the educational level of the labour force.
Hamid S. (2002) quoting Professor Harbison stated “Educated human resources constitute ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; but human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else.” In other words it is education which provides ladder to uplift the skills of people which in turn become helpful to obtain objectives of higher incomes, better output and sustained growths.

2.1. Role of Teachers and Teacher Education

These fruits of education have been materialized by the facilitators of education, known as teachers. Had it not been the teachers and formal system of education, people would not have been able to achieve what had been practically harnessed and accomplished by them up till now. Research and literature in the field of education have contributed a lot to highlight the pertinent role played by teachers. Economic and social growth and development had been facilitating reviews of existing conditions and enhancing investment in the improvement of the existing processes and procedures of education. Along with many other components of education, teacher education had also been receiving its due share in the efforts of refinement and improvement. Literature highlights that with the passage of time the role of education and teachers in the development of nations got more and more established, this attracted all the more attention of the development professionals for the betterment of education processes, and teacher education received prime attention in this respect. Investment in the field of teacher education is believed to be most effective, by the educationists in the overall development of the education sector. National and international literature has established the usefulness of the modern and comprehensive teacher education programmes for across the board educational development, acknowledging the extremely important role played by the teachers in every community.
Henry Adams (2003) encompassing the wide range of effectiveness of the contributions made by teachers remarked that “A teacher affects eternity; s/he can never tell where her/his influence stops. The teacher plays an important role in positively shaping and molding the habits, attitudes, beliefs, thoughts, manners and above all the character of students. S/he is a social engineer, constructing social order, the values and beliefs. S/he acts as the pivot for the transmission of intellectual traditions, and technical skills from generation to generation and helps to keep the lamp of civilization burning. But only those teachers, who possess good personal qualities, general and specialized education, professional commitment and dedication, can play their vital reconstructional role effectively.”

Iqbal, Zafar, M. (2006) highlighting the significance of teachers and importance of comprehensive teacher education programmes indicated that “There is no denying the fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is nobody else except the teacher, who influences the future personal, social and economic lives of people, hence needs to be educated with great care and expertise”. A Ph. D level study conducted in the supervision of Yogesh S.K. (2007) explored the factors that promote the usefulness of education reached at a valid conclusion to the effect that among various factors that influence the efficiency of education, so very important for the growth and development of the societies, the ‘teacher’ factor alone contributed 68% where as all other factors like infrastructure, finance, role of leaders, political backing etc. altogether contributed only 32%.

AERA, (2004) reported that there is broad empirical evidence for the influence of teachers on the learning of their students. As some studies have exhibited that, the performance of students in tests had been much better when they were instructed by highly effective teachers, than if they were instructed by ineffective or less effective teachers. In a very broad based study by OECD (2005) Students’ learning gains were observed to be several times higher when they were assigned to particularly well educated, trained and professional teachers. It had been claimed that, “differences among teachers explain up to 23% in students’ test score performance”. The impact of teacher education on student performance had been established through quite a few studies. Some had reflected a strong linkage
between well educated teachers and better grades, sound concepts and refined behavioral patterns of students. Darling, H. (2000) gave evidence that “Fully prepared and certified teachers were generally better rated and more successful at performance of students than teachers without this preparation. Well educated teachers explained curriculum topics in a more elaborative manner as per students’ age requirements, were more comfortable in handling problematic children and used teaching resources more skillfully.”

Value of the better delivered and better framed teacher education programmes have been considerably highlighted by a number of scholars and researchers. Emphasizing the characteristics of teachers as professionals and asserting the value of good teacher education programmes, Hillard H. (2001) observed that “Teaching is a profession and teacher education is essential education for this profession. The distinguishing characteristics of a professional developed through comprehensive teacher education programmes are that s/he is well learned and qualified to practice: s/he is not merely a learned person but one whose learning has been directed towards the acquisition of certain skills, the practice of which calls for appropriate knowledge. These qualities for sure can be developed through sound teacher education programmes, to adequately develop teachers’ potentials for the forthcoming responsibilities.”

Furlong and Maynard (1995) observed, “Teaching by nature is complex and requires proper education for the acquisition of a wide range of skills. These skills include judgment, appropriate action and the capacity to reflect and revise decisions on the basis of observations and insight. Learning to teach means gaining theoretical and practical knowledge along with the development of interpersonal skills; and this all could be acquired only through teacher education programme of a very good standard.” Fenstermacher (1996) threw light upon the effective and multi dimensional role of appropriately trained teachers and contributed that “A well trained and properly educated teacher can transform performance, skills, understanding, desired attitudes or values into pedagogical representations and actions. These are ways of talking, showing, enacting, and representing ideas, concepts and percepts so that the unknown can become known, those without
understanding can comprehend and discern; and the unskilled can become adept.”
He also explained, in an elaborating manner, the process of teaching expected to be
adopted by well educated teachers, “A professional teacher’s teaching definitely
begins with a teacher’s understanding of what is to be learnt by the students and
how it is to be taught in the most effective manner. It proceeds through a series of
activities providing specific instruction and opportunities for learning to students;
though learning ultimately remains for them a very personalized and
individualized activity. Teaching ends with new comprehensions, better
perceptions, and clear concepts developed by the students and teacher.”

Farrant, J. (1999) has highlighted the usefulness of teacher education programmes
from different perspectives in the pursuit of improving educational standards of an
institution contributing significantly to the improvement of standards of education
of a country and thus declaring it an utmost essential aspect of every education
system. While emphasizing the usefulness of good formal teacher education
programmes he argued that “A good teacher education programme is a necessity of
every education system for its effective survival. The key to the quality of every
formal system of education rests squarely on the quality of the teachers who
operate the system. That is why teacher education is vital.” He observed further
that “the value of teacher education had established itself. It is considered very
essential and unlike times in the past, every body now is convinced about the
necessity and usefulness of teacher education programmes”. In this respect Farrant
also added, “In the past there were people who held the opinion that teachers did
not need training; that what they learned on the job was of greater value than
anything taught in the college. But few people would support that view today, for
teaching has become a much more professional job, with the teachers called upon
to fill roles and perform skills that need precise preparation and education.” Whilst
further highlighting the disadvantages of inadequate training, he stated “Teachers
with little or no training tend to use inefficient methods that make students see
school as a repressive place with little to enjoy.” Farrant continuing with his
argument and establishing the centrality of the position of the teachers stated,
“Educational change whether caused by new policies, curriculum development,
increased investment or the adoption of innovative practices, almost always placed
the teacher in new, and more demanding roles. Those desirous of enhanced levels of performances expected all the more professionally sound and effective education and training of teachers. The rapid changes currently taking place in the world, have placed considerable strain on the teachers highlighting the need of comprehensive futuristic teacher education programmes than provided in the past.”

Imig and Imig (2007) in a study highlighted the crucial role of teachers in the development of a country from different aspects. With this they in detail threw light upon the far reaching impacts of teacher education programmes and linked the contribution of the effective teachers trained through comprehensive programmes with the effectiveness and efficiency of the personnel working in all fields of a society. They stated that “The desire for better change in teacher education is everywhere. There is almost a universal quest for better teacher quality, and with it, exists a demand for higher quality teacher education. In the developed world, the quest for greater student learning and worker productivity has prompted much attention to teaching and teacher education. There is a growing insistence that every facet of the teacher preparation and professional development be improved. The presumption is that if only students had better learning their societies would be more competitive economically. For this, schooling needs to be changed and with it the way that teachers teach and the way they are prepared to teach must also be improvised”

Fenstermacher (1996) also highlighted the need for good teacher education programmes and provided some useful guidelines for designing the activities for good teacher education programmes, which would promote effective practices and facilitating effective learning. He contributed, “The goal of teacher education is not to indoctrinate or to train teachers to behave in prescribed ways, but to educate teachers to reason soundly about their teaching as well as to perform skillfully. Sound reasoning requires both a process of thinking about what they are doing, and an adequate base of facts, principles and experiences from which to reason. Teachers must learn to use their knowledge base to provide the grounds for choices and actions. Therefore teacher education must work with the beliefs that guide teachers’ actions, with the principles and evidence that underlie the choices
Iqbal Zafar. M. (2006) argued and strongly recommended to make the teacher education programmes as futuristic as possible, and to prepare teachers not for the demands of present but for forthcoming times in which their students would be leading contributive lives. He asserted that in order to play an effective role the teacher education programmes should necessarily be futuristic in nature. He observed “The projections made in different studies about the future role of the teachers unfold that the teachers would be expected to play multi-dimensional and expanded functions not hitherto associated with their conventional roles. This future will usher in an era in which world as a global village would experience unprecedented rapid technological & social changes, where teachers would not only have to make adjustments in their roles but would also be expected to prepare the students to become global citizens. This requires teacher education comprising new knowledge, skills and attitudes to be effective in a future characterized by interconnected social problems and increasing interdependence among nations.”

Elaborating upon the futuristic role of teachers and dwelling upon the diverse
needs of future for which teachers need to be prepared to educate their students, he further added, “Working as teachers in the future would require a more sophisticated level of knowledge than possessed by the contemporary teachers.” He recommended the incorporation of pertinent future related elements in the teacher education curriculum and concisely enumerated the professional characteristics of future teachers. He observed, “it is pertinent for every teacher education programme to promote and develop awareness in the future teachers about issues that the world in the days to come will be confronted with, including swift social changes, rapid technological advances, unabated population growth, the rapid degradation of the environment, drastic climatic changes and speedily rising levels of pollution. The future teachers need to be more technologically adept, professionally and instructionally skillful, intellectually alert, well informed about modern advancements, democratic in disposition, facilitative in classroom interactions and promoters of self directed, inquisitive learning, encouraging critical thinking and decision making in students.”

Gumbert, B. E. (2000) claimed that the effectiveness of different educational and social reforms had been observed to be directly related not only with the effective quality of the teacher education programmes, but also with the status enjoyed by the teachers in a society. He stated, “The teacher is the major implementer of all educational and informational reforms. The success of reform movements in several countries had proven to have strong links with changes in teacher education and with the quality, status and working conditions of teachers”. Whereas Harry Judge (1996) highlighting the broader objectives and processes of teacher education observed, “Teacher education enables the prospective teachers to become efficient in teaching subjects of their specialization, on the basis of accepted principles of learning and teaching. Providing knowledge about theories and philosophies of education can surely broaden the understanding and vision of the would-be teachers”.

Parkay, W. F. (2002) bringing to focus the breadth and depth of teaching profession, pertinent commented that “The experience of becoming a teacher needs to be acknowledged for what it is: complex and demanding. It is not enough
to be a born teacher, as imparting of knowledge is not the only professional activity, in fact it is a whole lot of expectations which can be adequately fulfilled through very comprehensive and modern teacher education programmes”. Sheikh & Rasool (1998) also elaborated the nature, usefulness and purposes of teacher education and stated “Teacher education is not only teaching the teacher how to teach, it is to kindle his/her initiative, to keep it alive, to minimize the evils of the ‘hit and miss’ process; and to save time, energy, money & trouble of the teacher and the taught.” Similar views had been expressed by Furlong and Maynard (2000), who viewed that teaching by nature is complex and requires the acquisition of a wide range of skills. It requires judgment, appropriate action and capacity to reflect and revise decisions on the basis of observations and insight. Learning to teach means gaining theoretical and practical knowledge, skills to reflect, decide and interact interpersonally. Iqbal, Zafar, (2006) strongly recommended the improvement of teacher education programmes. He elaborated that the justification for the review and improvement of the teacher education programmes in the present era are the series of continuous changes taking place in the field of education along with all other walks of life. He added, “The demand of a good number of academically sound and professionally trained teachers, therefore, poses the greatest challenge for the teacher training institutions to cope with challenges of 21st century. In this century schools are pretty different than teachers working in these schools. Teachers need to think and perform differently than in the past, and teacher education programmes also require a different approach. This is so as all fields of life are changing incredibly”.

Throwing light upon different perspectives of this issue, he asserted the need for accommodating and incorporating new ideas in teacher education programmes. He articulated that “Educational aspects like intelligence, learning styles, learning disabilities, giftedness and cultural differences are viewed very differently now. These diversities are to be considered important in the teacher education programmes and policies and if we expect new teachers to use the knowledge necessary for the changing society, then training programmes need to be made conducive for modern trends and practices. This has direct implication for initial preparation of teachers.”
Mohit, C. (2007) has discussed the complexities and intricacies of the modern times teacher education programmes that have evolved to be futuristic and comprehensive from multiple aspects. While commenting upon the utility, centrality and far reaching impacts of teacher education programmes in the development of a society Mohit stated, “Education enriches a society; but teacher education enriches it more in the sense that the qualitative movement of a society depends primarily on qualitative teachers and teaching.” He further said “the significant status earned by teacher education has added to the expectations and responsibilities of its professional training programmes, and to its evolved complexities and intricacies”. Mohit also observed, “In fact in modern times, in an expanding world of education of today, teacher education has become very challenging, complex and intricate; primarily because it has been essentially considered to be the nerve centre of almost all disciplines. As school education is concerned with the ground work of all disciplines, teachers associated with the education of learners in schools have ardent duties and responsibilities to prepare them to be worthy of future.”

Coachran S. B (2004) looked at the role of teachers with a different perspective and propounded that over the past several years a new consensus had emerged about teacher’s quality. It had been realized to be one of the most significant factors in student’s achievement and educational improvement. In a certain sense of course that appeared to be good news, but in another sense, however, this conclusion seemed problematic and even dangerous; as some policy makers and citizens would have inferred that individual teachers alone were responsible for the successes and failures of educational systems. Influenced by the new consensus about teacher quality people might infer that “teachers teaching better” would be panacea for deficiencies and disparities in school achievements and thus concluded that everybody else was off the hook. Fullan (2003) advanced still another perspective pertaining to teacher education, and perceptions of people about it. He observed that there was a widely held misconception that teaching was not all that difficult. As a result of this misconception, it had been vastly experienced that education faculties attracted only the students on the lower end of the academic scale, who did not have adequate potentials to benefit even from the best
programmes for teacher preparation. Students with average or below average IQ fail to do wonders even if guided appropriately.

Sheikh & Rasool (1998) referring to the significance of the qualitative aspect of teacher education programmes observed, “The essence of a programme of teacher education is ‘quality’ and in its absence teacher education becomes not only a financial waste but a source of overall deterioration of educational standards. The professional preparation of teachers being crucial for the qualitative improvement of education needs to be treated as a key area in educational development and adequate financial provision should be made for it, both at provincial and national level.”

Hoban F. G. (2004) in a study highlighted the multiple and complex roles that a teacher of modern times has to play. The teachers are expected to be highly professional, competent and dynamic, which can be materialized only through excellent programmes of teacher education to cope with ever increasing demands of this complex profession, else continuity in this profession would become very difficult. Hoban had put forward the argument, “With exponential growth of knowledge, with information technology revolution and with increasing cultural, political and social diversity, teaching today has become all the more complex than ever before. In this century those teachers are needed who are reflective, flexible, technology literate, knowledgeable, aware about international scenarios, imaginative, enthusiastic, team players and are conscious of student differences and diverse ways of learning. In short, such dynamic teachers are needed who understand the complexity of the profession and can think on multiple levels. Such teachers are more likely to be produced by those programmes that portray this dynamism. Inability to do so or education of teachers through programmes that lack dynamism not only affects the efficiency level but also leads to the discontinuity of services by many teachers.” Hoban further reported, “It had been estimated that in recent times around 25% of the teachers leave during first five years of their employment as they can not cope with the complexity and stress of the profession, as they could not be adequately prepared for the challenges of this profession”.

Chapter 2 – Review of Literature
2.2. Basics of Teacher Education

Yogesh and Nath (2008) analyzed in great detail the entire teacher education process prevalent in different countries of the world, deducing the similarities and highlighted the underlying philosophies of these practices. Discussing the varied expectations they suggested that development and analysis of any teacher education programme must deal with the following foundational basics:

1) Who the performers or would be teachers are?

2) How does one educate them (process of activity) to be effective teachers?

3) What kinds of men and women should they be? and

4) What skills, knowledge and behaviour should they be expected to develop?

They further elaborated that the philosophy of teacher education starts with the problem of trainee entrants initially but concerns itself to their expected roles, their educative process and expected professional standing fundamentally. They observed that the training institutions are faced with the task of student selection on one hand and arranging for the education of future teachers on the other. As regards who would be the prospective teachers, they considered entrants with university education as the apt candidates, for the secondary school teacher education; who had to have a strong academic attainment record getting the maximum value. The result of the university examination mostly is considered as the key criterion for the selection of candidates for the teacher education colleges, along with good performance at interview and entry test, which serves as supporting criteria for the selection decision.

Yogesh and Nath supplementing their argument further said that the question of how would teachers be educated, would be answered by the processes of activities encompassing the two major disciplines, pedagogy and psychology. They highlighted that during the teacher education programme they are guided to develop different useful pedagogical skills, to be practiced in the classrooms in future. Their subject knowledge and instructive expertise are developed through theoretical and practical interactions. They reported that there is also a special
focus on the psychology of teachers for the development of their personalities, with the belief that well educated and groomed teachers will play their expected role of teaching and personality development of young learners, in a befitting manner. Aspiring teachers have been advised to thrash out their aspirations and capabilities to meet new intellectual and technological challenges with an iron will to bring positive change with confidence. Quoting different authors Yogesh and Nath vehemently highlighted that the underlying basic philosophy of teacher education programmes had been the development of the personalities of the prospective teachers, and observed, “Install the balanced personalities as soon and as carefully as possible, the effective teaching will be well taken care of. The research in the field of psychology emphasizes that the teacher needs to know him/herself as much as his/her learners”.

Townsend and Bates (2007) in a study, quoting US Secretary of Education, laid emphasis upon the acquisition of both knowledge and skills by the prospective teachers. They highlighted the significance of collaborative efforts of the teacher education colleges and placement schools for the provision of modern and up to date teacher education and stated, “Teacher preparation programmes in 21st century must provide teachers with solid and current content knowledge, and essential skills. Successful and promising strategies for developing requisite knowledge and promoting these skills include making teacher education a university wide commitment, broadening and integrating field experiences throughout the preparation programme, strengthening partnership with schools, and creating quality mentoring and support programmes at schools”. Educationists from varied backgrounds agree that all efforts must be made in the pre service education, keeping in view the significance of the expected roles, to ensure effective service delivery by them as formal teachers.

Hussain, A. S. (2001), argued that the nature of the courses of teacher education programmes have been strongly effected by the degree and level of development of a country. More developed countries are investing more in the improvement and standardization of their teacher education programmes to make these more efficient and rewarding. He observed “While the education of medical, engineering...
and other professionals is basically similar, to a great extent, all over the world, the nature of teacher education is strongly dependent on the overall level of economic development and the social context of the country. Furthermore it is deeply influenced by local culture and history. That is why one can find in the contemporary world, the full range of institutionalized teacher education schemes or programmes that have been developed throughout the history of humanity, devoid of specific preparation at all to sophisticated university education. More over the context of teacher education is rapidly changing with new models, methods and procedures the world over. Many countries have successfully ventured the reviews and analyses of their existing programmes to come up with more up to date, challenging and futuristic basics, to make teacher education more effective and efficient.”

Farrant (1990) highlighted the participative learning at college and school placements for the prospective teachers as complimentary and supplementary in nature for the materialization of the teacher education goals and objectives. Evaluating the important component of teacher education, the school placements; he found that most teacher education programmes undervalue the importance of school placements. He referred to different studies which found that compared with other professions; student teachers spend minimal time in their future work place, the schools. On the basis of his research, he argued that teacher education curricula should have more relevance to schools and in particular the term practicum or practice should be replaced with professional experience and its duration be extended. Farrant recommended reorganization to make time in schools the focus of teacher education, and to make university courses more coherent, relevant and useful by integrating the subjects with school and classroom culture.

Furlong and Maynard (2000) discussed requirements of teaching during school placements of teacher education programmes as:

- judgment,
- appropriate action,
• the capacity to reflect and
• the ability to revise decisions on the basis of observations and insight.

Learning to teach through a comprehensive teacher education programme means gaining theoretical and practical knowledge along with the development of interpersonal skills, so that the above listed steps are instilled in the habits and daily practices of the would-be teachers. It further required the ability to balance the university/college based theory and school based practice.

Barnes H. (1999) discussed the lack of harmony between the basics of teacher education at the college or university and the fundamental practices at schools where prospective teachers are expected to put theories into practice. He observed that “the development of teaching skills is often complicated due to the fact that the useful skills and knowledge to be developed by prospective teachers are identified in the college/university interactions but are never adequately developed or followed up during the pre service practicum at schools.”

Julie and Brian (2007) also elaborated the inter relationship of the two basic components of every teacher education programme, namely the teaching at the college and practice at the schools. They strongly suggested the strengthening of bonds between teacher education colleges and schools of the community. They attached great importance to the teaching practice time spent at schools by the prospective teachers. Highlighting the interactive collaboration of the universities and placement schools they observed “The challenge to the teacher educators is that the teacher education programmes by virtue of their nature through series of inherent activities, must prepare the student teachers for the intricacies of life in the classrooms. The transformation of students to teachers is a demanding process of multiple events which must take place both at the university and schools in succession, collaboration and supportive guidance”.

Sodhi (1993) observed that different countries have realized the importance of practical aspect of teacher education. In Soviet Union, e.g. the curriculum for intended teachers of English, approved by the State Committee for Public Education, had been spread over five years and covering five content areas,
amounting to 3642 hours of instruction in an institute plus two months of teaching practice and one month of compulsory summer camp coaching and counseling. Farrant (1990) stated, “The purpose of preparing individuals into capable teachers is achieved through a dual approach. On the one hand students are helped to consider the educational basis of teaching, by understanding the relationship between human knowledge, child development, learning and society with its various aims and values. On the other hand they must receive training in real life situation in how to exercise the essential skills of learning and teaching. Education and training both are equally essential, for one without the other leaves the teacher incomplete.”

Quite a few writers have deducted that inadequacy of practical training, or practical training without clear objectives had eroded the teacher preparation standards. Practical experiences had always yielded good results when these were accompanied with reflection or thinking about the causes and results of actions and decisions in the learning teaching process. Amin R. (2007) convincingly justified the need for extended programmes, for entry into teaching. He strongly asserted that teaching needs to be treated at par with other professional studies, where practical experiences have a very strong role to play. Hence longer time was needed to accommodate content preparation, professional studies, psychological knowledge, and school placements to practice the newly acquired teaching skills. With extended programmes more attention could be given to modern pedagogical knowledge pool that was emerging from new research on effective teaching. Since the longer time to prepare teachers reflected the imperatives of the material to be covered, he proposed that extended programmes ought to become the predominated model of the future. Julie and Brian C. (2007) also recommended, “Pre service teacher education would improve if there were more school based experiences of longer duration offered to student teachers, being educated for their future roles. The experiences ought to have a balanced blend of theory and practice. The practical interactions must provide ample opportunities to prospective teachers to put theoretical principles and philosophies into real classroom practices”
2.3. Value of Comparing Education Systems

Different educators have strongly recommended the analysis of existing teacher education programmes, and to compare these with international standards and practices for ascertaining their appropriateness. Educationists, therefore advise comparative education for the improvement of existing teacher education programmes. Mohit (2007) in this respect observed, “Existing teacher education is in dire need of a comparative approach for global excellence in teaching but the forewarning for such an endeavour is that it demands for its success a solid assurance of elimination of syndromes resulting from differences in culture, social disparities, traditional patterns of education and teaching.” Sodhi (1993) highlighting the philosophy and usefulness of comparing different education systems documented that “Comparative education is a popular educational venture and is considered very useful in countries like USA, UK, Russia and even India. It is considered so, as education has been recognized an investment for development of human resources, which is in fact the development of human capital formation. All people engaged in the field of education have much to learn from the educational practices of other lands.”

Sodhi by extending the ideas of Kandel I.L.--- fondly known as the father of Comparative Education, stated that for better results in comparative education the emphasis should never be only on the study of educational set up, organization, administration, methods, curriculum and teaching. Rather it should also focus upon the causes behind educational decisions and problems of different countries and attempted solutions in the light of their social, cultural and political ideologies. It is not sufficient to know that in a specific system of education, the practices are different than one’s own educational system. It must explain as to why this difference is there. He believed in the theory of causation; and wrote, “The chief values of comparative approach to such problems lies in an analysis of the causes which have produced them, in a comparison of the differences between various systems and the reasons underlying them and in the study of the solutions attempted.”
APIED (1997) documented the necessity of comparing and reviewing teacher education programmes due to different underlying factors, considered as the fundamental causes for improvising professional teacher education programmes. The rapid developments in the world with accompanying high expectation levels have lead to the persistent revision and refinement of the formal teacher education programmes. The enhanced role expectations of teachers have made it obligatory to prepare teachers for their multifaceted future roles through all-inclusive teacher education programmes. It was observed, “There are certain factors which make a strong impact on comparing and reviewing of professional development needs of teachers. Three of these factors deserve special attention. One is the growth of knowledge, especially technology, which is being considered as a very special component of professional education. The second is the growing complexity of the education systems and its stronger relationships with the developments in the world. This demands more sophisticated and more comprehensive training with specific skills and expertise, during the education of teachers.

The third factor in change is the recognition that teachers at all levels require special staff development to meet the needs of the students and that of internationally changing education systems and societies. The assumption that to be a teacher, academic expertise is sufficient, no longer holds. Until and unless they are developed and groomed professionally on international standards, as per demands of the present and future needs of the students and society, teachers would feel handicapped in doing justice with their assigned duties and expected roles.

Smith (2000) suggested the need for innovation in teacher education by moving away from too much of traditionalism. He put forward the need to involve different components and networks of the society and to learn lessons from good practices of educating teachers in other countries, after critically analyzing the local practices with reference to the needs of the modern times. He stated that “There is a need in teacher education to generate new types of knowledge that are not reliant on the traditional methods of knowledge production, and traditional methods of learning that knowledge. Central to these ideas is a set of broad-based platforms
and networks for teacher education in which schools, universities, professional associations, parent groups and unions take a role in the process of teacher education. They collaboratively can analyze the existing practices with reference to the upcoming needs and changing circumstances. New ideas need to be explored and comparisons ought to be done with the successful practices prevalent in other countries. Our comparative perspective can also confirm the usefulness of the local philosophies, methods and practices”

Imig and Imig (2007) in a study asserted that no single teacher education programme can be declared as the best one, as teacher programmes vary according to the goals and beliefs of the educators and prospective teachers, as well as due to the social cultural contexts of the involved schools of a country. However it was emphasized that a quality teacher education programme, with adequate enough duration, must be guided by a conceptual framework and with interlinked elements. The usefulness of the existing programmes ought to be ascertained by comparing and contrasting the local programmes with well performing education systems and by reviewing and assessing the prevalent programmes with the lenses of changing needs and times.

Development and analysis of teacher education programmes ask for the study and comparison of existing teacher education programmes being practiced locally, with those being practiced in other countries. In fact comparison of education systems or comparative education has been studied since long through different methodologies. As described by Sodhi different methods for comparative education have been developed and applied due to the:

a) interest of scholars from different disciplines in comparative education,

b) expansion of knowledge and interdisciplinary approaches,

c) interest of the countries of the world in one another for improvement in indigenous systems of education, and

d) increasing interest of international bodies like UNO, UNESCO, ILO in the field of education.
Most popular methods for comparing different education systems include descriptive, historical, scientific, social, psychological and statistical methods. All these comparative methods are being made use of across the world as per objectives and perspectives of comparisons.

Bereday (2001) emphasized the importance of comparing education systems of different countries through any of the most relevant methods. This exercise had been very reflective in deducting lessons, from the variations in educational practices in different societies. Bereday’s work lent substantial support to the comparative analyses. He wrote, “Comparative education seeks to make sense out of the similarities and differences among educational systems. It catalogues educational methods across national frontiers and in this catalogue each country appears as one variant of the total store of mankind’s educational experience. If well set up, the like and contrasting colours of the world perspective will make each country a potential beneficiary of the lessons thus received.”

Julie and Brian (2007) observed that because a nation’s educational system is strongly affected by its culture, so consequently it embodies ideas reflecting that culture. This, in fact, gives basis for comparative enquiry for those who are interested in the outcome of educational practices in a variety of countries. They documented that “Comparative education, with its rapidly increasing resources and its hope for better methods seems admirably suited to provide a more rational basis for planning.” Similarly Edmund J.(1999) highlighted the need and usefulness of comparative education, particularly at the present time where distances are shrinking and people are coming closer to each other. He argued that any local problems can be best solved by benefiting from the similar situations faced by other countries with close proximities. He argued that “Comparative education is a discipline which systematizes our observations and conclusions in relation to other countries in an effort to shape the educational world of future.” He sighted that “In this world now it is no longer possible to find the best solutions of any educational or social problem entirely within that country and thus we are to look for it from other countries, cultures and societies.”
Bereday, (2001) also highlighted the inherent advantages of comparing local systems with those of other countries. He elaborated that the lessons learnt through such comparisons protect us from repeating mistakes and help us learn timely lessons for appropriate implementation of new practices. He stated, “The knowledge derived through comparative and analytical procedures gives satisfaction to intellectual curiosity, which gives an insight and promotes self understanding in a better way for comparison with foreign people. Self knowledge born out of the awareness of others is the finest lesson the study of comparative systems transmits. It is therefore possible to deduce lessons from the achievements and mistakes of foreign institutions and to use them in the improvement, reforming or reorientation of the educational system of one’s own country.”

2.4. Teacher Educators as Role Models

Discussing the complexities of modern teacher education programmes, Iqbal, Zafar, M. (2006) further added that new knowledge resulting from the research and studies of psychologists, sociologists, philosophers and other specialists had been continuously adding to the pool of professional knowledge, useful enough for inclusion in the teacher education courses by teacher educators. He added that highly expert educators are required for the elaboration of theories and practical demonstration of pedagogical strategies with full command over modern gadgets, enabling student teachers benefit from the contributions of the experts. In his opinion these theoretical and practical experiences are designed to provide them balanced and close to reality training exposures.

UNESCO (2003) in a publication highlighting the significant role of the teacher educators and the impact of teaching methodologies used by them in grooming student teachers into excellent teachers, asserted, “In every country knowledge and personality of the teacher educators along with good teaching methods employed by teacher educators have a significant positive impact on how and what student teachers learn. Learning how to teach and working to become an excellent teacher, is a long term process that requires not only the development of very complex and practical skills under the supervision of capable teacher educators, but also the promotion of ethical values and attitudes through educators’ words and
Lortie (2005) expressed that teachers learn to teach and learn to put the theoretical knowledge into practice by emulating their own teachers. They imitate them with an urge to be like them. Lortie, focusing upon the role of teacher educators articulated that prospective teachers, on the basis of their own experiences as learners, and through observing their educators, internalized the amicable patterns of behaviour as teachers, which set a direction to their pedagogical patterns in the days to come. Different studies had proved that student teachers learned a lot from their tutors and from being socialized in schools, communities and education systems in which they worked.” Assama and Rao (2003) and Even (1999) considered teacher educators to be the key persons to determine the standard of any teacher education programme. Their impact does not end with the influence on the knowledge and professional habits of their students but also reaches the future classrooms of the prospective teachers thereby affecting their young students also. They commented, “The onus of the quality of teachers rests on the teacher educators. It is the teacher educator who’s professional and personality traits--inclusive of physical, cognitive, affective and psychomotor traits--- are instrumental in properly molding the personalities and developing the capabilities of the student teachers. They should be competent, highly motivated, knowledgeable, and committed professionals. Moreover adequate preparation of teachers depends upon the job satisfaction of teacher educators. Their job dissatisfaction may result in professional stagnation and ineffective role modeling harmful to the clientele or the future teachers. In fact a dissatisfied teacher educator may spell disaster to the country’s education sector.”

There have been a number of initiatives, probing into the methods used by the teacher educators. Reddy R. (2003) reported three surveys about exploring the use of innovative techniques for the pre-service teacher education programmes, conducted in 2000, 2001 and 2002 respectively. While concluding the findings it was realized that student centered approaches, where modern methodologies provided the students more active, critical and reflective role, were in a position to promote better concept clarity and stronger grip on the practical implementation of
diverse teaching methods. Teacher educators by involving students in participative and reflective activities not only promote concept clarity but also develop confidence in prospective teachers to be interactive and reflective in their interactions in their future classrooms. Many other experts have also shared the view that improvement of standards of teachers across the board are greatly depended upon the standard of teacher educators. Assama and Rao (2003) remarked, “Those who are entrusted with the responsibility of teaching the teachers have naturally, to be men and women of high caliber whose influence would prove to be the greatest asset for prospective teachers at present and in the days to come”.

Eva, Johannes and Wilfried (2006) discussed in detail the need to train or orient teacher educators to value and train for diversity. Teacher educators have been strongly suggested to prepare prospective teacher to be able to meet the diverse demands of varied groups of student by appreciating their differences rather then curbing them. They stated, “Teacher educators, while planning teacher education programmes must keep in mind that teaching is a complex task that involves interaction with a great variety of learners in a wide range of different circumstances. It should be clear from the education point of view that there is not a single set of teacher attributes and behaviour patterns that are universally effective for all types of students and learning environments. Teachers, of course, in their practical life would be faced with diverse types of students, teach diverse topics and aim at diverse outcomes of instruction (e.g., factual knowledge, competencies, and skills). Therefore, they need to learn a broad range of instructional strategies. They must be groomed by teacher educators to adapt their practice to the current circumstances, reflect upon implemented strategies and must develop the skills to evaluate their practices critically for further improvements.”

Singh R. (2006) indicated that for good teacher education programmes the education of teacher educators required special attention. Consolidating the research of different scholars he deduced different principles to guide the education and functioning of teacher educators. He extended seven key principles which included:
a) As the work of teacher educators has a strong influence on the work of teachers, they should model and illustrate a variety of teaching methods, techniques and processes; therefore they need to be educated well in pedagogy.

b) They must have school level experience for which they keep training their students throughout their professional career. Processes to prepare teacher educators must be based on practical issues related to the day to day work in the classrooms.

c) The work of the teacher educators must include not only teaching, but also research directly related to their areas of experience.

d) Teacher educators must know and thoroughly understand both the institutions: where they work and where their students will work.

e) They must know the national education system in depth and great detail, its international standing and the context in which its curriculum is implemented

f) Teacher educators must know how to work in teams and how to collaborate in their work with other colleagues.

g) They must enjoy teaching the prospective teachers. This disposition will generate positive attitude towards teaching their students, which can be role modeled by them also.

Singh had strongly advocated that the educators of teachers must have relevant experience and exposure of both levels, college/university and school level.

Bryan and Atwater (2002) in a wide-ranging review, consolidated the work of about ten other researchers. They established that the beliefs of teachers consciously and unconsciously influence the prospective teachers who further have impact on their students. They asserted that “Teacher educators’ beliefs about multicultural issues strongly but quite implicitly influenced their patterns of teaching and learning practices. They contended that the process of learning to
teach begins with making explicit one’s beliefs about teaching and learning.” Lerman (2002) deduced, “The beliefs of teacher educators reflected and expressed through their thinking, expressions and behaviour greatly affect a big majority of student teachers, who in turn influence considerably their students in the years to come.” More than tens of studies in teacher education, as consolidated by Bryan & Abell, (1999) also consolidated the work of many other researchers and illustrated the influence of teachers’ beliefs about teaching and learning on classroom practices. The key ones included, Bryan, (2000); Artilles,(1999); Tobin & LaMaster,(1999); Pajares, (1998) and Brickhouse, (1998). These beliefs are seldom phrased and spelled explicitly, but are reflected through speech, views, remarks, observations quite naturally and unconsciously. Where as several of these works defined beliefs as “psychologically held understandings, premises, or propositions about the world that are felt to be true” Hence, as said by Richardson (2006) learning to provide “high-quality, diverse, and varied opportunities to learn” must take into account the beliefs that teachers hold about issues of culture, race, gender, ethnicity, class, etc. He recorded that vast literature has contributed to a consensus that “beliefs are part of group of constructs that describe the structure and content of a person’s thinking that drives his/her actions. Hence teachers’ beliefs are important as those profoundly affect their thinking about teaching learning situations.” It had been indicated by different researches that learning by students is influenced significantly by the teacher-quality, and supportive school organization and management.

Imig and Imig (2007) strongly projected the significance of the role of the teacher educators. They were considered to be foundation layers for the ideas, beliefs and practices in the field of education. Their practices and views about pedagogies and andragogies, teaching strategies, assessment and evaluation of instruction were absorbed and learnt by the prospective teachers and repeated consciously and unconsciously in the future classrooms, throughout their professional lives. They in real sense could be called as trend setters and motivators for ever. Their professional standards become the standards of countless teachers of future. Those who fail to deliver as per high international standards cause an irreparable loss to numerous educational institutions in an indirect manner, when their students as
future teachers reflect inability to promote high standards in their respective classrooms.

**2.5. Research Studies and Reports on Teacher Education**

Many studies have deduced that quality of the teachers and supportive school organization and management practices greatly influence school environment and eventually the standard of learning that goes on in there. Literature also suggests that the quality of a teacher is generally dependent on the quality of his/her education, training, and availability of post-training support. Buch (2001) reported that recent quantitative expansion of researches in the area of teacher education had been remarkable. Out of 4703 research works in India classified in to 29 areas in the Fourth Survey of Research in Education, there were 370 (8%) works in the area of Teacher Education. It came after the researches reported in the areas of Psychology of Education (486) and Sociology of Education (386). Out of these there were only 38 reports on curriculum development, and 23 research works were related to B.Ed curriculum. The samples for these studies included student teachers, teachers, heads of schools, teacher educators, principals of teacher education colleges, and administrators connected with teacher education programmes.

Yogesh and Nath (2008) also, consolidated the essence of Teacher Education research works and documented the areas for development identified by quite a few researchers of India, to make teacher education programmes more fruitful, effective and efficient in nature. The major critics included Yadev, Hemambujano, and Sirivastava, For example Yadav (2000) reported that the prime area for development was the existing unsatisfactory planning and organization of student teacher programmes in Haryana, due to indifferent attitude and activities of the practicing schools towards the programme. He highlighted the existence of a very weak link between the teachers of practicing schools and the teacher educators. Absence of minimum facilities, were also reported by the study as detrimental factors in the materialization of the goals of Teacher Education Programme. Yadav expressed great dissatisfaction on the use of only lecture method by all teacher
educators, particularly it was disappointing, when used by the educators of the subject ‘Teaching Methods’.

Hemambujano (2003) critically analyzed the teacher education programmes at the Secondary level in Tamil Nadu and reached the conclusion that insufficient implementation of the curriculum was observed mainly due to the non inclusion of content knowledge in B.Ed curriculum and due to the major constraint of limited time available for handling the fairly vast curriculum. Srivastava (2002) judged the effectiveness of Teacher Education Programmes in Avadh university (UP) and observed a profound deficiency in the curriculum transactions. Along with many other factors, the key factor was the limited duration of the programme. He showed his great dissatisfaction on the availability of a total of only one hundred and eighteen days in all for a very demanding professional training of B. Ed. Bhatia (2003) after in depth study of the new B. Ed curriculum, implemented at Bombay University termed it as mechanical and bookish. He considered it incapable for producing quality teachers who could shoulder the demanding responsibility of delivering quality education to young students of this era. He recommended the slashing down of the time spent on the theoretical disposition by 50% and raising the ration of practical aspect of training, which she strongly recommended as the most important component of pre service teacher education enabling the would-be teachers for effective service delivery.

Bukhari H. (2007) analyzing the official documents suggesting innovation and improvements, ascertained the significance of teacher education programmes. He recorded, “The pre service curriculum in teacher education is an area which needs a lot of attention. The four major policy documents released by the government of Pakistan emphasized the importance of teacher education, by recognizing teacher as pivot of the educational system. Each one of these documents contains provisions for better teacher education programmes, by introducing innovative techniques and by revamping pre service and in service efforts. The real need is implementation of these decisions in letter and spirit.” Siddiqui S.(2000) discussing problems and developments of teacher education in Pakistan observed that teacher education could not make remarkable progress due to a number of
factors, including lack of conviction by high ranking policy makers about the significance of formal teacher education system; non professional or semi professional heads of institutions, who usually get transferred from general cadres and lack commitment with teacher education as a profession in itself; gap of demand and supply- every Plan gives exaggerated figures about teacher requirements but they are seldom absorbed- hazy targets for universalization of primary education creating difficulties for effective planning of out puts of teacher education institutions; and acute shortage of qualified teachers in hard areas of Pakistan, particularly rural schools of women demand streamlining of admission policies of teacher education institutions.

Mohanty (2004) also reviewed a number of studies conducted about Teacher Education Programmes carried out in Orisa and revealed the defective organization of programmes. The main drawbacks identified by Mohanty included very inadequate supervision system of teaching practice; absence of required cooperation between staff of Education Colleges and teachers of Schools of placements; and very limited number of methods of teaching used by the teacher educators in the colleges.

An extensive survey was carried out by Shah (2006) to evaluate the Teacher Education Programmes carried out in 46 Teacher Education Colleges. He deducted that overall picture on organization of ‘criticism lesson’ was not impressive. He termed most of the interactions as promoters of rote learning and limited outlook. He deducted that the impact of extra theoretical interactions at college could have been cancelled had the time at schools or teaching practice been not that inadequate. He strongly felt that the purposes of the professional training were not being achieved as the prospective teachers were getting very insufficient practical training. Rajmeenakshi (2001) at the end of her research about effectiveness of Teacher Education Programmes recommended measures to be taken to improve the teaching competency of student teachers. She strongly suggested organization of more number of demonstration lessons, more practice in microteaching and low pupil teacher ratio in the teacher education colleges. Rout (2001) concluding his research about education of school teachers showed his dissatisfaction about the
performance of the graduate teachers on their jobs, due to non availability of competent ‘Method’ teachers in different disciplines to teach methodologies for teaching those subjects effectively at most of the teacher education colleges.

Zembal S. (2009) in an article entitled “Learning to teach Elementary School Science as an Argument” synthesized the work of three relevant researches that had highlighted the significance of engaging student teachers in the discourses and real practices of science. He presented a framework for teaching science as an argument, to minimize the problems faced by the pre service teachers and their educators. It was expected to promote coherence for the design of teacher education experiences and a tool for shaping a design based research agenda. Across the studies focusing on pre service teachers’ developing understanding for teaching science as an argument, the results suggested that the pre designed framework served as a powerful scaffold for developing thinking and practice of pre service teachers. In other words early attention to structured guidance for evidence and argument could facilitate effective science teaching with due attention to classroom discussions and teacher’s role in monitoring and assessing children’s thinking and participation in science and field experiences.

Eva, Johannes and Wilfried (2006) had conducted an extensive survey of 1286 those future teachers who had just finished their final examination at 42 different institutions of teacher education, in Germany. They were asked to assess teacher education programme attended by them. When questioned about their studies, future teachers in Germany rated their school placements very highly. In particular, they validated them as useful, demanding, and productive, but causing quite a few problems. Those problems seemed to be the result of two major situations; most inexperienced teachers were likely to experience. On the one hand there was an inability to relate pedagogical theory to educational practice; and on the other hand there was an insufficient reflection on their practice. The researchers deducted that it could be argued, then, that school placements were most useful when they were thoroughly prepared e.g., when students were matched with good teachers for mentoring, and when students were encouraged to reflect about their practical experiences on the basis of current theoretical knowledge.
Morris A. K (2006) in a study entitled ‘Assessing Pre-Service Teachers’ Skills for Analyzing Teaching’, investigated the learning from practice skills. Two sub skills were hypothesized to learn from teaching practice. The two skills focused upon were, firstly, the ability to collect evidence about students’ learning for analyzing the effects of instruction and secondly the ability to use the analysis for revising the instruction. Thirty pre service teachers analyzed the effects of a videotaped Mathematics lesson on student learning. They supported their analysis with evidence and on the basis of this analysis suggested revisions of lesson. The results proved that many entry level teachers could carry out cause effect type analysis of the relationships between instructional strategies and student learning results. Though their ability to gather evidence was less developed, and the analysis carried out needed some refinements.

Sullivan P. (2006) in a study titled “Not only what and why but also how” asserted that while working with ITT (Initial Teacher Training) students, with teachers during their induction phase, or with experienced teachers, a more powerful goal for teacher educators was to seek to foster in teachers an orientation to study teaching. Not only did that create the environment for productive self evaluation of the prospective teachers’ beliefs, but also it established reflective ways of thinking about classroom practices that allowed on going teacher learning. This orientation to learning about teaching through its study proved to be a product not only of the content and emphases of programmes, but also of the teaching strategies that were used with in the programmes.” Sullivan elaborated his assertion by exemplifying that if pre service teacher education programmes focus primarily on the development of the capacity of students to reproduce different contents, or put forward theoretical suggestions for different classroom activities, then it would be next to impossible to develop practical and analytical beliefs and practices. Students learn to do whatever they are tuned for, on the basis of their exposure to experiential and practical learning.

The survey conducted by Bale and McPartland (2006) was about Geography students in the UK undertaking PGCE. It indicated that many students in their under graduate courses had not covered topics with which as school teachers they
were expected to be competent with. As the teacher education programmes do not aim to cover the subject related deficiencies, so it had lead to the passing out of teachers with inadequate grip on the subject matter. This deficiency could stay with them for ever, until and unless they had an opportunity to bridge up the gap with the help of comprehensive subject content courses.

2.6. Good Teachers

The ultimate aim of all teacher education programmes across the world is to facilitate the development and grooming of would be teachers as good teachers. A joint statement of the Ministers for Education and the teacher unions in Germany, as reported by Eva Johannes et al. (2006), evaluated the existing teacher education programmes and explored the qualities that they would like to see in a good teacher. As a result of these exploratory sessions and an outcome of some other studies the desirable qualities were prioritized and the following behaviour and skills were identified to make up a good teacher:

1) Good teachers plan, organize and reflect on processes of instruction using their knowledge on the subject and educational science,

2) They systematically evaluate these processes of instruction,

3) They assess students’ performance in a just, responsible and competent way,

4) They keep developing their competencies and make use of the in-service training, and

5) They as good teachers also contribute to an atmosphere that supports learning and is motivating for the students.

To fulfill these requirements it was realized that teachers must acquire both sound Subject Matter Knowledge and Pedagogical knowledge. They must also be able to adapt their instructional strategies to the student’s age, knowledge, and abilities. This perspective noted that since processes of instruction were quite different due to different subjects, teachers also needed subject specific pedagogical knowledge. Teachers must also develop skills to evaluate their students’ performance
objectively and reflect on their own practices, with ongoing professional development. Farrant (1999) deducting from different researches explained professional skills of good teachers from the perspectives of class interactions and commented that good teachers establish productive classroom atmosphere by means of good organization and carefully planned teaching structures, by creating specific kinds of climate settings for different lessons, e.g. serious and business like, relaxed and enjoyable; maintaining working discipline and class control; and by using efficient systems for dealing with routine administrative matters such as registration, giving out books, tiding up after practical lessons, etc. From the perspective of interacting with students, he recorded that good teachers create excellent teacher-student relations, use friendly humour off and on, explain new concepts very clearly, includes a variety of relevant activities for students for mastery of advanced concepts, appreciate good work graciously, incorporate students’ ideas in their teaching as much as possible, stimulate ideas, inspire learners enthusiastically with imaginative ideas, demand active responses from the learners, do not over react to students’ misbehaviour and deal with their problems promptly before they escalate or get out of hands. From the perspective of the curriculum and teaching strategies, Farrant commented that good teachers are well versed with what is taught and how it is taught. They use a variety of appropriate teaching methods, build on the foundation of knowledge already possessed by learners, make teaching participative, use teaching aids effectively, stimulate cognitive, affective and psychomotor development of students harmoniously.

Shulman (2002) consolidated the results of many case studies, and researches that explored the nature of good teaching and good teachers. While finalizing the requirements of teaching for good teacher education programmes, he viewed teaching as, “a process that begins with an act of reason, continues with a process of reasoning, culminates in performances of imparting, eliciting, involving or enticing, and is then thought about more until the process begins again. It is a combination of comprehension and reasoning, transformation and reflection. This variation in the emphasis and interaction is justified by the resoluteness of the findings of different researches, which policy had so blatantly ignored in the past”
2.7. Teaching Strategies and Teaching Practice

Teacher education being provided nowadays is complex and much professionalized involving the use of a wide range of teaching methodologies. The use of multiple methods and strategies as per need of the topic under focus and the age group of the students and according to the availability of the resources are considered essential for every good teacher. In accordance with this situation prospective teachers are expected to be trained professionally providing them vision and practice to use multiple teaching methods by their educators. Iqbal, Zafar, M. (2006) in this respect expressed that “the availability of a wide range of techniques for teacher education has made it a much professionalized activity. Effective teacher education is expected to make use of a multiple ways of interaction including participative teaching, audiovisual methods of presentation, micro teaching, simulation, field based learning and computer assisted instruction along with regular and traditional means of interaction. This involves more expenditure; and very professional training of would be teachers.” Furthermore, Morris (2006) highlighted that aspects of classroom teaching are interrelated. He explained that in any one lesson, teachers are expected to deal with one or many components simultaneously, including a wide range of the curriculum, the number of children, the range of children’s interests and prior knowledge, the resources available, how the lesson connects with previous lessons, different ways in which children learn, any special needs that children have, ways to assess the learning, a theoretical basis for structuring lessons, strategies for behaviour management and consideration of the socio-cultural background of children. Morris through his research proved teaching to be a complex profession with interactive influences, creating a dynamic learning environment.

Reflecting upon the processes of training, Yogesh and Nath (2008) strongly recommended the process of discovery. Dictating knowledge and forcing certain ways to get knowledge had to be refrained from and participative learning of the student teachers had to be practiced on regular basis through out the preparation programme. The student-teachers’ involvement would process the mechanism of learning for the learners, away from the authoritarian and closer to the permissive environment. Tutorials, assignments, discussions, experimentation, exploration,
tests, and self assessments had been advised for sharpening the skills of permissive learning.

Sullivan P. (2006) quoting Gwen Lloyd analyzed the impact of some strategies on learning to teach by one prospective teacher. The prospective teacher Todd had to analyze some ‘positive’ and ‘anti positive’ statements to create fictional accounts of classrooms with examples for each, along with a report on an analogy for a teacher. His report, which argued logically, that ‘good teachers do not just lecture’, gave an insight to the student teachers and teacher educators. While gathering examples for his perspective and reporting upon it, the prospective teacher was prompted to new ways of seeing teaching. He got orientation to many effective and innovative ways of teaching and learning, which he observed and recorded through school placements. Their practical usage gave clarity about the perspectives of the underlying concepts.

Parsad J. (2007) discussed the essentialities of the teacher education programmes and termed curriculum as an essential tool for teaching. He highlighted the appropriate use of curriculum during the teaching practice at schools so that it becomes an effective resource for the teachers. He observed, “Curriculum materials are a crucial tool with which teachers engage in teaching practice. For pre-service teachers to learn to use curriculum materials in productive ways, they must develop a conception of themselves as elementary teachers in which the use of curriculum materials has to be a valued dimension of teaching practice. Curriculum materials can have the greatest effect on day to day teaching and learning”. As Shulman (2002) noted that these materials represent the “pharmacopeias for teaching” and act as an essential tool with which teachers craft teaching practice. He argued further that the centrality of appropriate use of teaching methods can not be over emphasized, as these wit correct mastery of the curriculum are the tools that enable the teachers to facilitate productive learning in the classrooms. He recommended that longer the time at actual classrooms better would be the grip on all tools and situations.

The need to extend the practical teaching duration for prospective teachers had been considered imperative by many educational philosophers. Galambos (1999)
recognizing this expressed, “Teachers learn to teach by teaching and not by sitting in college classrooms. The role of higher education in preparing teachers is to ensure that teachers master the content to be taught as well as the education related subjects, such as Child Development, Child Psychology, School Organization and Research on Effective Schools. This learning is completed with adequate putting in to practice in the real classroom situations.” He suggested shifting most of a teacher’s professional preparation “to a new setting that is outside the exclusive control of either higher education or schools. He recommended that a new ‘Academy’ is needed, wherein competent school teachers and faculty from universities could collaborate in preparing teachers as they actually teach. Such an academy would probably be established within the existing school system, where practical implementation of the theoretical knowledge would take place as a continuous process in real classrooms. The blend of practical experience of school faculty and that of the academic faculty of the Teacher Education College or university can provide ideal preparatory stage to the prospective teachers.”

Doerr (2004) commented that the presently existing wholesome view of the nature of teaching necessitates ‘holistic judgment’ about what, when and how to teach in relation to a particular class of students. Developing teaching strategies in a teacher education programme was still important, but reflecting upon when and how to use them, as well as thinking about reasons for changing them became a prime consideration.” Accordingly, as stated by Darling and Hammond (2000) “Having a conception of teaching as an art or profession means that teachers need to develop a repository of strategies as well as an understanding of the application of different strategies in the most proper manner. They ought to be clear that their usage depends on making judgments about unique contexts and unpredictable classroom moments as: the teacher must draw upon not only a body of professional knowledge and skills, but also a set of personal resources that are uniquely expressed by the personality of the teacher, and his or her individual and collective interactions with students”.

Fenstermacher (1996) discussed further that good teaching should not only be effective behaviourally, but must also rest upon adequately grounded premises.
Acquisition of relevant knowledge about effective teaching philosophies has been strongly recommended. Putting across the knowledge has been advised to be learnt with the help of appropriate teaching methodologies. Active involvement of the students had been strongly recommended by him in order to enable the students to play their future roles and responsibilities actively and effectively. He suggested, “Teaching must be effective and normative; concerned with both means and ends. Student teachers during the educative process, and later through the practicing days at schools must be guided to develop their knowledge base. Development of the knowledge base must involve dealing with the purposes of education as well as the methods and strategies of teaching that would enable them to successfully render their responsibilities to meet the demands of present and to prepare the students for the future positions.”

Lewin and Stuart (2003) in a research article considered different ways to increase the opportunities for would-be teachers to put into practice the theoretical knowledge acquired through theoretical interactions. They suggested a return to laboratory schools for actual and factual teaching experiences. However, they did not desire to shift back to the courses of the previous laboratory schools, as the present version was considered far better by them from many perspectives. They discussed that presence of laboratory schools would definitely facilitate the availability of frequent and convenient opportunities to observe different real teaching-learning situations. Mini teaching, co teaching, reflecting upon learning strategies, child observation and other types of educational practices would certainly materialize the putting of theory to practice. They hoped that better results of educational research could be expected by collaborative efforts of faculty at laboratory schools and the researching academia at the College / University. It was recommended that a fruitful link could be established between the national academy for teacher training and a network of laboratory schools.

Zeichner and Gore (2001); Wasely (2002); Fullan (2003); Pessia (2006) through their researches and exploratory studies investigated similar issues about teacher education and had deducted that teachers learn to teach by being socialized in schools, communities and education system in which they work. Even very good
philosophies and college interactions are conceptualized and comprehended best when observed and practiced in the real classrooms at placement schools or at job. In the presence of the senior school teachers or mentors, student teachers acquire the skills of making professional judgments, taking decisions at the spur of the moment, when needed the most, drawing conclusions, making inferences from the differences and similarities of different teaching learning situations, anticipating actions or reactions of students, comprehending curriculum, and believing in the usefulness of particular pedagogies only by practically teaching in real classrooms and by getting socialized in schools.

Sheikh and Rasool (1998) consolidating the results of different research reports laid emphasis upon bridging up of the theory and practice gap through maximum application of pedagogical strategies into actual practice in the real classrooms. They had put forward a host of techniques that teaching faculty at the Education Colleges could employ to ensure that the students were putting into practice what they were learning through lectures, readings and discussions. They advocated the extended durations of teaching practice. Highlighting the role of teaching practice they asserted that teaching practice was in fact the promotion of concept clarity, confidence building and linking up of theory with real life. Presence of this component has the potential to make teacher education activity more useful and advantageous.

Yogesh and Nath (2008) critically analyzing the courses of B.Ed., the most prevalent teacher education programme, observed, “Firstly at the entry point for B.Ed course, the far too general and diluted content of the graduate degree does not give candidates the real ‘readiness’ level of learning. It fails to provide a sound base of an in-depth knowledge of school subjects with all their practical application to life situations.” Secondly he argued that the short contact time of nine months with a lot of theoretical disposition fails to establish a bridge course to bring the students on the ‘learning readiness line’, thus violating the first Law of Learning, known as Readiness. The content covered through existing programme of Practice Teaching is termed by him as ‘fast food’ not good for health. Moreover, he added that the duration of the B.Ed course is termed inadequate and very
theoretical when compared to the four to five years of specialized education for the professions of Medical and Engineering.

Zeichner and Tebachnik (2001) observed that many professionals have pointed out that the effects of teacher education, particularly when it had been profoundly theoretical, do not stay for long with the teachers when they start serving at schools practically. The effects of training get ‘washed out’ as teachers become socialized into the profession. Similarly Mohammad and Harlec-Jones (2008) commented that while policy makers and teacher educators blame teachers in low income countries for failing to implement child centered pedagogies learnt by them during teacher education year, they rarely address how relevant the training is to the actual context in which the teachers work. The philosophies and research theories learnt by the teachers during their professional education are not acclimatized and no effort is made during the actual Teaching Practice to relate practices to the taught theories.

2.8. Teacher Education Evolution at UK

Tibble W. J. (2001) drawing attention to the historical development of teacher education at UK, observed that the present situation of the study and practice has reached this stage via a very long process of development. The process was one of the expansion, exploration and experimentation. The original ingredient in the 19th century certificate course was very meager indeed and closely linked to the current practice: class and school management and methods of teaching various subjects. By the end of 19th century, basics of Psychology also found place in the teacher education programme. With the beginning of 20th century the syllabus headings included ‘Theory of Teaching’, ‘Principles of Education’, along with new territories of Psychology, ‘Sociology’ and ‘Philosophy’. He observed that this expansion of the teacher education curriculum also led to the alliance of Universities and Teacher Education colleges. Efforts were made to build up strong links between the professional and the academic, and between the professional and the liberal aspects of education.

Stuart, J. (2003) quoting Harry Judge commented that the current state of teacher education at UK could best be explored through its predicted future and its
recorded past. The pressure for higher standards, for matching the curriculum needs of schools and for finding enough teachers of any kind mostly interacted and conflicted with each other. A new urgency was needed to be given to the antique problem of maintaining an effective relationship between the structures of teacher education and practices of schooling. In the course of its complex development, that relationship had moved through three phases: elitist, comprehensive and efficient. In each of these phases principal themes had recurred and interacted with one another and in turn had characterized as content, location and control. Issues of content concerned primarily what was taught to students in teacher education and, in particular the balance between academic studies and practical or professional work. Issues of location concerned with the relationship of teacher education to the mainstream of higher education, characterized by the university, and to the schools. Issues of control related to the powers and responsibilities of the central government, of the religious and voluntary bodies, as the historic providers of much of teacher education, and of local government as the principal employers of teachers and providers of most of the non university institutions of teacher education. The themes vibrated through all three historical phases.

This historical development, as observed by him, over the long period of time, slowly and gradually had lead to the evolution of teacher education courses of a wide variety at UK. These courses in most cases had grown very sensitive to the emerging needs of the changing times. Efforts to strike a balance between theory and practice had been holding place. Tailor made courses came as a positive move for meeting individual needs. Now courses like B. Ed, PCEt, and PGCE are being run with a lot of flexibility for materialization of QTS standards at UK.

The PGCE is equivalent to a Master’s degree from USA, according to “Education International”(2010) which is an American Corporation established in 1977 and specializes in evaluation of foreign degrees and qualifications. In England PGCE is included in the Framework for Master’s Level of Higher Education Qualifications. The National Framework has eight levels in all; and PGCE is placed at Level 7 (wikipedia 2010) As per level criteria, Level 7 qualifications are recognized highly developed and complex levels of knowledge and reflection which enable the
development of in depth and original responses to complicated situations and problems. Learning at this level involves not only the understanding and application of high level professional knowledge through reflective processes but also intellectual skills for the judicial application of the acquired concepts in the real life situations.

2.9. Teacher Education Problems at Pakistan

AED (2006) reported that the prime problems confronted by teachers in Pakistan include theoretical teacher education, lack of accountability, lack of incentives, little hope for a career track, and dearth of motivation. It further pointed out that these widespread issues appear to be the outcome of the failure of the system (led by the government institutions) that had been struggling since years to cater to one of the largest cadre of governmental employees in the country. The outcome of the proliferated number of teacher education institutions was not termed to be of high standard, and the grand international efforts, including mega 1990’s Asian Development Bank’s (ADB’s) programme of establishment of PITEs (Provincial Institutes of Teacher Education) to improve the teacher education institutions resulted more in the installment of the infrastructure than improvement of the quality education of would be teachers. The report reflected that over the years, mostly the symptoms of the problems rather than their root causes had been addressed. The incorrect approach of involving the institution or the government to solve its problems had not yielded worthwhile results, as institution had been a part of the problem. Chubb and Moe’s (2002) argument, “Institutions many a times fail to solve problems alone effectively because they are part of the problem themselves”, appears to be applicable to teacher education situation existing in Pakistan.

UNESCO’s (2006) study on teacher education in Pakistan, acknowledging the impact of teachers on students’ level of performance observed that the level of students’ achievements depicted the quality of the education system that educates the students in general and that of the teachers teaching the students in particular. Another study conducted by UNESCO (2006) reported that the quality of education provided in the government schools of Pakistan had been poor due to
low levels of teacher competence, lack of classroom-based support for teachers, lack of systems to assess student-learning outcomes, uneven supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management. Another study conducted under the supervision of GTZ (2006) revealed across the board, gradual but persistent increase in the learning achievements of the students between 1999 and 2005 in Government Primary Schools of Khyber PakhtoonKhwa Province of Pakistan. This period was preceded and accompanied by concurrent programmes of improvised teacher education, textbook revision and school based teacher support and management in the governance system. It recommended macro planning at the National and Provincial level in order to have exact estimates of trained teachers on yearly, bi yearly and five yearly basis. The anticipated school population was suggested to form the basis for the required number and levels of teachers.

Ministry of Education Pakistan’s Publication about National Professional Standards for teachers in Pakistan (MoE, 2009) commented categorically that “if Pakistan aspires to compete successfully in the global knowledge economy by converting the raw talent of its people into productive asset, it has to create a world class educational system from pre-school to post graduate level. A world class educational system is not possible without world class teachers, who instruct, inform and inspire their students to quality learning and quality learning is contingent upon quality teaching. This requires standardization of curriculum, processes, achievement level and expectations.”

A situation analysis study by USAID to launch Pre-Step teacher education programme (USAID 2009) analytically reported, “Pakistan still has to face serious challenges in the education sector. About 20 million children do not have access to education. It still has disappointingly low literacy rate, low attendance rates and inadequate infrastructure. These poor standards are perpetuating along with a few other factors, due to poorly trained teachers. The efforts for improvement get impeded by limited government capacity, insufficient funding, coordination gaps between national and provincial governments, losses caused by terrorists, and security concerns”. Launching of pre-step was basically to raise the standards of
basic education through strengthening the government institutions of teacher education. For the improvement of teacher education programmes and enhancement of performance of teachers, USAID helped in the development of National Standards of qualified teachers and licensing and accreditation system for teachers. National Standards identify rubric and benchmarks for the National Professional Standards for Teachers in Pakistan, issued by the Ministry of Education.

As observed in the FATA Sustainable Development Plan (2007) “The educational scenario of Pakistan is not very bright. The efforts generated by limited resources are nullified by the rapidly growing population. The education sector characterized by the dominance of ill resourced, loosely supervised and poorly staffed government schools. Most of the teachers there possessing rudimentary teacher education, PTC and CT fail to engage the students adequately leading to high dropout rated. Failure to properly support the weak teachers and inability to monitor the attendance and performance of all teachers; has lead to poor standards, high drop outs and completion rates. The average classrooms are overpopulated in the cities due to undisciplined growth of urban population, and the schools in the rural areas are so widely dispersed that the thin attendance of the teachers and students can not be avoided. In spite of the additional local and international funding, the speedily increasing population cancels out the impacts of expansion, and additional investment, making universal primary education a far cry. Availability and quality of teachers is another key issue to be resolved.”

A vast collaborative research study by Agha Khan Foundation and Canada SIDP(2008) conducted on a big number of schools of Sindh province of Pakistan about ‘Teacher Education for Quality Learning and School Improvement’, reached to the conclusion that the quality of a teacher was greatly dependent upon the quality of his/her education, training and availability of post training support. The quality of pre service teacher education was reported to be extremely crucial, as once they start serving at schools they seldom get opportunities for on the job training or professional development courses. The deficiencies linger on with them throughout their career. The report in the concluding lines asserted that the need
for the improvement of existing teacher education programmes has become crucial for the overall development of teachers and the taught. Keeping in view the slim chances of on the job professional support availability it is of paramount importance to make the pre service teacher education programmes very comprehensive, practical and need based.”

Javed, H.(2007) stated, “The dire need for improvement and change in the existing practices of teacher education, at Pakistan, becomes very vivid if we analyze the current teaching learning scenarios. Like at many other underdeveloped countries the morale of the teachers in general, at Pakistan is low because they possess no great status, lack promotion opportunities, live up to the ever rising expectations of the society, are inadequately paid and have to teach usually under unsatisfactory conditions.” Javed further observed that most stakeholders are critical of the pre service training, particularly of PTC and CT because of archaic curriculum, poor quality instruction, inadequate hands on experience opportunities, misusing of distant learning programmes and malpractices in the examinations. In case of Allama Iqbal Open University where ten thousand personnel are trained each year, the distant learning programme has been misused and the quality of the graduates and of certificate holders has come into question”.

Adding to the same stream of thought, Naseem J. (2000) contributed, “The teachers in Pakistan particularly in the primary and pre primary government schools are generally low paid. There are thousands and thousands teachers mostly with CT and PTC qualifications that they obtained after their SSC and HSSC level education, in the schools who have been struggling to make two ends meet. Many graduate teachers find it hard to deliver due to their so called professional training of B. Ed. Absence of any incentive for good performance and negligible supervision seldom motivates them to work better or to learn practically to teach better. Their only chance of learning effective teaching during B. Ed education did not deliver much to them due to its over theoretical nature.”

Siddiqui S.(2001) while highlighting the problems of teacher education in Pakistan enumerated quite a few factors that could be considered responsible for the
existing standards, and attention to these could lead to the betterment of the existing situation in the field of teacher education. Those included:

- lack of conviction by high ranking policy makers about the significance of formal teacher education system,
- low commitment of the responsible policy makers to review and improvise the existing teacher education programmes,
- the duration of teacher education programmes as the lowest in Asia, practice of traditional teaching pedagogies,
- lack of command over modern instructional methodologies,
- heads of teacher education institutions mostly hailing from general cadre and lacking strong commitment for teacher education developments,
- planning based on hazy data,
- admission policy not based on realistic facts--not admitting on priority for the rural areas with acute shortage of teachers so on and so forth.

Teresa, Kolaranta et al (2010) in a preliminary comparison of the impacts of teacher education programmes in Sri Lanka and Pakistan recorded considerable differences of professional education of the primary school teachers. Appreciable influences were observed of nearly all kinds of teacher education on the achievement of students in Mathematics at the randomly sampled schools at Sri Lanka. Where as a very modest influence of professional education was observed on student achievement in Mathematics and Science at sampled schools at Pakistan. It had a lot to do with the nature and processes of teacher education programmes carried out at both the countries. More practical involvement of the students at the teacher education colleges and at the placement schools with guided supervision at Sri Lanka was cited to be one of the major factors for better impacts of teacher education programmes on student learning.
2.10. Comparison of Teacher Education at Pakistan and UK

Saeed, M. (2007) in a study comparing the education systems of Pakistan and the United Kingdom in context to inter provincial and inter countries comparisons, reported that there are little inter provincial differences and marked similarities in Pakistan. At the UK differences across the four territories are relatively more prominent than the similarities. In Pakistan with regard to educational and training responsibility, educational structure and school curricula, there seems to be similarities as policy and plans rest with the federal government and each provincial government has to follow national policies, plans and curricula. The kinds of institutions, the duration of schooling at primary, secondary and higher education are more similar in the four provinces and other regions. In the UK the differences are more prominent across the four countries. England and Wales and to a great extent Northern Ireland resemble with each other, but all three resemble to the least extent with Scotland. National tests at Key Stages are statutory at England, where as at Pakistan statutory examinations can not be seen before Grade 9, 10 and 11, 12. Structured continuous assessment of students at school level found in England is missing in Pakistan. The trend of relatively better performance of girls at languages and weak performance at Mathematics and Science is a common feature in both Pakistan and the UK.

With this background of general education, Saeed further compared that in teacher education the one year PGCE at England, Wales and Northern Ireland and PGDE in Scotland is very popular like one year B. Ed in Pakistan. Induction and mentoring for newly educated teachers, is statutory and very structured at the UK where as it is almost absent both in public and private sectors, throughout Pakistan. Saeed reported that differences in teacher education are very prominent like those in compulsory schooling; at UK lower Secondary education is legally compulsory, while in Pakistan practically no compulsory education by law is witnessed. Schools in the UK are very well equipped and well resourced and learning environment is more conducive than found in Pakistan. Teacher education programmes, he observed, unlike those in Pakistan, exhibit a lot of flexibility of routes to suit and accommodate candidates with different circumstances and
priorities. Openings or seats for aspiring candidates at teacher education colleges are much limited and entry is much competitive as compared to Pakistan.

Farooq R. (1999) observed, “Though there have been evaluations of specific programmes but there has been no systematic evaluation of the overall effectiveness of the teacher education programmes in Pakistan to assess the strengths and weaknesses, or to identify with empirical evidence where the programmes could be modified to prepare teachers better for their improved service delivery.” All these situations and requirements ask for comprehensive and analytical appraisal of the existing programmes, improvement of the policies, processes and procedures, more careful planning and more skillful implementation of teacher development programmes, enabling them to perform successfully and gain better results by fully exploiting the available opportunities and resources. This implies reviewing and analytically comparing the existing programmes of teacher education with better performing ones, both from local and international perspectives.
Chapter III

Methodology of the Study

3.1. Type of the Study

It is a descriptive and exploratory study that concerns itself with comparative analysis of pre service teacher education programmes in UK and Pakistan. It has attempted to study, understand, analyze and compare teacher education programmes being practiced at Pakistan and England, UK, with special focus on Peshawar at Pakistan and on Bradford at UK. Cohen and Manion (2004) stated that the descriptive method has proved to be ideal particularly for investigating a variety of educational problems, as typical descriptive studies were concerned with the explanation and assessment of practices, procedures, attitudes, opinions, demographic information, historical background and existing conditions of prevalent situations.

The study attempted to explain and depict the existing conditions and prevalent practices of the sampled programmes very accurately, to promote extension of the study by other researchers. Information was gathered at source through detailed and extensive study of the relevant literature and appropriate documents. Data had been collected with the help of detailed interviews, discussions and survey questionnaires fielded to the sampled population, for the purposes of comparing and contrasting, analyzing and interpreting the prevalent teacher education practices in order to meet the objectives of the study.

While exploring the situation of teacher education in two sampled cities of Pakistan and UK, the existing rules, regulations and pre requisites of teacher preparation were studied, and to better understand the existing practices historical evolution of teacher education programmes was explored. Further the practicality and usefulness of the programmes to adequately prepare teachers for effective
service delivery was also probed into. The objective of investigating the similarities and dissimilarities in the procedures of teacher education was to determine their link with the performance and capacity of teacher and to ascertain the usefulness and efficiency at sampled schools through interaction with the teachers and managers of these schools. As per descriptive nature of this research, first of all the historical background that had lead to the development of the existing practices at both the countries, was explored through a vast study of local, national and international literature. Then information was gathered about the existing conditions, regular practices, and procedures of teacher education for investigation and analysis. Standards were identified through intensive and extensive study of the relevant literature so that existing-conditions at both the places could be compared with these standards analytically.

3.2. Tools and Instruments of the Study

Tools and instruments for this study were developed with great care. Survey questionnaires were prepared for collecting data from a big number of respondents. Interview questionnaires or interview guides were also developed in order to remain focused during the interviewing process. An interview schedule was prepared for the purpose. Date and time was obtained in advance telephonically or through personal contact from respondents at Peshawar, and through emails from respondents at Bradford, with the facilitation of the Bradford Council, UK. Questionnaires were designed in line with the objectives and questions of the study. Pertinence and brevity were used as hallmarks. During the finalization stage irrelevant, overlapping and ambiguous questions were revisited repeatedly and improved upon. Questions of the interview were kept short and to the point deliberately, in order to avoid unnecessary stressing. The reasonable length of the interview questionnaire and that of survey questions did not lead to plodding of the respondents and nearly all of them participated actively till the end.

The following four questionnaires helped in materialization of study’s objectives:

1) The first questionnaire, with incorporated Likert Rating Scale, was the survey tool for the serving teachers with three to five years of experience
after their teacher education studies. (Appendix - B)

2) The second questionnaire was the survey questionnaire about Essential Teaching Skills developed by the respondents during their teacher education and they were asked to report upon the skills’ adequacy or inadequacy in meeting actual classroom needs. (Appendix - C)

3) The third had the interview items for some more teachers again with the same length of experience, for purposes of direct interactions, detailed responses and for acquiring first hand information. (Appendix - D)

4) The fourth questionnaire was the interview guide-questionnaire used to interact with the Principals, Head masters, Headmistresses, Deputy Heads and coordinators of the sampled institutions to record the perspective of the administrative and managerial staff about the usefulness and worth of the teacher education programmes, from the receiving end. (Appendix - E)

5) Participants who took time out for sharing their views at Peshawar and Bradford are included as Appendix F

The interview items were designed to provide more information on the qualitative aspects, as the quantitative data was collected through the survey questionnaire. The heads of the institutions were asked to reflect upon the usefulness of the teacher education programmes pursued by teachers working in their institutions, judged through their service delivery standards. Some insightful questions helped to benefit from the inputs of seasoned and competent administrators.

During the process of development of tools for research, discussions for content validity of the items were carried out with the research supervisor and other teacher education experts to select befitting items that would best facilitate the fulfillment of the objectives of the study. Both closed and open ended items were incorporated in the questionnaires, to take advantage of the inherent benefits of both types.

To measure the variety, range and frequency in the use of appropriate teaching methodologies by the teacher educators of the respondents and interviewees a rating scale, known as Likert Scale was incorporated in the questionnaires. This
scale which gave a choice of three responses: frequently, rarely and never; adequately provided information about the use of different teaching methods, by the teacher educators, during the teacher education year at both the cities. A fairly exhaustive list of the established or popular teaching methods was provided for the ease of response. Those rating items by nature invited structured responses. Provision of the choice of ‘any other response’ made the options open ended providing opportunity to respondents to include any method other than those provided in the list.

Believing that teacher education programmes primarily aim to develop skills of teaching along with other abilities, a second survey questionnaire was developed to gather data about the development of essential teaching skills and about their adequacy and effectiveness in meeting the professional needs of the teachers. Eight sets of essential teaching skills with prominent and typical examples were provided in the form of a questionnaire. The respondents were directed to record their responses on the basis of education received by them during their teacher education programme of B. Ed at Peshawar and PGCE at Bradford, about the adequacy or inadequacy of the education for the development of each set of skills.

Two special visits were made by the researcher to institutions at Bradford UK to gather first hand information, and to interact with the teachers and administrators of the sampled institutions. Frequent visits were made to all the sampled institutions of Peshawar also. Along with survey questionnaires and semi structured interviews data about teacher education practices at both the cities were also collected through situational study, literature review, meetings, websites and inter-active discussions with graduates of the past two to five years and with administrators of the institutions where those graduates worked.

3.3. Population of the Study

Population is the sum total of all individuals with characteristics of interest; so all teachers with a B. Ed degree at Peshawar, and all teachers with professional qualification of PGCE at Bradford can be called the population of this study in general. But specifically personnel including Teachers, Assistant teachers,
Principals, Headmasters / Headmistresses, Deputy Heads and Coordinators of nine selected schools at Peshawar and Bradford formed the population of this study.

Hence, a total of four hundred and five professionals of nine schools of both boys and girls and of both Primary and Secondary level institutions, situated at Peshawar and Bradford, constituted the population of the study. Out of this population there were ten Principals, Head Masters or Head Mistresses, thirty six vice Principals, Deputy Head Masters / Deputy Head Mistresses, Assistant Heads and Coordinators of the management sector of these institutions, and three hundred and fifty nine teachers and assistant teachers constituted the population. The part time staff and the support staff had not been included while calculating the total population of the study. The details of the population as per each institution are given in Table No. 3.1 below.

Table No. 3.1 **Institutions and Persons Constituting the Population of the Study**

<table>
<thead>
<tr>
<th>SN</th>
<th>Name of the Institution</th>
<th>Principal Head Master / Mistress</th>
<th>V. Principals, Deputy Heads, Ass. Heads, Coordinators</th>
<th>Teachers &amp; Ass. Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feversham College for Girls, Bradford</td>
<td>1</td>
<td>6</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>Thornton Grammar School for Girls and Boys</td>
<td>1</td>
<td>6</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>Greenlane Primary School for Girls and Boys</td>
<td>1</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Frizinghall School, Bradford for Girls and Boys</td>
<td>1</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>Qurtuba Schools and College for Girls and Boys</td>
<td>2</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
<td>6</td>
<td>LIMS Primary &amp; Secondary School for Girls and Boys</td>
<td>1</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Boys Secondary School, Peshawar</td>
<td>1</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>Government Girls’ &amp; Govt. Boys’ Primary School</td>
<td>2</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td>36</td>
<td>359</td>
</tr>
</tbody>
</table>

3.4. Sample of the Study

The subgroup chosen from the population of the study for the materialization of its objectives was a purposive sample due to its inherent qualities. In order to have a fair representation of the Public and Private sector, of Primary and Secondary level
of schools with a fairly equal gender representation, schools were selected with care both at Peshawar and Bradford.

Randomly chosen staff of four schools at Bradford, was included in the sample. All those teachers at Bradford were researched upon who had done their professional training, i.e PGCE at least two to five years back. Professionally trained teachers with a B. Ed degree and two to five years of experience, working at five schools of Peshawar, again both from Public and Private sector constituted the sample, as given below. An additional school at Peshawar was included in the sample to have a balanced sized sample due to limited strength of primary school.

Table No. 3.2 Institutions and Persons Constituting the Sample of the Study

<table>
<thead>
<tr>
<th>SN</th>
<th>Name of the Institution</th>
<th>Principal</th>
<th>V. Principals, Deputy Heads, Ass. Heads, and Coordinators</th>
<th>Teachers &amp; Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feversham College for Girls, Bradford</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Thornton Grammar School for Girls and Boys</td>
<td>1</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Greenlane Primary School for Girls and Boys</td>
<td>1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Frizinghall School, Bradford for Girls and Boys</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Qurtuba Schools and College for Girls and Boys</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>LIMS Primary &amp; Secondary School for Girls &amp; Boys</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Boys Secondary School, Peshawar</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Govt. Girls and Govt. Boys’ Primary school Peshawar</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>21</td>
<td>109</td>
</tr>
</tbody>
</table>

Administrators or Principals, Vice Principals, Head Mistresses / Head Masters, Deputy Heads, Assistant Heads and Coordinators of all these schools were also interacted with. A further effort was made to select teachers with a varied subject specialty background, to make the sample all the more broad based. The size of the sample was kept fairly large to promote reliability, accuracy and fair representative
ness. The overall sample constituted 34.57% of the total population, the teachers formed 30.36% of all teachers working in these schools and the interviewed administrators and managers formulated 67% of the population of this cadre.

Feversham College at Bradford is a Muslim all-Girls College and a Secondary School in the Private Sector; catering for the needs of students from Grade VI to GCSE, O and A levels. Thornton Grammar School is a co-educational Secondary School in the Public Sector. It is a State School for boys and girls, starting from Grade VI and providing education up to A levels. Green Lane and Frizing Hall schools are both big Primary Schools from the Government Sector of Bradford, providing education to children from Grade Nursery to Grade V. These are mixed/co-educational State schools supervised by the LEA (Local Educational Authority) of the Bradford Council.

Whereas Qurtuba Public School and College for Boys and Girls are Primary and Secondary Private Sector, English Medium Schools. LIMS School for Boys and Girls is a Private Sector, English Medium School, co-educational at Primary level with separate sections for boys and girls at the secondary level culminating with the Matriculation Public Examination. Secondary Government School for Boys, Government Girls Primary School, and Government Boys Primary Schools had been included in the sample. The demographic characteristics included:

Table No.3.3

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th>Number</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Public</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>26</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>28</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Principals</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Headmasters/ Head mistresses/ Ass. Heads / Coordinators</td>
<td>9</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>72</strong></td>
<td><strong>71</strong></td>
</tr>
</tbody>
</table>

Government Secondary and Primary schools for Girls and Boys are Urdu Medium single gender Schools. It was hard to find many teachers with B. Ed degree at
Government Primary schools of Peshawar, as it is not obligatory for the teachers to have a B. Ed degree to be eligible to teach at Primary level. So two primary schools, one for boys and one for girls, had been included in the sample.

As is evident from Table No. 3.3, in order to make the sample very balanced from all perspectives, a fair representation at Bradford and Peshawar was given to both Primary and Secondary levels, to Private and Public Sectors and also to both female and male genders. Twenty six male teachers and twenty nine female teachers of the Primary level were included in the sample altogether from the selected schools. Twenty eight teachers were from the Public Sector and twenty seven teachers were from the Private sector. Where as, twenty eight male teachers and twenty six female teachers of the Secondary level constituted the sample, and out of these twenty seven were from the Public Sector, and twenty seven hailed from the Private sector. Five male and five female Principals, and out of these ten principals six were from the Public and four from the Private sector. Twenty one Head teachers and Assistant Head teachers were interacted with, who fairly represented both genders and both sectors. In all seventy one professionals were from the Public Sector and Sixty nine were from the Private Sector, and out of these sixty eight were males and seventy two were females.

3.5. Collection of Data

Primary data was collected at source through survey questionnaires and interviews at Peshawar and Bradford. The researcher visited all the institutions in person at both the cities. Two survey questionnaires with both closed and open ended items were used as a primary source to gather quantitative data from the intended population. Likert scale was also incorporated into the questionnaires to objectively assess the degree of agreement with the provided options.

Interviews as a primary source of qualitative information collection were used with interview-questionnaires to remain focused and structured in the face to face interactions. The respondents at the Bradford schools were approached by the researcher through emails, and through the Bradford Council officer to get the willingness and appointment for interviews, before leaving for United Kingdom. A lot of support in this respect was experienced from the Bradford Council office,
Heads and management staff of the sampled institutions. Secondary sources of the data collection included internet websites, a very big number of relevant research studies, books, journals, reports of multinational agencies, reviews of strategic official documents, and syllabi with practical instructions for student teachers issued by sampled institutions, IER at Peshawar and Bradford College of Education at Bradford.

3.6. Pilot Study

Preliminary testing of the instruments was done in order to test the effectiveness of the design of the questionnaires and to eliminate the bias. This was done to increase the chances of validity, to minimize the possibility of errors, and to ascertain the appropriateness of the instruments for the intended population at both the cities. The questionnaire particularly the interview-questionnaire was modified on the basis of the received feedback. This interview guide helped to remain focused on crucial issues while allowing enough conversation span. A thorough but concise introduction of this research study, its objectives and procedures was provided to each interviewee in order to develop rapport with them. An interview scheme was prepared and respondents were met after taking appointments as per their availability and convenience.

3.7. Validity and Reliability of the Study

The validity of a study is the extent to which the study measures what the researcher intends it to measure. Validity can be face, content, criterion or construct related. Where as the reliability of a measure, concerns with its ability to produce similar results, when repeated measurements are made under similar conditions. In data collection care was taken about small indirect elements also like giving respect to cultural differences in personal interactions, to avoid hasty interviews at the closing time, when people are more interested to leave than to respond in detail; taking advance appointments to avoid stress and to interact in a free relaxed hour, to fully avoid half hearted participation of stressed or overworked / tired interviewee; and interactions at the mornings and mid mornings were preferred to the end of the day ones to ensure fresh and active participation and responses.
Chapter IV

Part A

Findings, Discussion and Analysis

Comparison of teacher education structures operative at Pakistan and UK entailed a thorough study and comprehension of the existing systems of pre service teacher education. This provided a strong base and vividness for the enquiry into the comparative analysis of the two different teacher education programmes. This chapter records results in two parts:

Part A: is the description of findings of explorations about evolution, present status and current practices of teacher education, prevailing in Pakistan and UK.

Part B: contains a discussion and analysis of the data gathered through different tools.

Part A

Evolution and Current Practices of Teacher Education

A wide variety of channels of information were explored including extensive and intensive study of the relevant literature--books, brochures, globally carried out research studies, institutional and general websites, pamphlets and other informational material-- about the teacher education programmes under study including B. Ed at Peshawar and PGCE at Bradford. The description of the results of investigation into the evolution of existing teacher education programmes, their current standing at Pakistan and United Kingdom is given below:

4.1. Teacher Education in Pakistan

4.1.1. Historical Evolution

Different scholars and educationists like Farooq R. A (1999), Sodhi(1999), Javed H.A. (2007) and Yogesh and Nath (2008) have traced the history of teacher
education in the sub continent to the early days of Islam. Muslims had greatly valued education right from the earlier days of Islam. Originally educational institutions were established to perpetuate the values of a Muslim society. Later the domain kept on getting broader. During the Pre Mughal period the domestic system of teaching was practiced with the result that homes of learned men became centers of instruction. Whereas technical education was transferred from the experienced artisan to the upcoming technical young trainees through apprenticeship; and the skills were regularly passed from father to son. Teaching of Quran to boys was considered the sacred duty of the Imams/religious leaders of mosques, or of pious ladies at homes for girls who were neither salaried teachers, nor collected tuition fees. Imams got their payment in kind at the harvest time. During the pre British period most teachers were self trained and served voluntarily. Teaching was considered a service to the community and mostly remuneration for teaching was not asked for. Many educated people, if they offered to teach, were accepted with appreciation by the communities. Therefore a formal system of teacher education did not exist as such, till the first decade of eighteenth century.

Reddy R. (2003) recorded that teaching profession got a considerable boost during the time of King Akber and King Aurangzeb. The scholars of oriental studies, philosophy and languages were running localized educational institutions, where students from far and wide came for studies. The able and promising students were selected as monitors of a class by the master from whom these monitors learned class control, and teaching. They were taught academics and were guided to help and supervise other students for the learning of Persian, Arabic, Mathematics and Religious Studies. Those monitors every where got groomed as future teachers through informal training about the fundamental content of the basic subjects, by observing seniors and practicing their methods of teaching. That fairly effective indigenous teacher education system could not be continued as it was not properly patronized by the British rulers; but it did contribute in the evolution of the English model of teacher education, later implemented by the British in India.

In the pre-partitioned India, teacher training institutions were first set up by the Christian missionaries, who wanted India’s poor communities to benefit from them
first. They started with elementary education, but later started preparing teachers for secondary education also. Danish missionaries were first to set up a teacher training institution for elementary teachers at Serampore (Bengal) in the beginning of 19th century. The first secondary teachers’ training institution was opened at Madras in 1856. The second was set up at Lahore in 1880. (Reddy 2003) Further establishment of training schools and colleges was assured by the 1854 Wood’s Dispatch, with Masters at each Presidency in India. It recommended the adaptation of England’s teacher education system to local needs of India. Lord Stanley in 1859 managed to persuade the British administration not to hire teachers from England, and thus paved the way for training and hiring all local teachers; with a sanction for more teacher training institutions. (Karne 2004)

Karne further added that due to the efforts of Christian Missionaries and East India Company, training colleges for elementary teachers started getting established in the entire India, but these colleges were mostly set up for men reflecting the gender priorities of that time. Teacher education gained real momentum with the recommendations and steps of the Indian Education Commission, called as the Hunter Commission of 1882. Resultantly by 1892, one hundred and sixteen training institutions for males and fifteen for females got established. Till then training and certification were considered two separate functions of the teacher education institutions. Certification as trained teachers required two years training at the teacher training institutions and two years work at schools by the aspiring teachers.

In 1892 the Board of Examiners for teachers’ certification was established at Madras. In order to meet the deficiency of trained teachers it started awarding training certificates after 12 months of training at a normal school, only if the candidate had passed both Theory and Practice examinations. English Teachers’ certificate was introduced for the first time at Lucknow in 1885; Physical and Gymnastic trainings were started in 1892, and training for Drawing Masters was first given at Bengal in 1894. By the end of the century fifty secondary teachers’ training schools, fifty four schools for training primary teachers at Saidapet, Lahore, Allahabad, Kurseong, Rajamudry, Jabalpur and at a few other places at India were established. (Yogesh & Nath 2008)
1904 Education Policy categorically asserted that enhancement of education standards to a higher level, were essentially required to raise the standard of teacher education. A set of specific recommendations about the improvement of the content and practice of principles were put forward. The 1904 Government of India Resolution on Educational Policy fixed the duration of training as one year for graduates and two years for non-graduates. But with the passage of time the teacher education programmes had started showing weaknesses, so the 1913 Resolution made strong recommendations for the qualitative improvement of the programmes, and declared that no teacher would be allowed to teach without a certificate by the local Government to do so. This raised the number of teacher training colleges substantially. The Calcutta University Commission of 1917 raised the status of teacher education by establishing Departments of education in the universities and stressing on the increase in the output of trainee teachers. Demonstration schools, as educational laboratories, were attached with universities for the practical implementation of new educational methodologies. (Graves 2003)

Graves had further added that the 1917 Commission again recorded the poor quality of teacher education programmes, and declared that out of the three components of teacher education, namely knowledge of the subject matter, practical training of the trainees and theoretical education; the first was not being fulfilled, the second in its true sense was not being implemented and the third was there but in inadequate quantities. It recommended the opening of a department of education in universities to take up the systematic and thorough study of teacher education with excellent libraries, better academic facilities and new methods of teaching. Demonstration schools were recommended for practical implementation of theoretical principles of teacher education. First department of Education was established in 1925 at Mysore University. (Mukerjee 2000) The Hartog Committee in 1929 strongly recommended the establishment of Education departments at universities, and also expressed great disappointment on the too short duration of the training being provided at teacher education colleges. The curriculum was reported to be too narrow; the academic faculty was judged as inadequately qualified and used old teaching methods. This move gradually gained popularity and by 1932 out of 18 universities 13 had departments of Education and in 1936
Bombay was the first to begin with the M.Ed. programme.

The Central Academic Board of Education (CABE) got revived in 1935 (Graves 2003), and reviewed then existing programmes of teacher education. Whereas the Abbot-Wood Report of 1937 recommended transforming the attitudes of teachers, leading to further review of the existing teacher education curriculum. These series of reviews resulted in a new curriculum and better methods of teaching, which started having some positive impact in the form of improvement in teacher education programmes. By 1940 research and improvement in teacher education, increase in the teacher training colleges and students was witnessed very clearly. Specific institutions were established to award degrees or diplomas for teachers in this area. CABE in 1940 fixed a diploma of two years duration as the minimum qualification for teachers of Primary and Infant schools. A third year of teacher education was recommended for those aspiring to teach, with aptitude and ability for senior schools. Next couple of years did not witness any mega change in the policy level decisions, hence the implementation of policies was continued with.

In 1947 at the time of independence Pakistan had highly inadequate number of trained teachers to meet the then existing demands. So to bridge the void between demand and availability of teachers most of the teachers after the independence were employed on ad hoc basis. They not only continued their service but were promoted also in the following years, again on ad hoc basis, involving compromising on standards to a great extent. Along with this Pakistan inherited an educational system designed to produce a class of people prepared to serve bureaucracy and perpetuate the existing socio economic order of feudal nature in the country. In order to come out of this status quo many formal efforts in the form of conferences, plans and policies were made.

4.1.2. Teacher Education in National Education Policies of Pakistan

All National Education Policies of Pakistan, irrespective of the implementation records, had accorded great importance to teacher education programmes. Soon after the independence, First Educational Conference was convened in December 1947, where proper training of teachers and adequate salary scales for trained teachers were stressed upon, with the announcement of first rate Teachers’
Training Institutes for female teachers for Nursery and Primary classes. (GoP 2006) Second Education Conference 1951, recognizing that the best and brightest were not going to teaching, recommended rising of status of teachers right from the primary level in order to attract better people to this profession. It proposed to establish one hundred and one male and female Primary Teachers’ Training institutions and twenty six institutions for Secondary School Teachers. (GoP 2006)

Another serious effort to rationalize the national teacher education systems was made by 1959 National Education Commission. (GoP 1959) It noted that “no education system is better than the teachers that serve it.” The Commission criticized the competencies of teaching staff, getting reflected in the students graduating under their supervision. The characteristics of a teacher, outlined by 1959 Commission, still serve as guidelines for determining the goals of teacher education. It outlined that, the teacher should be academically well trained in the subjects he teaches; should have had sound professional training in how to teach his subjects, how to understand the children in his charge and should possess a deep sense of professional honour. It also recommended the monitoring of too many free days enjoyed by teachers and gave useful recommendations about functions, selection & promotion of university teachers.

The 1966 Commission on Students’ Problems and Welfare, also pointed out existing salary and status as the foundational reason of the inability of the system to attract and retain academically strong persons, leading to the provision of sub standard teachers at school level. (GoP1966) The commission did not come up with concrete solutions but strongly implied that better salary package and more facilities only could attract the talented people to this profession. Highlighting the significance of Teacher Education, the 3rd Five-Year Plan (1965-70), clearly stated, “The improvement and expansion of the school system depend squarely upon the quality and number of teachers. For effective role of education in the social and economic growth of the nation, the teacher and his education must receive the highest priority.” The 3rd Five-Year Plan recommended the provision of improved physical facilities, better teachers and improved curriculum for the overall development of the education system. (GoP1966)
The National Education Policy (1972-80), advocated for improvement of the teacher education programmes, and suggested to train teachers on the pattern of Central Superior Service (CSS) training. This led to the creation of Academy for Educational Planning and Management and added emphasis on the school teachers’ education. It recommended, “In order to meet the massive requirements of teachers at all stages, facilities for teacher education would be increased by reorganizing teacher education programmes and by introducing innovative techniques.” (GoP 1972) As a result of this policy decision, the teacher education curriculum was revised and improvised in 1976. The NEP 1972-80 planned to enhance the teacher producing capacity of then existing twelve teacher training colleges and fifty five teacher education institutions in Pakistan, to increase to four thousand, though much less than the estimated demand of three hundred thousand additionally required teachers to meet the demands of massive population increases. It recommended the introduction of Education subject at Secondary, Higher Secondary and Degree level to prepare teachers for primary, middle and high level. Relaxation of training requirements for female teachers in special cases was recommended in order to increase the number of female teachers. The outdated nature of the teacher training courses was admitted, their revision was advised and the preparation of model standard textbooks for trainees was advised. (GoP 1972)

In 1979 a New National Education Policy (GoP 1979), was developed and is still considered as provider of guidelines for the trainings of primary teachers. The following three out of the eight recommended steps have been considered crucial by many educationists, like Farooq (1999) with far reaching impacts:

1) All Primary teacher training institutions will be upgraded to Colleges of Elementary Teachers, with staff possessing a Master’s degree in one of the content areas & a Master’s degree in education.

2) The curricula of preservice teacher education programmes will be reviewed and suitable modifications will be made in consistence with the findings.

3) An Academy of Educational Planning and Management will be established to provide in-service training facility to administrators and supervisors working at different levels of the education system.
During the implementation of the Education Policy, Primary Teacher Training institutions were upgraded to Colleges of Education on priority basis and Academy for Educational Planning and Management (AEPAM) was also established promptly but the issue of upgrading the qualification of the teaching staff was not done justice with. Resultantly the problem of quality that was identified very clearly at the time of independence of Pakistan continued to perpetuate, and there is much to be expected from the role of AEPAM, in improving the quality of teachers & administrators. The NEP 1979 had vividly valued the significant role of teachers, as a pivot in the effective implementation of the education policies. It envisaged that every teacher would be expected to undergo one in-service course during five-year cycle of his/her service. A system of National Awards for best teachers was planned and every year ten teachers of various categories were to receive these awards from the President of Pakistan at national level and from Provincial Governors for teachers in the provinces. Compared to the previous policies the 1979 policy was clear, categorical and strongly expected all teachers to acquire and demonstrate “strong commitment to the ideology of Pakistan”.

The Sixth Five-Year Plan, (1983-88), earmarked a considerably huge amount for the establishment of additional teacher education institutes and to enhance the capacity of the existing institutions, and departments.(GoP 1983) It was unique to allocate special funds categorically for the teacher education programmes. Prior to this the trend of blanket approval was in practice and the badly needed requisite improvement in the standard of teachers could not be facilitated.

Table 4.1 The 6th 5 Year Plan’s Allocations for Teacher Education(Rs in Millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Recurring Expenditure</th>
<th>Developmental Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>1984-85</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>1985-86</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>1986-87</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>1987-88</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>
The gradual incremental allocation, enhancing the recurrent expenditure by 100% and the developmental expenditure by 137.5% over a period of five years, as can be seen from table 4.1 reflected well the increased importance accorded to teacher education.

The Seventh Five-Year Plan (1988-93), identified a number of shortcomings in the teacher education programmes, including the irrelevancy of curriculum of PTC and CT; inadequacy of the training duration, and poor career prospects failing to attract bright students to teaching profession. It was proposed to gradually raise the minimum qualification, revitalize the teacher training programmes, and provide better career proposals to teachers. (GoP 1988) The Ninth Five Year Plan focused upon the strengthening of 120 then existing teacher training institutes.

The NEP 1992 focused on changing the ideological orientation of teachers and enhanced Islamic religious education component. The policy called for AEPAM strengthening and for creating such four academies in the provinces. (GoP 1992) The NEP 1998-2010, also emphasized teachers’ education along Islamic and Ideological lines, and proposed the establishment of an Educational Public Service Commission to recruit able teachers. It promised revision of Curriculum of B. Ed. and M. Ed; creation of a new National Institute of Teachers’ Education (NITE) with the capacity of educating over 300 teachers annually and organization of National Teachers’ Conference regularly (GoP 1998) The teacher education curriculum introduced in 1976 was revised by the HEC in 2005 by incorporating the input of all teacher education institutions.

The high priority attached to the promotion and up gradation of teacher education as envisaged in the above mentioned policies and plans spoke of the importance accorded to teacher education by all the governments of Pakistan. A number of donor aided projects were implemented, such as SAP (Social Action Plan), TTP (Teacher Training Programme), and the Science Education Project, but none affected the organizational set up of teacher education in any way. (PTEPDP 2005)

4.1.3. Spending on Teacher Education

It is commonly agreed that financial allocation for Education Sector in Pakistan had been inadequate. But the situation becomes all the worse when the analysts
notice that the spending had been even lesser than the less allocation. Unluckily education sector on the whole had not been able to build its capacity to spend, and teacher education being its essential component had always been negatively affected due to poor spending capability. It becomes quite evident if we analyze the allocations made by all plans vis-à-vis spending incurred on teacher education programmes over a period of sixty three years. Many a time government planners and policy makers had been accused with the charges of ignoring education sector by allocating very negligible amounts for its development. Adequate number of teachers could not be trained as per needs of the existing schools due to the limited capacity of the existing institutions for teacher education. But the figures given in Table 4.2 and graphically depicted in Figure 4.1 do not bear out the commonly held belief of inadequate allocation of funds.

Table: 4.2 Allocations and Expenditure on Teacher Education-1st to 9th Plan

<table>
<thead>
<tr>
<th>Plan</th>
<th>Period</th>
<th>Allocation</th>
<th>Expenditure</th>
<th>%age Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1955-1960</td>
<td>23.30</td>
<td>4.90</td>
<td>21.03%</td>
</tr>
<tr>
<td>2nd</td>
<td>1960-1965</td>
<td>17.40</td>
<td>17.50</td>
<td>100.57%</td>
</tr>
<tr>
<td>3rd</td>
<td>1965-1970</td>
<td>36.01</td>
<td>15.05</td>
<td>41.79%</td>
</tr>
<tr>
<td>Non Plan Period</td>
<td>1970-1978</td>
<td>109.90</td>
<td>114.01</td>
<td>103.73%</td>
</tr>
<tr>
<td>5th</td>
<td>1978-1983</td>
<td>380.00</td>
<td>290.30</td>
<td>76.39%</td>
</tr>
<tr>
<td>6th</td>
<td>1983-1988</td>
<td>1315.00</td>
<td>857.95</td>
<td>65.24%</td>
</tr>
<tr>
<td>7th</td>
<td>1988-1993</td>
<td>2000.00</td>
<td>943.17</td>
<td>47.15%</td>
</tr>
<tr>
<td>8th</td>
<td>1993-1998</td>
<td>2447.00</td>
<td>2373.32</td>
<td>96.98%</td>
</tr>
<tr>
<td>9th</td>
<td>1998-2003</td>
<td>5000.00</td>
<td>3285.58</td>
<td>65.71%</td>
</tr>
<tr>
<td>Total</td>
<td>1955-2003</td>
<td>11328.61</td>
<td>7901.78</td>
<td>69.75%</td>
</tr>
</tbody>
</table>

Source: Ministry of Education (2009)

The figures reflect that the problem didn’t completely lie with the low funding or inadequate resources; rather it was the absence of requisite spending ability that appeared to have deterred, more than any other factor, the pace of educational development in the teacher education sector. Looking at the above table it can be
inferred that with the exception of 2nd Plan and the Non Plan period, the actual spending had been far lower than allocation. Third and Seventh five year plans failed to spend even 50% of the allocated budget. Fifth, sixth and ninth plans spent far less than 80% of the allocated amounts. If the total is focused upon, then the situation really appears to be very disappointing!

The allocation for teacher education during the First, Second and Third Plans, as can be seen from the Figure below, was highly inadequate. It was only 23.30, 17.40, and 36.01 Millions respectively for the entire country including both its parts East and West Pakistan. But only 37.45 Million out of 76.71 Million of the first three Five Year Plans amounting to 48.82% could be utilized.

Figure 4.1

The allocation during the 9th Five Year Plan got enhanced two hundred and seventeen times of the allocation of the 1st Five Year Plan, i.e there were 23.30 million rupees allocated during the First Five Year Plan, and 5000 million rupees were set aside for teacher education during the Ninth Five Year Plan. A thickly populated country with ever growing demand for more and better teachers could only allocate 11328.61 millions for teacher education and development! All the more disheartening is the fact that this limited amount could not be put into use as only 69.75 % was utilized over a period of forty eight years and the rest got lapsed!
4.1.4. Current Teacher Education Practices

In service teacher training in Pakistan is carried out at Provincial Institutes of Teacher Education (PITEs) and by some NGOs for the Private sector. Pre service or initial teacher education is carried out at:

1) University-housed Institutes of Education and Research, (IERs);

2) Regional Institutes of Teacher Education, or RITEs;

3) Government Colleges of Teacher Education or GCTEs and

4) Private Sector Institutes and Colleges affiliated with Universities.

According to Teacher Education Institutes’ Directory of Pakistan 2009, there are 279 teacher education institutions in all. Out of 279 teacher education institutions of the country, the maximum number of institutions is in the province of Khyber Pakhtoon khwa, having 83 institutions in all, Sindh and Punjab follow with 69 and 64 numbers of institutions. As given in Table 4.3, 155 or 56% of the total institutions are in the Public Sector, 26 or 9% are Autonomous, and 98 or 35% are being run in the Private sector. If we analyze these from the perspective of gender we find that the maximum number of institutions to the tune of 64 % are co-educational, 19% are all-girls and only 17% are all-males institutions; but at all these institutions 2/3rd of the total are male students and only 1/3rd are females.

These institutions are providing training for award of degrees, certificates and diplomas. The programmes being run include Ph.D (Doctorate in Education), M.Phil, M.Ed. (Masters of Education) B. Ed. (Bachelor of Education) D. Ed. (Diploma in Education), A.DE. (Associate Degree in Education), CT (Certificate in Teaching), PTC (Primary Teachers’ Certificate), and course of DM (Drawing Mistress/Master). The programme that had been very popular nearly throughout the country was Bachelor of Education. From a total of 279 teacher education institutions 180, or 64.51% are offering B. Ed programme. The pre service teacher education institutions in the Public sector are managed by the Directorate of Curriculum and Teacher Education, and the private sector institutions are run independently by individuals or group owners and affiliated with the public sector universities, like autonomous institutions.
Table: 4.3  
An Overview of Teacher Training Institutions at Pakistan

<table>
<thead>
<tr>
<th>S/N</th>
<th>Teacher Education Institutions Located At</th>
<th>Programmes</th>
<th>Total Number Of Institutions</th>
<th>Sector</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td>1</td>
<td>Islamabad Capital Territory</td>
<td>PhD, MPhil, M.Ed, B.Ed, D.Ed, PTC, CT, (B.Ed 4/8)</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Azad Jammu &amp; Kashmir</td>
<td>B.Ed, D.Ed, PTC, CT, OIC DN, CT-Agro (B.Ed 2/15)</td>
<td>15</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Federally Administered Northern Areas (FANA)</td>
<td>B.Ed, D.Ed, PTC, CT (B.Ed 3/6)</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Federally Administered Tribal Areas/FATA</td>
<td>B.Ed, D.Ed (B.Ed 2/4)</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Balochistan</td>
<td>PhD, MPhil, M.Ed, B.Ed, D.Ed, PTC, CT, SDM, IDM, CT-Agro (B.Ed 13/30)</td>
<td>30</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Khyber Pakhtoonkhwa</td>
<td>PhD, MPhil, M.Ed, DM B.Ed, D.Ed, CT-Agro, MSc-HPE, SDPE, IDPE, ADE (B.Ed 54/83)</td>
<td>83</td>
<td>28</td>
<td>52</td>
</tr>
<tr>
<td>6</td>
<td>Sindh</td>
<td>PhD, MPhil, M.Ed, B.Ed, D.Ed, CT-Agro, MSc-HPE, CT, PTC, DM (B.Ed 54/69)</td>
<td>69</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Punjab</td>
<td>PhD, MPhil, M.Ed, B.Ed, D.Ed, CT-Agro, MSc-HPE, CT, PTC, DM (B.Ed 48/64)</td>
<td>64</td>
<td>39</td>
<td>8</td>
</tr>
</tbody>
</table>

Total | 279 | 155 | 98 | 26 | 47 | 54 | 178 |

Source: Directory of Teacher Education Pakistan, 2009

Teacher Education programmes like PTC and CT, after operating for decades have been declared redundant in the province of Khyber Pakhtoonkhwa and FATA, and are being replaced by more modern programmes. However, as is evident from the above Table, provinces like Sindh, Punjab and Balochistan, Islamabad Capital Territory, FANA and Azad Jammu & Kashmir are still conducting these programmes in their rural districts; and Allama Iqbal Open University also is still pursuing with these one year long teacher education programmes for people living in the far flung areas. PTC is studied after Matriculation (ten years of study) and CT after FA/FSc/HSSC (twelve years of education).
4.1.5. Recent Scenario of Teacher Education Programmes

In the recent past there had been a number of projects and interventions to improve the teachers and their teaching throughout the country. The existing colleges and teacher education institutes, particularly in the public sector are passing through the process of improvisation and modernization with international help. Most recently introduced programmes include:

1) Diploma in Education / D. Ed
2) Associate Degree in Education / ADE
3) B. Ed (Honours)

**1) Diploma in Education**

The programme called Diploma in Education (DEd) has replaced traditional pre service teacher education programmes, like PTC and CT at Khyber Pakhtoon Khwa, FATA and many parts of Punjab, Sindh and Balochistan. At Pakistan it is considered the most modern pre service programme that has been introduced at all twenty Regional Institutes of Teacher Education (RITEs) of KP province. Here it got started with the support of Academy for Educational Development (AED) of USAID under its programme of ‘PreStep’ (Pre Service Teacher Education Programme) with an investment of 75 million dollars. The support started in September 2008, and will continue till September 2013. HEC on behalf of Pakistan is the collaborating partner for its implementation.

The teacher educators are being supported for professional development and for incorporating new teaching and learning practices into pre service teacher education. D.Ed with two years duration is being run on fairly modern lines, and the pre qualification requirement for admission to D. Ed is F. A or F.Sc/HSSC.

**2) Associate Degree in Education / ADE**

Associate Degree in Education is a new programme that has been introduced with effect from October 2010, with the collaboration of Pre STEP sponsored by USAID through 100% merit cum need based scholarships. It is related with B. Ed (Honours) programme recognized by the HEC. It got started when Education Policy 2009 asserted that all degree programmes inclusive of B. Ed will have
duration of 4 years, with effect from 2018, throughout Pakistan. The Associate Degree in Education is a 2 year Pre service teacher education degree linked to B. Ed (honours). It has been started at RITE Peshawar with fifty seats for male students and at RITE Abbott Abad with fifty seats for female students. This programme of content and pedagogy is considered equal to Bachelor of Arts with its degree by the University of Peshawar and University of Hazara respectively. It is expected to involve more active learning approaches in the class rooms, reducing reliance on teachers’ lectures. It is a transitional programme of 64-68 credit hours being implemented at RITES, GCTEs and at the departments of the public sector universities for the year 2011-12. The pre requisites for admission include:

- FA or FSc or HSSC/ Intermediate level education certificate (twelve years)
- Clearance of ETA Entry test
- Domicile of FATA or KP
- Maximum Age limit 18 to 24 years

A student having ADE programme will be eligible to get admission in M. Ed, M. A or M.Sc. programmes

3) Bachelor of Education (Honours)

All Institutes of Education and Research, including IER at University of Peshawar have started B.Ed (honours) Elementary programme with effect from November 2010. This degree will be equivalent to the existing Master’s Degree in Education. It would be BS. Ed for Science students and BA. Ed for students of Humanities / Arts. It is HEC recognized programme spanning over four years comprising of eight semesters and assessed through Mid. Term Examination, Reading and Writing Assignments, and Final Term Examinations. The teachers would be trained to teach at Elementary, Secondary and Higher Secondary levels. At the end of four years a comprehensive external examination would be conducted. The admission criteria include:

- FA/ FSc / HSSC with 2nd Division
- Maximum age limit, 24 years
Clearance of the Entry Test

The optional courses for Science and Arts students would be the subjects of existing B.A and B.Sc programmes and would be examined under the regulations of B.A. B.Sc programmes. Reflective journals would be assessed, as per reflective tools developed by the course instructors. Arts students would be prepared for teaching of any two optional subjects including English, Urdu, Islamiyat, Social Studies, and History. Science students would be prepared for teaching of any two subjects including General Science, Physics, Mathematics, Chemistry and Biology.

The duration of the short term internship is expected to be one third of the semester. In the sixth semester two days in a week would be allocated for short term internship and research project. The first semester of the first year with 18 credit hours would include study of Islamiyat / Ethics, Functional English-1, Development of Education in Pakistan, Computer literacy, Reflective Practices, Optional subject 1 and 2. Second Semester of the first year with 17 Credit hours, would include study of Pakistan Studies, Communication Skills, Critical Thinking, How Children Learn and Optional 1 and 2. Third Semester during the second year with 15 Credit hours, would include subjects of Child Development, Functional English II, Teaching and Learning Strategies, Optional 1 and 2. Semester four of the 2nd year with 15 Credit hours, would involve study of Sociological and Cultural Issues, Classroom Assessments, Optional 1 & school visits.

Third Year of the programme during the fifth semester with 15 Credit hours would comprise study of Philosophy of Education, Curriculum Development, Contemporary Issues and Trends in Education, Pedagogy I and II. Sixth Semester during the 3rd Year with 15 Credit hours would involve study of Inclusive Education, Educational Research, Research Project, Report Writing and Short term Internship. Fourth or Final year of the programme during the fifth Semester of 15 Credit hours, will focus on the study of Comparative Education, School Management, Society, School and Teacher, Pedagogy 1 and 2. Whereas eighth semester of the final year of B. Ed (Honours) programme will involve the study of Communication Skills, Option II, and Long Term Teaching Practice encompassing the whole Semester.
The critics of the programme are skeptical of its success, due to the limited capacity of the existing institutions to run this programme on parallel lines with other programmes. It definitely will require extended infrastructure and additional faculty which IERs lack. These needs have not been seriously addressed before launching the programme, which might influence its effectiveness negatively. A serious deficiency of subject mastery is apprehended. They would not get adequate time to cover the subject details of Elective Courses of Mathematics, Physics, English, Chemistry, Biology, Pakistan Studies etc. As a result these prospective teachers would not be competent enough to teach these subjects at the Secondary and Higher Secondary levels, as compared to the students who had studied these subjects in great detail for their BA / B. Sc or MA / M. Sc degrees. It is feared that it may not end up producing graduates who would neither be thorough academicians nor competent professionals.

4.1.6. Non Formal Teacher Education / Distance Education

Allama Iqbal Open University (AIOU) is offering non formal teacher education courses for both male and female students living in the far away areas of the country. These programmes including PTC, CT, B. Ed, M. Ed, and M. Phil are substantially contributing to the provision of trained teachers of average standard, particularly in the hard areas. Females who can not go out of the city for the university education due to cultural constraints, and males who are working as breadwinners of their families, and can not afford to study full time as regular students, are benefiting the most from the programmes of AIOU. Distance education programmes through enlisting of Educational Institutions in the far and wide of KP province are being run by the Sarhad University in the private sector. Through twenty six enlisted institutions, with twenty in the province, three at Islamabad and three in the Middle East abroad, many programmes are being run by Sarhad University inclusive of teacher education programmes. Most commonly offered programmes include traditional programmes of pre service education like CT, Drawing Mistress / Master (DM) Certificate, B. Ed and M.Ed; and are over viewed by Higher Education Regulatory Authority (HERA)
4.1.7. Other Programmes of Teacher Education

Government Colleges for Elementary Teachers (GCETs) in the Public sector, IERs at the universities as Autonomous institutions and colleges in the private sectors affiliated with the universities had been educating prospective teachers for the middle level and secondary school level through B. Ed. programme. At IERs of universities M. Ed programme is also being run. It is a one year long programme, pursued after completion of B. Ed, clearance of entry test and interview. M.Phil and Ph.D programmes are also being run at the universities. But for M. Phil and Ph.D level studies, the candidates have to qualify the GRE tests, both General and Subject GRE conducted by the National Testing Service (NTS) of Pakistan. These programmes at the universities are overviewed by the secretariats of the vice chancellors of the universities and supported by HEC. The curricula of B.Ed, M.Ed and M.A Education are determined by the Higher Education Commission of Pakistan and that of Diploma in Education, and of Associate Degree in Education by the Curriculum and Extension Wing of the Ministry of Education. A set of national and international text books and reference books, for B. Ed and M. Ed programmes are recommended by HEC, and students are advised to benefit from it according to the prescribed syllabus.

At some universities M.A Education is also being run with duration of two years, and prepares the candidates for supervision and for teaching students of Grades VI to X at secondary/high schools. Out of the entire aforementioned pre service teacher education programmes the most common and popular is B. Ed. As given in Table 4.3 on the previous pages, out of 279 teacher education institutions of the country 64.51% of institutions are offering B. Ed programme, and the programme sampled in this study is also B. ED at Peshawar.

4.1.8. Teacher Education at Peshawar

A big number of institutions are offering teacher education programmes at Peshawar and its affiliated colleges. In addition many independent universities are also running these programmes as reflected in table 4.4. The analysis of data revealed that B. Ed is the most popular pre service teacher education programme, being offered by ten colleges and university departments.
### Table: 4.4  
**An Overview of Teacher Education Institutes at Peshawar**

<table>
<thead>
<tr>
<th>SN</th>
<th>Institute’s Name</th>
<th>Sector</th>
<th>Gender</th>
<th>PhD</th>
<th>M Phil</th>
<th>M.Ed</th>
<th>B.Ed</th>
<th>D.M</th>
<th>B.Ed(Ho)</th>
<th>ADE</th>
<th>Dip.Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abasyne University</td>
<td>P</td>
<td>M&amp;F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Army Public College of Education</td>
<td>G</td>
<td>F</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Brains Degree College</td>
<td>P</td>
<td>M&amp;F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>City University of Science &amp; IT Technology</td>
<td>P</td>
<td>M&amp;F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Hira College of Education</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>IER University of Peshawar</td>
<td>G</td>
<td>M&amp;F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Islamia Girls College of Education</td>
<td>P</td>
<td>F</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Qurtuba University of Science &amp; IT</td>
<td>P</td>
<td>M&amp;F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Regional Institute of Teacher Edu. (Male)</td>
<td>G</td>
<td>M</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Regional Institute of Teacher Edu. (Female)</td>
<td>G</td>
<td>F</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Sarhad University of Science and Technology</td>
<td>P</td>
<td>M&amp;F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Sarhad Institute of Edu. (Gandhara University)</td>
<td>P</td>
<td>M&amp;F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

G= Government Sector; P= Private Sector; F= Female; M= Male

Source: Govt. of KP: Teacher Education Directory of Pakistan, 2009

There are 12 teacher education institutions housed in Peshawar in all. Four of these institutions or 33 % are managed by the Public/Government Sector and sixty seven per cent (67%) are operating in the Private sector. All Private sector institutes are co-education institutes, but all of the Public Sector institutes, except for IER, University of Peshawar, are single gender institutions, separate for girls and boys. Three of these institutions offer PhD programme in education, four offer M.Phil Programme, six run M.Ed Programme and ten out of twelve or 83% are offering B. Ed Programme. Diploma in Education and Drawing Mistress/Master’s Courses are being run at Government’s Regional Institutes and B. Ed honours at IER.

### 4.1.9. Institute of Education and Research

Institute of Education and Research, a constituent of the University of Peshawar, being one of the oldest institutions of the University has trained hundreds of
teachers and school administrators up till now; and is the biggest provider of B. Ed and M. Ed programmes in the province of Khyber Pakhtoon Khwa. B. Ed programme in the entire province was started first at the IER, which has made the maximum contribution in the field of teacher education at Peshawar, since more than sixty years. Nearly all other teacher education institutions are being run by the professionals who had been graduates of this institution.

It was established in 1950 as the only College of Education in the entire province, got elevated to the status of Institute of Education and Research (IER) in 1980, and is now operating under the Faculty of Social Sciences of University of Peshawar. It has eight departments and fifteen faculty members, out of which five possess PhD degrees, three have M. Phil and all have M. Ed degrees along with one Masters in the subjects relevant to the needs of the institute. As its prime activities it provides B.Ed and M.Ed education of one academic year duration each, also runs M.Phil and Ph.D in Education along with some training for in service teachers; and has just started with B.Ed honours also. It has an attached Laboratory school, supervised for academic and administrative purposes by Islamia Collegiate School of University of Peshawar. It is claimed to be very instrumental in the provision of opportunities to students of B. Ed, to interact in the real classroom situation and for linking up theory with practice. Another department attached to IER is STI (Staff Training Institute), founded in 1985, runs short in-service training courses for the teaching faculty of the University. The usual duration of trainings, conducted by the staff of IER, is one month.

4.1.10. Bachelor of Education

The most popular pre service programme being run at IER and nine other institutes of teacher education at Peshawar is Bachelor of Education (B.Ed). It is a broad based and diversified programme of professional education spread over one year in all. It basically aims to train prospective teachers to develop professional skills and competence to teach effectively at the primary and secondary levels, with English as medium of instruction for regular students. There is set criteria for admission, and in order to train teachers from all academic background to meet a complete range of academic demands of the future schools, subject wise allocation of seats
for admission into B. Ed programme had been done by the university authorities. Seats have been reserved to ensure justice with all subjects and to promote a regular supply of teachers of all subject specialists, as given in Table No. 4.5.

Table: 4.5 **Allocation of Seats and the Eligibility Criteria for B. Ed at IER**

<table>
<thead>
<tr>
<th>SN</th>
<th>Degree</th>
<th>Subjects</th>
<th>Seats’ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MA</td>
<td>Psychology, History, Pakistan Studies, Social Work, Political Science, Economics, Sociology</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>MA</td>
<td>English</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>MA</td>
<td>Other than category No. 1</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>M.Sc</td>
<td>Physics, Chemistry, Mathematics, Electronics, Computer Science, Statistics</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>M.Sc</td>
<td>Other than category No. 4</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>B.Sc</td>
<td>With double Mathematics, or with any of these two subject: Physics, Chemistry, Mathematics, Or Statistics</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>B.Sc</td>
<td>Other than category No. 6</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>BA</td>
<td>Other than category No. 8</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Tribal Area + Northern Area + AJK</td>
<td>1 + 1 + 4</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Army Nominee + Sports + Disabled</td>
<td>1 + 1 + 1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Peshawar University Employees</td>
<td>4 (2 Sc + 2 Arts)</td>
</tr>
</tbody>
</table>

Source: [www.ier.upesh.edu.pk](http://www.ier.upesh.edu.pk)

A total number of 179 candidates with a wide variety of academic background are educated for the B.Ed degree at IER on yearly basis. As is evident from the data given in Table 4.5, inclusion of all academic specialties had been ensured along with the involvement of candidates from some special groups, like students from tribal areas, underdeveloped northern areas, Kashmir and disabled category. A fair chance is being provided to the sons and daughters of Army employees, Peshawar University Employees and those who had excelled at sports.

Thirty per cent of seats have been allocated for candidates who hold a Masters degree. 50.27 % of seats have been reserved for the subjects most in demand. Subjects of Physics, Chemistry, Mathematics, Computer Science and Statistics,
have been identified to ensure the presence of candidates with specialty in these subjects, to guarantee a regular supply of teachers of Sciences. 7% of the students get admitted not due to their academic specialization but due to their affiliation to special disadvantaged areas, or special groups of society who have earned a prioritized attention.

**a) Eligibility Criteria for Admission to B. Ed Programme**

The essential pre requisites, highlighting the required qualifications and certifications ensure that:

- The applicant must hold BA/BSc degree from a recognized college or university of Pakistan or an equivalent degree verified and approved by H. E. C; OR

- Masters in Arts/Science from H.E.C recognized university or post graduate college.

- Minimum required percentage in aggregate score is 45%

- Good character certificate from previous institute of Graduation / Post Graduation

- A domicile certificate,

- A DMC (Detailed Marks Certificate) reflecting the subject wise achievement level.

- An affidavit ensuring good behaviour during the one year stay at the Institute.

Admissions to B. Ed every year are finalized by the month of August and regular classes start every September. According to the conventional system the contact time is one year including one month school placements, or long teaching practice. Each student of B. Ed is examined and adjudged out of one thousand marks.

**b) Course Structure of B. Ed Programme**

Bachelor of Education programme consists of two major components:
A) Theory with marks weight age of 800 marks

B) Teaching Practice with marks weight age of 200 marks

A) The theory is further divided into the following three parts:

1) Core Courses

2) Elective Courses

3) Methods of teaching courses

B) Teaching practice is also bifurcated into three components as under:

i) Internal Assessment based on Short term teaching practice

ii) Combined Assessment based on Long term teaching practice

iii) Assessment of Final lesson of the final examination

Theory:

The theoretical base of students of Bachelor of Education programme is built up through the teaching of a multiple of subjects including:

1) **Core Courses:** 500 Marks

These are foundational essential courses that all students have to study and are examined in for. These include the following major subjects each of hundred marks weight age:

i) Perspectives of Education and Contemporary Social Issues 100 Marks

ii) Educational Psychology, Guidance and Counseling 100 Marks

iii) Curriculum and Instruction 100 Marks

Other four core courses with a weight age of 50 marks each include:

iv) School Organization and Classroom Management 50 Marks

v) Evaluation Techniques 50 Marks
vi) Islamiyat and Islamic Ethics/ Islamic History (for Non Muslims) 50 Marks
vii) Functional English 50 Marks

2) **Elective Courses** 100 Marks

Students are expected to select any one from the following long list of subjects as an elective course, as each subject carries hundred marks.

i. Curriculum Planning and Evaluation

ii. Foundations of Education

iii. Educational Planning and Management

iv. Comparative Education (Developed, Developing, R. Developing Countries)

v. Democracy in Education (Teaching, Learning and Environment)

vi. Creativity and Learning

vii. Modern Approaches to Teaching

viii. Women’s Education

ix. Special Education

x. Computer Education-I

xi. Multi Grade Teaching / Cooperative Learning and

xii. Elementary / Secondary School supervision,

3) **Methods of Teaching Courses** 200 Marks

Each candidate has to study and develop professional expertise in any two subjects. The two major categories are of subjects from the two streams of education, i.e. Humanities group and Science group.

1) **Humanities Group:**

Methods of teaching of English’ is a compulsory subject for all students of Humanities’ group. Along with this one of the followings is selected:
i. Teaching of Pakistan Studies

ii. Teaching of one language: Arabic or Pushto or Urdu

iii. Teaching of Mathematics

2) Science Group:

Students of the Science group can choose any two of the following subjects:

i. Teaching of Physical Sciences

ii. Teaching of Biological Sciences

iii. Teaching of Mathematics

All of the above listed subjects are taught through 5-6 hours contact time, five days a week and with four hours on every Friday. There are six periods every day of fifty minutes duration each, with five minutes break after every period. There are no session or terminal examinations. Many faculty members do conduct monthly tests, but these are not taken very seriously by many students as marks of these tests are not reflected in the final result of the students. To facilitate extensive learning, monthly seminars are arranged, where lectures by renowned personalities are organized. On the whole nearly all academic faculty members use teacher centered lecture method for instructional purposes along with whole class discussions and assignments; though demonstration method is used for teaching of science subjects only.

B) Teaching Practice

The second essential component is Teaching Practice. Its underlying philosophy is to put theory into practice; to familiarize trainees with various methods of teaching and to provide hands on experience to prospective teachers about techniques of classroom management. They are guided to practice planning and implementation of lesson plans. Use of audio visual aids is greatly encouraged for the effective delivery of the lessons. As this is not very structured and the role of the school staff is not very clear to anyone, hence is not very contributive in the professional grooming of the trainee teachers.
Assessment Procedures

The three main components from the evaluation perspective of the teaching practice include:

A. Internal Assessment: (Short Term Teaching Practice)

Every student has to present four lessons for two subjects under the guidance of the supervisor from the Institute. Lessons are planned and presented by the student-teachers in the real classroom settings, with the supervisor and other co-trainees as observers. Total marks are 50 with 25 marks for each subject.

B. Combined Assessment: (Long Term Teaching Practice)

The long term teaching practice is for one month. The students are assigned to different schools in the nearby vicinity of the institute. They have to plan 50 to 70 lessons during this period, and teach for two to three periods at the most every day. The trainees are co-supervised by a teacher of concerned school, usually the senior teacher and by the supervisor from IER. Marks are awarded jointly out of 100.

C. Assessment of Final Lessons: (Final evaluation)

Every candidate appears for two final lessons at the completion of Long Term Practice of Teaching. The candidates are evaluated by a team of external examiners, and awarded marks out of 50. At the end of the academic year theoretical examinations are conducted externally for objectivity and uniformity of standards by the Examination Section of the University of Peshawar. Each Examination paper’s duration is three hours with one examination every day. Question papers are mostly based on the recall test, and students are expected to respond in three hours. The scripts are marked by the external examiners and confidentiality is fully ensured. Results are declared and successful candidates are awarded B. Ed degrees by the University.
4.2. Teacher Education at UK

4.2.1. Historical Perspective

Teacher Education in the United Kingdom has a long historical background. It has some inherited divisions, both between curricular patterns of teacher education, underlying ideologies and between types of institutions. These divisions, created in the nineteenth century, can only be understood in the historical context. These are based on the distinct type of schooling prevalent in those days. On one hand was public elementary education and on the other was secondary education provided only for a privileged minority. Serious and vocational teacher education was mainly concerned with the preparation of teachers for public elementary schools.

Until 1870 elementary schools were looked after by voluntary religious bodies, with an increasing support and involvement of the State. Many of the teachers working in those schools were neither fully qualified nor licensed, but financial incentives were provided to those who decided to work for certification. The process of certification was controlled by public examinations and by the monitoring functions of Her Majesty’s Inspectors (HMIs). This is how student teachers, working as apprentices with senior teachers, remained the main source of teachers throughout the second half of the nineteenth century. They were made small payments for their service along with some free tuition for teacher training. Post school training, without charging tuition fee from very capable and serious student-teachers, continued in the teacher training colleges. Those colleges were not very many, but provided a very thorough teacher education, through one or two years’ courses in the training colleges. Those teachers, who could not secure scholarships for proper teacher education at the training colleges, continued to teach as uncertified teachers. They were also provided option for appearing in the National Examination by the Government for certified status. Many appeared for the certification examination but, on the whole, their number was not very big, especially if the total number of teachers was taken into account. By 1900, as reported by Harry Judge (1996), there was only one certified teacher for every 75 pupils and one college trained teacher for every 128 pupils. The major ratio of the teachers’ population comprised university graduates or those teachers who had
The educational history of the United Kingdom can be divided into two parts, that is, before and after the Act of 1944. According to this Act, which was a landmark as regards its impacts, it was declared as the duty of the Government to provide facilities for education to every child in the nation irrespective of his social and financial position. This Act made it obligatory for the LEAs to set up institutions for Primary, Secondary and Further Education for the students of the areas that fall in their jurisdiction. The long existing Board of Education was given the status of Ministry of Education.

By the beginning of 20th century the first major phase of teacher education got initiated. The public Local Education Authorities (LEAs) in an effort to increase the number of trained teachers and to weaken the monopoly of the religious institutions started building their own teacher training colleges. The minimum age for admission to colleges was raised and roots of teacher training in the elementary schools got weakened. By 1926 there was one uncertified teacher for three certified urban teachers but the number of certified and uncertified teachers was equal in rural areas. Harry Judge reported with interest that UK universities became involved in teacher training by accident. In the late 19th century, when all teacher training residential colleges were religious establishments, government invited universities to establish day training secular colleges for elementary teacher education. With the facilitation of the Government sixteen such colleges got established and some universities started with the Education departments for the secondary level teachers also. These university departments offered one year university based teacher training professional course for students possessing bachelor’s degree. Proper teacher training was made compulsory in 1960, and till then nearly half of all university graduates going into teaching had received no kind of professional training. They survived in this profession by working with senior teachers in the institutions of their job.

The second major phase of British teacher education initiated by the Act of 1944, spreads over the period of 1944-1970. After the introduction of universal secondary education through this Act and speedy establishment of Comprehensive
Secondary Schools in 1960s, teacher education got focused attention and was brought within the mainstream of higher education. One year course of teacher training for graduates was made compulsory in 1970, with some commonly reported problems. The James Committee on Teacher Education and Training, appointed by Margaret Thatcher in 1971 as Secretary of State for Education and Science, analyzed the wide range of problems. The committee recommended that all prospective teachers should first complete a well planned phase of higher education, the first cycle, before proceeding to the second professional cycle of teacher preparation. This preparation was to be carried out partly at colleges and partly in schools. The degree to be awarded after those two stages was entitled to be a B.A. education. (Sodhi 1999)

The consecutive victories of the Conservative Party in 1979, 1983 and 1987 lead to profound shift of emphasis in education. It resulted in attacks on the powers of Local Education Authorities, grant of powers to parents as consumers and a shift to privatization. The world wide economic crisis along with consistent drop in the birth rates in Britain brought criticism to expenditure on teacher education. The massive expansion of 70s had to be reduced by the Government. In the early 1970s with high enrollments, teacher education was provided in 180 colleges and 27 universities. By 1983, after most of the surgery, it was being offered in only 56 colleges and 27 universities. Most important shift in the colleges had been from B.Ed, to one year Post Graduate Certificate of Education (PGCE) course. This shift from the longer to the shorter professional course had been advocated strongly by the James Committee, with more focus on simultaneous practical work at schools. (Smith 2000)

The Government slowly developed strong views about teacher education and decided that teacher educators should be very well qualified and experienced, possessing sound knowledge of basic subject matter and teaching methodologies; and should particularly have recent experience of school teaching. They were expected to have knowledge about the social context and multicultural cum special needs of education. About teaching practice, the providing Colleges and University Departments were categorically advised to make school placements extensive and well organized. In order to ensure the improvement of the teacher education
programmes, two funding councils at the national level were established by the Government in response to the Education Act of 1988. Their prime activities revolved around the implementation of the Government Policies. (Wasley 2002)

After series of changes, revisions and improvements, at UK about two third of the colleges of Education are maintained by LEAs and the remaining one third are maintained by voluntary religious organizations. Colleges of education do not give degrees of their own and are not considered university level institutions. Their admission criteria are a bit relaxed as compared with those of universities. As of today the most vibrant and productive teacher education programmes are being run at sixteen colleges and forty universities in UK (axcis.uk 2010)

4.2.2. Current Teacher Education Programmes

There is a wide range and variety of teacher education programmes being offered at UK. Nowadays admission to teacher education programmes has become very competitive, as the places altogether are quite limited. In order to be selected, aspiring candidates, along with evidence of academic excellence, have to exhibit mastery of different skills, like skills of communication, problem solving, working with students, and working in groups successfully in a formal educational environment.

There are different routes for getting qualified as a teacher as depicted in Table 4.6. These can be divided into three main categories. First those that are operative at England and Wales, second is the Northern Ireland category, and the third is the set of programmes being run at Scotland. Each country has a multiple of programmes but Post Graduate Certificate in Education, the programme being focused upon in this study, is being offered both at England and Wales and at Northern Ireland. So, the essentially required and popularly acquired professional qualifications for teachers of Primary and Secondary schools are PGCE (Post Graduate Certificate in Education) and B.Ed. (Bachelor of Education) with QTS (Qualified Teacher Status). A QTS title is considered essential for teaching at all State schools of UK, except for independent schools, and is obtained by completing an approved course of initial teacher training (ITT), like PGCE or B. Ed, that are run by the universities and colleges.
### Table 4.6 Teacher Education Programmes at UK

<table>
<thead>
<tr>
<th>Country</th>
<th>First Degree</th>
<th>Teaching Qualification</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>England and Wales</td>
<td>-</td>
<td>Bachelor of Education</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts</td>
<td>Post Graduate Certificate in Education or Graduate Teacher</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Programme</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Bachelor of Arts with QTS</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Bachelor of Science with QTS</td>
<td>Secondary</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>-</td>
<td>Bachelor of Education</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts</td>
<td>Post Graduate Certificate in Education</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Programme</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td>Scotland</td>
<td>-</td>
<td>Bachelor of Education</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Master of Arts or Bachelor of Arts</td>
<td>Professional Graduate Diploma in Education</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Programme</td>
<td>Primary &amp; Secondary</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Master of Arts (Concurrent)</td>
<td>Secondary</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Bachelor of Arts (Concurrent)</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

Source: [www.education.gov.uk](http://www.education.gov.uk)

Initial teacher training (ITT) at UK is being acquired in different forms, providing opportunities to every keen applicant to match his/her qualification, personal conditions and experience with the demands of the degree. It is pretty challenging to select appropriate Initial Teacher Training (ITT) courses at UK; therefore the aspiring candidates are encouraged to put in a lot of research, before finally deciding about any one course.

#### 4.2.3. Routes for Completing ITT

Each university and college demonstrates peculiar qualities, strengths, entry requirements, and a variety of contents of courses, but all adhere to the standards provided by the State. (NARIC 2009) ITT Courses are provided by different
providers. Selection of ITT requires special care & the aspiring candidate has to consider the following:

1) The subject and age group that applicant intends to teach,

2) The kind of ITT s/he would like to complete.

There are quite a few different ways to complete ITT. The key ones include:

a) alongside a degree,

b) straight after a degree,

c) as a part-time course alongside work or

d) as a full-time course.

The correct choice of a particular ITT course always depends upon the needs and circumstances of the trainee. A candidate can conveniently select from different school-based training schemes, which may include School-Centered Initial Teacher Training (SCITT), or the Graduate Teacher Programme (GTP) or the Registered Teacher Programme (RTP). These are on the job training programmes carried out under the supervision of experienced teachers. Schools that are authorized to conduct school based, postgraduate ITT programme are known as SCITT providers. The Training and Development Agency for Schools (TDA) provides flexibility to trainee teachers to follow a personalized programme of training to achieve QTS standard. The candidates work and get trained at a school which works out their training plan, and pays the trainees about £14,040 per year. The job opportunities are explored by the candidates but adequate guidance in this respect is provided by LEAs.(education.gov.uk)

Acquisition of QTS as an essential prerequisite for teaching in all State maintained schools of UK (tda.gov.uk) can be materialized by following one of the following routes:

1) Undergraduate teacher training

2) Postgraduate teacher training
3) Employment based teacher training

4) Assessment based teacher training

5) Overseas teacher training programmes

6) Study on line from home

1) Undergraduate Teacher Training Programme

This programme trains teachers along with their process of completing their Bachelor’s degree. It includes Bachelor of Education and Bachelor of Arts or Science resulting in the degree and QTS. The course contents vary according to the university or college providing B. Ed. It is an honours degree course and is equally popular with those aspiring teachers who plan to teach at the primary or secondary level. Most B. Ed courses begin in September or October, but the candidates are expected to apply one year in advance to UCAS (Universities and Colleges Admissions Service) latest by January every year. Government funds for this training at England and Wales.

2) Postgraduate Teacher Training

Those candidates, who already possess a degree and want to opt for teacher education, can get trained as teachers in one to two years, depending upon the time that they can devote, and the degree of subject matter command, through one of the following routes:

- Postgraduate Certificate in Education (PGCE)
- School Centered Initial teacher training (SCITT)

These courses are offered to degree holder candidates with fairly adequate subject knowledge. Those who have one or a few subjects’ deficiency are expected to take subject enhancement courses through which subject inadequacies can be removed, giving confidence to trainees and ensuring their success as teachers in future. But if the degree and enhancement courses do not provide sufficient subject base then the two years PGCE is opted for. It is a conversion course which is quite suitable also for those candidates who aspire to change their professional line, like for example an architect, who aspires to get trained as Design and...
Technology teacher. These courses usually are offered to bridge up the gap in demand and supply in shortage secondary subjects.

3) Employment Based Initial Teacher Training/ EBITT

A teacher can get professionally trained and qualified as a teacher while working in a school. S/He can follow one of the following programmes:

a) Graduate Teacher Programme (GTP)

b) Registered Teacher Programme (RTP)

a) Graduate Teacher Programme (GTP)

GTP is a programme offered in England for teachers who want to qualify with QTS while working. The applicant must have a working experience as an unqualified teacher in a school. Teacher education can last from three months to one year. In most cases, especially if the teacher aspires to get trained in a subject of demand, TDA pays training grants. Places in schools are awarded according to the capabilities of the candidates. Brighter candidates with good academic record are engaged on priority. In the beginning of the training the student teacher works for 30% of the normal teaching load, which with the passage of time is raised to 90% plus. Some schools allow team teaching where an under training teacher in the full time presence of a Qualified Teacher perform collaboratively. At some schools the student teachers teach whole classes from the beginning and the qualified teachers observe from a distance and give guidance as per needs. Along with teaching students have to compile a reflective dossier/folder of evidence containing lesson plans, analytical and reflective observations and work experience records, proving that the student-teacher had reached 33 standards set by TDA, to get QTS. (tda.2010)

A placement of several weeks at a contrasting school (e. g. from single gender to a mixed school) is also an essential requirement. The student is regularly guided and inspected by the school based senior tutor or the mentor, and the representative of TDA, during the training year. Trainees also have to submit evidence of research in the form of written assignments. They have to attend sixty days of formal training at the college / university. On successful completion of one year training the
candidates are awarded QTS.

b) Registered Teacher Programme (RTP)

RTP is a programme for non graduates to complete a degree and gain QTS. It is meant for people who have completed two years of higher education, and have got GCSE with at least a C grade in Mathematics and English. RTP is a combination of work based teacher training and academic study. It is meant for those applicants who have served as an unqualified teacher for at least two years. Under this programme not only the teacher gets the minimum salary but the school also gets a grant for training the teacher from TDA. It is ideal for those people who want to continue with their studies, earn at the same time and work towards QTS.

The training programme for the RTP candidates is tailored to their needs. The College or University Department, work with a local, nearby higher education institution for suitable training for the extension of the subject knowledge, up to the degree level. The candidate has to get employed as an unqualified teacher in any state school before starting with RTP programme. Those working in independent schools can also go on RTP, but their education has to be self financed. The usual duration of the programme is two years, but those with some teaching experience, take slightly lesser time. The school pays the teacher as per an unqualified teacher salary scale, fixed by the Government, and TDA pays an annual amount to School to cover the training cost of the teacher. Applicants of this programme are encouraged to explore funding and training possibilities and further details from local RTP providers called as EBITT (Employment Based Initial Teacher Training).

4) Assessment Based Teacher Training (ABTT)

This route of becoming a teacher is meant for those keen candidates who have substantial teaching experience but do not hold QTS. This requires minimum teacher training and provides an opportunity to those candidates who had been working at an independent school, or had worked as an instructor or as an untrained teacher for a number of years. The candidate is expected to compile a portfolio of evidences of experiences and abilities as a teacher to demonstrate the meeting of the standards required to achieve QTS. The practical achievement of
the standards is judged through a day long assessment visit of the examiners from a university or college. With a flexible starting and finishing time, ABTT takes about a year. This scheme is available to teachers of a wide range of subjects and age including Mathematics, Science, History, Geography, Religious Education, Physical Education and shortage subjects.

5) Overseas Trained Teachers’ Programme (OTTP)
Teachers inside the European Union can apply for teaching positions in the same way as teachers trained in UK. If an individual is qualified as a teacher overseas, and outside the European Economic Area (EEA), s/he may be eligible to work in England as a temporary, unqualified teacher for up to four years while QTS is achieved; this programme is available only in England.

OTTP ultimately leads to QTS to teach in England permanently. It offers an individual training and assessment programme after the candidate finds a teaching position in a school. This is a tailored programme as per needs of the candidate. Its length or duration is dependent upon on how much additional training is needed. The maximum duration of the programme is one year full time. Those candidates who have qualified outside the EEA for eligibility require:

- a qualification equivalent to a UK Bachelor’s degree
- a certificate to demonstrate that s/he meets a standard equivalent to GCSE grade C or above in Mathematics, English, and Science subjects
- If any candidate fails to achieve a GCSE grade C, then as per rules of NARIC (National Academic Recognition and Information Centre), they either have to appear for an equivalent test or submit some other evidence of attainment.(NARIC 2010)

6) Online Study from home
Open University and some other universities offer online ITT, for individuals with job or family commitments. Flexibility is the hallmark of such programmes. Upon submitting the online application form, the candidate is approached by the university representatives to get relevant data and develop a tailor made course of study to suit the personal and professional needs of the applicant.
4.2.4. Bachelor of Education (B.Ed)

Bachelor of Education is an undergraduate teacher training programme. After PGCE, B.Ed is the most sought after teacher education qualification. The current B.Ed programme at UK got started in 1963, as a result of Robinson Report on higher education, when the teacher training colleges were reformed as Colleges of Education. The first four year graduates of B.Ed passed out in 1968. Its popularity got a real boost when in early 1980s it replaced the old Certificate in Education and its presence was made obligatory for all new teachers in the entire United Kingdom.

It is an honours degree course that enables students to study for their degree and complete their ITT at the same time. Course contents vary to some extent from college to college or university to university, but all B.Ed graduates receive QTS in addition to their degree. It qualifies them for teaching both at primary and secondary levels. B.Ed course generally takes three to four years full time and four to six years when pursued part time. But students with undergraduate credits from previous study can complete it in two years also. Entry requirements for B.Ed comprise a minimum of two A levels or equivalent. Along with this a candidate must have achieved a grade C in GCSE English and Mathematics and for those aspiring to teach Key Stage 2 or Key Stage 3, to ages 7 to 14 years, a grade C in GCSE Science subject is also essential. All candidates apply for admission to B.Ed through UCAS, nearly one year in advance, in January for classes in the following September. Some work experience in a school, or in a summer school, or in any local youth club or any organization for young children always is a plus point at the time of admission.

While on B.Ed course, a lot of time is spent by student teachers to put the theoretical knowledge into practice in local schools around university or college. During B.Ed there are four placements in schools, one in each year. Different student age ranges are experienced by each student, with placements getting longer by the final year. Each student spends about thirty two weeks in schools. School Experience and Course handbook with detailed guidance is provided to each student, and any change or amendment in the contents of these books is notified properly to students through the notice board alerts. Those students who do not
blend in well in the B. Ed course, or have doubts about remaining on B. Ed course and do not want to waste their spent time either, are provided by many institutions with ‘B. Ed Exit route’, where their credit hours are adjusted towards Bachelor of Arts or Bachelor of Science degree.(education.gov.uk)

B. Ed fundamentally aims to develop reflective and competent teachers according to the guidelines provided by ITT-QT standards. Students throughout the programme are helped to develop knowledge, practical skills and an understanding of their future job requirements, through lectures, seminars and discussions about theoretical perspectives of teaching at the College or University and experience of the National School Curriculum and school placements of all levels, to the extent of 25% of the total credit allocation every year. The award of the B. Ed honours degree is based on the quality and excellence of performance in the selected modules.

4.2.5. Post Graduate Certificate in Education (PGCE)

Post Graduate Certificate in Education is considered to be the most popular teacher education programme pursued by a big majority of aspiring teachers as an ITT Course at UK. It, by virtue of its nature, focuses on the development of the teaching skills of the prospective teachers rather than developing their subject mastery, as the students are expected to have a good understanding of their subject before they start with PGCE. This programme takes one year as a full time student and around two years as a part time student. It is available at colleges and universities throughout UK and can also be studied on line or through distant learning at some places in England. Applicants for this course are selected with great care, as the details of applicants are thoroughly inspected by OFSTED (the Office for Standards in Education, Children’s Services and Skills) which does not allow the providers to compromise on the standard criteria. Moreover, as the places are fairly limited so the competition for the entry is very tough. (tda.gov.uk 2010)

The process of teacher education at UK has certain essential pre requisites, for which facilitation is provided by quite a few agencies. In order to work in a State maintained school at England, it is of prime importance to have professional Qualified Teacher Status (QTS) issued by General Teaching Council (GTC) of
England, considered obligatory for State schools and optional for Independent or Private schools. (prospects.ac.uk 2010) The essentialities of acquiring QTS include:

1) Pre Application Experience

2) Applying for teacher training through GTTR

3) Meeting required academic qualifications criteria

4) Ensuring fitness to teach

5) Meeting other essentials for selection

I) Pre Application Experience

Graduates are encouraged to have a brief classroom experience before applying for teacher education, to ensure that teaching is the right profession for them. Institutions offering PGCE expect applicants to have experienced two weeks to a month school based observations or work experience or teacher shadowing. At England this can be materialized through:

a) SAS (Students-Associates’ Schemes) by working for a two weeks time and earning some income; or

b) UAS (Undergraduate Ambassador Scheme), where University departments arrange for forty working hours on classroom module; or

c) OSP (Open School Programme) where graduates can spend a day through TDA (Training and Development Agency) observing their selected subject or age range at one of the hundreds of schools that are enlisted with TDA.

d) Taster courses and Open days organized by Universities and colleges that offer PGCE for students to peep into the real school life as teachers. Taster courses organized for shortage subjects are usually arranged for three days.

e) Paid work as a teacher assistant, or laboratory assistant, or a cover teacher can provide an insight and first hand experience to work as a teacher. Such opportunities can be availed by aspiring teachers by visiting the ‘teacher-net’ website or the websites of Local Authorities.
f) Voluntary work opportunities are often provided by many Local Authorities to work on one to one ratio with students of different levels.

g) Being passionate about teaching and being able to demonstrate it at the time of interview is one of the most valued qualities for getting selected for PGCE. The candidate’s awareness about recent educational policies and practices and ability to give solid reasons for selecting teaching as a profession, ensure selection of the candidate for PGCE.

Any of the above possibilities can be explored by the candidates, in order to be fully sure about choosing teaching as a profession before applying for PGCE as the Initial Teacher Training (ITT) Course. Work experiences are greatly valued at the time of interview, and students having relevant work experience have an edge over others to be selected especially for the openings of shortage subjects, with high employability probability.

2) Applying for teacher training through GTTR

GTTR (Graduate Teacher Training Registry) is a branch of UCAS, and is a web based application system available 24 hours a day. It provides full guidance to applicants, responding to their queries, and provides step by step guidance for registration and application. With a fee payment of £17 each applicant’s application is processed as per provided information and as per choices of the applicant and forwarded to the preferred providers of ITT in the United Kingdom. The application cycle is from early July to early September every year.(UCAS 2010)

3) Meeting Required Academic Qualifications Criteria

All applicants have to pass through a standard application process, with detailed interview by the admission committee. This is preceded by the submission of:

- evidence of CGPA of a minimum of 2.5 overall in the graduate studies,
- good score of standardized tests,
- document of experience with children at school,
- resume,
• three letters of recommendation, reflecting favourable skills and aptitude for teaching,

• a letter of declaration for good character and for not being convicted in any misconduct or legal offence, and a physical fitness certificate. The academic prequalification for entry to PGCE programme, is UK first degree / graduate degree / the second degree or a recognized equivalent qualification; and:

• For PGCE primary at least 50% of the degree must have relevance to the National Curriculum and the applicant should also have GCSE Mathematics, English Language and General Science passed with grade C and above. For PGCE secondary also, GCSE Mathematics and English with Grade C and above is a must; with 50% of the degree matching the subject of specialization. Those students whose degree subjects do not link closely to the subjects they intend to teach, they are expected to take ‘Subject Enhancement Course’ prior to PGCE classes. The duration of the enhancement programme is usually two weeks plus, or as per needs of the applicant.

• Any degree obtained from outside UK requires degree equivalency certificate issued by NARIC (National Recognition Information Center) to ensure subject comparability of overseas and UK qualifications.

• Those candidates who do not have GCSE or an equivalent qualification, they have to sit for GCSE or Equivalence Tests for English, Mathematics and/or Science. Each of these tests lasts for two hours. Details of these enhancement courses for PGCE are given in an elaborative way at the websites of the Universities and professional Education Colleges.

4) Ensuring Fitness to Teach

All candidates by law have to satisfy ‘fitness to teach requirements’ for acceptance onto PGCE course. This requires:

a) Declaration of any previous Criminal Convictions by the aspiring candidate. All trainee teachers undergo a Criminal Record Bureau check
before going on school placements, to ensure their suitability to work with children.

b) Medical fitness is assessed with the help of a lengthy questionnaire. In case doubts are raised about any candidate’s ability to teach, s/he is recommended for formal medical examination. Students with certain disabilities that are not harmful for children are encouraged to apply.

5) Meeting other essentials for selection
These other essentials for selection for PGCE include:

- Outstanding personal, intellectual and presentational qualities
- Suitability for teaching profession.
- References

6) Requirements for Becoming a Teacher
The fundamental requirements for becoming a teacher at England / UK include:

- Completing PGCE / B. Ed as the (ITT) Initial Teacher Training course
- Acquiring QTS status by passing QTS Skills test in Literacy, Numeracy, and Information and Communication Technology by the end of ITT year
- Completing one year of induction as a (NQT) Newly Qualified Teacher.

QTS is the prime requirement for becoming a teacher, and ITT is the essential pre – requisite for acquiring QTS. Most popular route of ITT is the PGCE programme. All teachers through PGCE are prepared by the ITT providers for teaching across two or more consecutive age ranges. These age ranges include early years (3-5 years); lower primary (5-7 Years); primary (7-9years); upper primary (10-11 years); lower secondary (11-14 years); secondary (14-16 years) and post secondary (16-19 years).

Any teacher who has acquired a QTS can legally teach in the age range that s/he has been trained for. If any body wants to change the age range after getting qualified, then s/he has to build up a portfolio of evidence to persuade the
Head teacher of the school for the ability to handle the desired age range of students. PGCE is not only the basis for acquiring QTS, but is a foundation on which the candidate builds during the induction year as a Newly Qualified Teacher (NQT) and in the future career. Each candidate is expected to pass QTS Skills Test in Literacy, Numeracy, and Information and Communication Technology by the end of ITT year, irrespective of the route being followed by the aspiring teacher for acquiring ITT. These tests can be taken by the student teachers at any of the fifty centers spread over England, whenever they feel personally ready for it.

After successfully completing PGCE, the candidate in order to be awarded QTS by GTC (General Teaching council for England) has to complete one year of induction. This year is commonly known as NQT (Newly Qualified Teacher) year, and is the first year of employment in a school. This can be completed during five years after completing ITT, as per convenience of the teacher.

4.2.6. Course Structure of PGCE

The key objective of the PGCE is to develop those personal, professional and intellectual qualities that are expected of a well qualified teacher. PGCE is one year full time course, with 24/25 weeks in two school placements, for secondary teachers and 18/19 weeks for primary teachers, leading to QTS/Qualified Teacher Status, subject to satisfactory performance in Skills test. The main quality of the course is the interplay of the theory and practice as a result of extensive time spent with school children at two placement schools; for almost half of the course is school based with guidance and support provided by the school mentors. The PGCE, Primary is worth 120 Credit hours at high reflective level and PGCE Secondary is 150 Credit Hours at high reflective level. For full time teacher education course many of the universities and colleges offer Tuition Fee loan, maintenance loan and support grants and bursaries to encourage, attract and facilitate bright candidates to teaching profession.

PGCE programme provides, in a nutshell, a range of experiences to support, train and guide student-teachers to become excellent teachers. The training, education and evaluation processes of the programme ensure that all graduating candidates must possess:
• The knowledge, practical skills and understanding required to become an excellent teacher

• An understanding of the professional role as a teacher

• An attitude towards learning with respect for diversity and individuality

• The standards required for the award of Qualified Teacher Status

• The ability to reflect upon evidence in the light of the principles and theories of learning and development, to facilitate effective planning and implementation of learning strategies.

a) Subjects of Focus

For PGCE Primary the subjects that are focused upon include teaching methodologies of Mathematics, English Language and Literature, Science, Information and Communication Technology, Design and Technology, Primary French, Creative and Performing Arts, Humanities, and Communications. Whereas PGCE Secondary courses include teaching methodology courses of Mathematics, Citizenship, ICT, Introduction to Theories of Learning, Approaches of Learning & Module 1 Assignment, PGCE Secondary Base and Communication Hub, Science including Key Stage 2 and 3; Mathematics Enhancement course, ICT pre course support and Generic / Food Technology / Vocational. For PGCE Secondary during the first half term which spans over a period of eight weeks, subjects like Introduction to Theories of Learning, Mathematics Enhancement, Teaching and Learning are focused upon.

Universities and Colleges run PGCE programmes in collaboration with tens of schools in the surrounding area. The school placements provide opportunities to students to apply the theoretical knowledge in real practice. The classroom interactions at college provide ample opportunities to share experiences and to debate current issues in education. The tutors persistently motivate the students for more efforts without compromising on quality of the training. The course has been termed pretty intensive by most of the interviewed teachers, as according to them a lot is expected of them to fit in this one year programme. Final teaching placements are available in all State schools around the College or University.
Placements are either around the College/University or arranged in schools at a reasonable distance near the homes of the students. Students following teaching of foreign languages like French, German, Spanish etc undertake four weeks long teaching placements in schools at France, Germany and Spain. These educational overseas trips enable students to pick correct accent and vocabulary of the chosen languages in the relevant culture. Those students are preferred who have studied these languages at A Levels also.

Expressions and experiences of past students are given on the websites of the college to guide and motivate new students about the educational and other standards. The trainees spend around 50 % of their course time at schools and receive training across the whole curriculum under the supervision of training mentors. For example for PGCE Primary time on school placements is divided as:

- Eight weeks are spent in the autumn term in Key Stage 1 or Key Stage 2
- Eight weeks in the summer term in Key Stage 1 or Key Stage 2
- Two weeks in the spring term in Key Stage 2
- One week in the spring term in the Foundation Stage.

Staff from partnership schools assists in course planning and delivery. Each and every subject on the course is planned by a small advisory committee of partnership teachers and university tutors. There is a partnership agreement between the organizations, the teacher education college and the placement schools. It is a formal agreement where the school and the college agree to work in partnership for provision of guided practical teaching experiences to support trainees in achieving QTS and in becoming effective teachers. The partners abide to communicate openly and honestly for excellence as per ‘Professional Placements Handbook’ provided to each school.

The ‘Partnership Handbook’ clearly specifies:

- the criteria and procedure for the selection and de-selection of placement schools,
• aims of the partnership,
• the College/university’s commitment,
• the school’s undertakings,
• the roles and responsibilities of:
  a) the school’s coordinator,
  b) the accredited tutor,
  c) the university/college tutor, and
  d) the trainee.

The handbook also explains in detail:

• The training and emoluments to be provided by the college to:
  a) the school,
  b) accredited tutors and
  c) coordinators.

• the topics to be covered through training are also given in the handbook.

• The criteria and procedures of assessment and evaluation for quality assurance

• A separate guidance file is provided to each school for directions on:
  a) observing lessons
  b) providing guidance on monitoring professional development, planning and evidence files to be prepared by each trainee
  c) assessing knowledge and understanding of the trainees, lesson planning abilities and procedures,
  d) ways of target setting for the trainees,
e) methods for feedback provision with examples,

f) techniques of lesson debriefing and

g) creating professional awareness about planning, teaching, classroom
management, assessment and evaluation of learning.

Each aspect is elaborated with a set of multiple examples for better comprehension
and implementation of the agreed upon practices.

b) Programme Advisory Committee

PGCE Primary and Secondary have a long practice of collaboration with local
schools. One important aspect of the collaboration is the Programme Advisory
committee which meets regularly, often meets once a term at most of the places. It
takes leading role in quality assurance, and in over viewing the courses. It is
composed of mentoring teachers, student teachers, NQTs, (Newly Qualified
Teachers), the University tutors, and faculty representatives from the university.
The partnership is also inspected by OfSTED for the quality and standard of
trainings provided both at the College / University Department and Collaborating
Schools. The effectiveness with which the training is monitored is specially
inspected. At the end of full academic year of PGCE, QTS is granted, which is
followed by one year NQT service of induction at a school.

c) Qualified Teacher Status Standards

QTS Standards have been set out and imposed by the Secretary of State under
the Education Regulation (England) 2003, which must be met by the trainee
teachers before they are awarded QTS, ensured by the ITT providers, tutors and
mentors who make recommendations for the award of QTS. Only those trainee
teachers who have met all QTS standards are awarded QTS.(uksi 2003)

4.2.7. Bradford College

PGCE teacher training course, the focus of this study, is offered at many colleges
and Universities in and around Bradford. But the maximum number of teachers
working at schools sampled for this study had received their teacher education
from Bradford College. Bradford College is delivering quality education since last
more than one hundred and seventy eight years, and is considered a pioneer in
education since 1832. It is the fourth largest college in the country and the largest provider of higher education other than universities in England. It has won many awards for its outstanding contribution to Diversity, Equality and High Standards in the provision of quality education. It offers three thousand three hundred and thirty seven courses in all with a wide range of diversity, and employability in mind. (Bradford college 2010)

All degrees of the programmes of the college awarded by Leeds Metropolitan University are recognized internationally. It has national reputation of offering education in the broadest range of subjects to over twenty three thousand students every year. Inspection 2008 by Ofsted, the Government’s inspection agency, judged the college to have many outstanding features. It offers education both full time and part time to suit the needs of students. Higher education and further education courses are available in numerous fields including Education. It is claimed that a vast majority of the trainees complete the course successfully and are in great demand by local schools and those further afield. The college claims to provide equal opportunities to all students, coming from multi-cultural and multi-ethnic groups of the society. Its mission is to provide high quality teaching and student support to equip students with knowledge, skills and confidence to reach their full potential and be able to contribute positively to their community. (Bradford College 2009)

The college is an institution of repute for three fully developed schools including the McMillan School of Teaching, Health and Care; Bradford School of Law and Bradford School of Business. It’s McMillan School of Teaching and Health Care, out of its four major programmes runs three for the education of teachers. These include Early Years, Educational and Professional Studies and Teacher training. The college claims to equip its students with knowledge, skills and confidence to reach their full potential in their chosen field. It trains students for primary, secondary, further and higher education, teacher assistants and school support staff. Specialist area of study is decided at the College with the guidance and help of the tutors.

The underlying principle of McMillan School of teaching is to ensure the provision
of a rich environment of academic programmes. It prepares teachers for Early Years, for Primary, Secondary, Further and Higher levels of education. Bradford School of Teaching was one of the first ones in England to provide students who had completed PGCE to continue for Master’s level, with credit points of PGCE considered equivalent to one third of the requirements of the Master’s programme. Nearly half of the PGCE course at Bradford College is school based with support provided by senior school mentors. The course aims to develop multidimensional qualities in students according to the requirements of the NQTS. McMillan School of teaching provides well resourced environment, excellent facilities, student support, and adequate guidance.

The Bradford College has built a reputation of providing for over twenty years not only outstanding standards and results but also for running forward thinking and innovative programmes. The Offsted report 2008 graded McMillan School of Teaching of Bradford College as ‘Outstanding’; the highest grade, and the progress made at teaching Key Stage 3 and 4 as ‘Exceptional’; which helped Bradford College to maintain its position in the top 5% of Schools of teacher education nationally. The aspect of training appreciated most was that students felt valued, safe, and teachers engaged, inspired and challenged. With recent building additions and refurbishments students now benefit from most modernly equipped teaching areas of Science, eight new Information Technology rooms, Physical Education, Music and Religious Education. The Outdoor Learning Facilities now include 1000m² sports hall, sports fitness and health laboratories and aerobic studios with professional staff available to students all the year round. All students also avail the facilities of well stocked libraries, rich resource centers, e-journals and data bases. The school provides training not only to trainee teachers, but also to Newly Qualified teachers and to teachers throughout their career for continuous professional development.

4.2.8. PGCE at Bradford College

The teacher education programmes at Bradford / England consist of professional and academic studies, teaching practice in schools, and social and cultural activities. Students aspiring to study PGCE both Primary and Secondary at Bradford College like other colleges and universities apply through GTTR
(Graduate Teacher Training Registry), pay tuition fees, submit academic records with professional references about the suitability of the candidate for teacher education. Most capable candidates are selected as the college every year gets around four hundred applications for only eighty available seats. It has the same induction criteria which the Government has approved for ITT courses, but Bradford College accepts equivalency test from an organization known as “ET-Equivalency Testing”. The College like all other colleges of England, organizes an introductory course of three to four days to orient students into their new environment.

The PGCE students get trained to teach with a wide range of specializations. These include English, Classics, ICT or Information and Communication Technology, Science, Physics, Chemistry, Biology, Mathematics, Classics, Modern Foreign Languages and Religious Education. PGCE at Bradford College blends subject knowledge possessed by students with professional methodologies, involving:

- independent study,
- interaction at the college and
- practical implementation of the acquired knowledge at the placement schools.

PGCE Course develops, refines and polishes up professional skills and intellectual abilities, requiring a sound basis of subjects like English, Mathematics, General Science, and ICT. Student teachers are motivated to work closely with the specialist staff at the college and placement schools for conceptual clarity, knowledge and skills enhancement, considered so very essential for NQT Status. PGCE at the Bradford College helps the would-be teachers to get prepared for a wider teaching role with in the context chosen by them.

Students are guided, advised, motivated and supported to develop their strengths acquired through their first degree. The focus is the practical implementation of the knowledge and skills, with regular reflections, in order to understand the underlying philosophies and principles leading to different decisions in the teaching learning scenario. Conscious efforts are made to provide
equal opportunities to both genders and to all students of a multi-cultural society.

a) Teaching Learning Methods

Bradford College’s School of Education is reported to use a balanced combination of teaching methods including lecture method, interactive workshops, tutorials and practical activities. Learning is facilitated through groups and understanding of the whole curriculum is developed through self study, independent reflections and discussions at the college practice at schools followed by reflection about the school experiences at college.

It is an intensive course expecting a great deal of independent study, and post graduate level analysis and reflection on the new learning and practical experiences at schools. These methods are used to cover topics for the PGCE subjects including Principles and Practice of teaching trainee’s subject; curriculum design; development of materials; classroom management; and lesson planning. Lectures and didactic methods are kept to the minimum, and this was reported by all the interviewed graduates of this college. Distribution of relevant handouts and small group discussions in the classes of the college in order to promote knowledge and thorough understanding of the full range of the curriculum, are very regular features. Small seminars, micro teaching, participative environment, reflective sessions, academic workshops and laboratory work is persistently practiced for effective learning. Education theory is regularly linked with school experiences, through reflective questioning, discussions and assignments. Students are guided for independent, professional judgments, critical thinking skills, creativity, and reflective abilities.

The School of Teaching of Bradford College has a team of experienced faculty members with knowledge, expertise and most important of all, the first hand experience of teaching the Primary and Secondary National Curriculum at schools. The staff of the college had been rated highly by Ofstead. Many of them are actively engaged in educational research, providing fresh and up to date professional experiences to the students. They work closely with the mentors and teachers at the schools to provide individualized support and guidance required for the progressive development of the student-teaches. For ICT students, visits to
Dixon’s City ICT Academy are organized, to master the ICT courses implemented at schools. Field trips are organized for the students of science to deepen the concepts of students pertaining to their subject knowledge. They are also guided and encouraged to demonstrate their knowledge and skills required to organize such trips in their future roles.

**b) School Placements**

The college has a close productive partnership with primary and secondary schools in Bradford and in surrounding LEAs. The college has established linkages with a wide range of schools, like comprehensive, maintained, single gender, mixed, inner city and outer city, independent, denominational or religious schools, where student teachers go for their placements. It was reported that many of the students had been selected on job in the schools where they had gone for their placements. For PGCE primary each student has to spend about 54 % of the course time at school placements at two schools of two different types. Work in school is appraised by college tutors and trained mentors working at schools. The assessment is against the National Standards for QTS, as issued by the General Teaching Council and TDA for Schools of the country. Mentors at schools have not only been trained for effective mentoring but have also been provided a full pack of rules and requirements and a copy of the QTS standards for ready reference.

Each school placement involves observations, recording of examples related with theories of teaching, evidence of the work with children, working with small groups of children and performing school based tasks. It starts with observation, going to teaching for a few lessons/periods, then teaching for serial days and finally blocks of independent teaching practice with whole classes. Students are guided to work in two consecutive Key Stages of the National Curriculum.

Peer learning or lesson observations of course fellows are carried out during both school placements. Students are expected to observe their classfellows and record narrative comments on prescribed observation forms, identifying strengths and areas for developments for their group fellows. Information recorded in the classrooms of the placement schools is discussed and reflected upon by the
students in groups at the college, for refinement and improvements.

During the placements tutor also observes the student intensively and extensively and fills out the observation form prepared by the college for this purpose. This observation document contributes to the evidence base of the PGCE student while claiming success in achieving the QTS. The tutor then is expected to record strengths and targets for further improvements. The observer after signing discusses the information with the student and takes his/her signature. One copy is left with the student, second with the tutor & third is uploaded for office record.

Detailed planning files are prepared by the students which are checked and referred to by the mentor and tutor both. The College provides printed up to date handbooks to the mentors with detailed clear mentoring criteria and guidelines for the tutors on observing lessons and monitoring professional development folders. The handbook contains guidelines and suggestive remarks in different categories about:

- QTS, Planning Files and Professional Development Folders;
- Target setting for trainees, feedback on teaching observations,
- Lesson debriefing, planning, teaching and assessing learning.

These brief and relevant comments, included as Appendix G as a sample, not only standardize the process of guidance and feedback provision, but also make these processes useful and meaningful for professional development of the trainee teachers.

Planning is assessed by the tutors to evaluate the trainee’s lesson planning ability, to judge its appropriateness to the class curriculum, age group of the students, its relevance to the previous assessment, and QT Standards. Monitoring and assessment strategies used by the student teachers are evaluated and use of previous assessment in setting the objectives of the present lesson is checked for. Then progression in relation to previous targets is compared and new targets are set collaboratively. Development of professional values, standard of teaching and Class Management skills are evaluated also.
c) Assessment for PGCE Programme

Assessment of the students studying PGCE at Bradford College is carried out on a continuous basis. It like other places at UK involves:

- Successful attainment of the Professional Standards for QTS,
- Completion of three Master’s level reflective assignments of at least 4000 words each,
- Successful completion of two school placements under trained tutors and
- Submission of a professionally prepared dossier/ file about evidences of tasks and records pertaining to the roles and responsibilities of the student as a teacher and reflecting on professional development evidences.
- Completion of many audits in English, Mathematics and Science.
- Provision of opportunity to students to gain 60 credits at Masters level by completing two assignments at level 7/ high reflective level.
- No formal examinations in the traditional sense are conducted.

4.2.9. QTS Standards

Those trainee teachers are awarded the Qualified Teacher Status, who meet all QTS standards. According to the Education Regulation 2003, developed through UK Education Act’s sections 132, 145 and 210,(UKSI 2003) the QTS standards have been spelled out through a process of public consultation, involving all existing and potential stakeholders, clearly by the government’s department of TDA for schools. These are available for the trainee teachers and for the training-providing colleges and university departments. These standards are the outcome statements of the expected knowledge that a trainee teacher must know, the skills that the trainee ought to develop, and exhibit in practice in order to be awarded QTS. These have adequately incorporated the modern effective trends in education including, ‘every child matters’, ‘participative learning’, ‘individualized learning’, ‘equality of opportunity’, ‘inclusiveness’, ‘lifelong learning’, ‘workforce reforms’ and many other noteworthy improvements and changes. QTS standards set the benchmarks for all Colleges and University departments. They provide freedom to
choose any route and decide about the ‘how’ of the teacher education programmes. These have not been translated into a particular curriculum, permitting flexibility and freedom to the providers in organizing, planning, assessing and certification of teacher education. (tda.gov.uk)

As entire PGCE programme revolves around the QTS, so these are being dwelt upon in some detail. Basically Qualified Teachers’ Standards are a thorough set of benchmarks divided into the following three major categories, reflected through thirty three questions:

- Professional attributes,
- Professional knowledge and understanding and
- Professional skills.

In Professional attributes Q1 and Q2 explore about relationship with children and young people. Q3 is about the Statutory Framework with in which they work along with awareness about policies and practices of the workplace. Q 4 to 6 focus upon Communicating and Working with others collaboratively. Next three questions Q 7 to 9 talk about the Personal Professional Development of the trainee teacher. The next category of Professional Knowledge and Understanding has one question each about teaching and learning. Next three questions Q 11 to 13 pertain to the understanding of the trainee teacher about Assessment and Evaluation practices and procedures applied by him / her at the placement schools. Q14 and 15 evaluate the mastery of the Subject Knowledge and prescribed Curriculum for the age range for which the student teacher is being trained. Literacy, Numeracy and ICT standard through Q16 and 17 ascertain the level of the knowledge acquired and the degree of ability to apply knowledge about Literacy, Numeracy and ICT. Question 18 to 20 verify the knowledge of the trainee about the influences affecting Learners’ Achievement and Diversity, and ways and means to let each learner with or without special needs reach to the maximum potentials. The two parts of Question 21 expect the trainee to be well versed with the legal requirements and policies ensuring Health and Well Being of young children, and to be aware of the methods of identification for asking relevant help and assistance in this regard.
Professional Skills is the third category of the Standards. Three questions, Q 22 to 24 judge the breadth and depth of knowledge about planning of learning by the trainee. Q 25 explores the student’s Mastery of the Teaching Methodologies through its four parts. Q 26 to Q28 verify the understanding and grip of the trainee teachers about essential processes of Assessing, Monitoring and Giving of Feedback to the students in the care of the teacher. Q29 indirectly guides the trainee to review his / her teaching and students’ learning regularly and objectively. Conduciveness and Supportive nature of the Environment to learning has been verified through Q 30 and 31. Through the last two questions Q 32 and Q33, Team working and Collaboration have been focused upon. The trainee is expected to reflect upon his / her teaching with the lenses of cooperative learning, where the colleagues are taken as co workers both benefited from and benefited to. The evidence from the real practices at school is provided while responding to the above 33 questions, encompassing the overall functioning of a professional teacher.

As many of the standards are inter related and overlapping, so evidence for many can be produced through any one teaching-learning activity. These standards framed in the form of questions highlight the professional attitudes, attributes and commitments, expected to be developed in the would-be teachers. Detailed guidance for the implementation of the QTS standards, to all training providing institutions, training faculty, and to trainees, is freely provided by the TDA, both in the soft and hard versions.

4.2.10. Professional Development Profile

The successful completion of the PGCE course also involves submission of a file of evidences of professional development to prove the meeting of standards for the award of Qualified Teacher Status. Each student’s personal tutor at the College evaluates the evidence of the professional development and if standards have been met satisfactorily, then recommends to the PGCE Examination Board about the student’s meeting of all QTS standards. The student compiles evidence for QTS through on going records of all the reports, tutorials, contents of meetings with college tutor on lesson observation visits, filled out pro-forma about weekly meetings with school mentor, records of the progress made and targets set, visit-
details of the College tutor to the placement schools, evaluation of the work done, decisions reached at and continuous self assessment by the student in the light of the key areas of the QTS standards.

The file or dossier is started with previous knowledge and experience audit. The weekly meeting records are signed both by the student and the mentor. In these meetings the progress is reviewed about planning, teaching and assessing prospective teacher’s’ progress with reference to the initial or baseline standards visa-verse QTS standards. The topics to teach, the teachers to observe, skills to develop and children to be interacted with are decided in these meetings. The actions taken or strategies used are noted down with dates.

Each candidate has to experience two school placements in two different schools. The initial focus of the School Experience 1 is to focus to understand how a school operates, with minimum requirement of teaching for six hours a week. By December they are expected to finalize the topic of the first Assignment and by January they teach four more lessons in relevance to the assignment. Weekly meetings are expected to continue for 45 minutes to one hour. Same is repeated in the second experience of school placement.

During both formal visits of School Experience 1 and School Experience 2, the tutor discusses the professional progress of the student and guides with reference to the records, the progress, marked students’ work, plans, observations and reflections kept in the profile. Two major assignment and subject assignments are also discussed, reflected upon and related with the standards. Meeting with the tutor at the college is organized through time tabled tutorials. Important points of the meeting and guidance with reference to QTS standards are noted down on the prescribed form, and filed in the folder. The candidate is expected to give source of evidence with date for all questions about all thirty three questions related to three major categories of the QTS Standards. Self assessment in the beginning and later part of the school placements is also expected to be carried out by the trainee with reference to these standards and placed in the personal professional folder. Trainees are expected to comment upon what they knew, what they had learnt and what they need to learn.
Submission of the assignment also expects the student to highlight which of the QTS standards had been reflected and demonstrated and what evidence can tell the tutor about this progress. Subject assignments are also supported with such reflective information. In the file not only the record of the teaching for the half of the day is kept but the student is also expected to record the way the remaining half of the day is spent. A record of weekly meetings with the tutor is maintained. About six to seven tutorials are held at the college, other than special requested ones. Full year’s time table divided into weeks, highlighting the tutorial dates, School experience 1 and 2 dates, timings and dates for classes at the college, meetings with mentors and tutor dates and gazetted holidays, all are notified in advance.

Interim reports and final reports are prepared about the School experience 1 and 2. In the proformas of these reports all standards with thirty three questions are referred to and main achievements and areas for development are recorded in writing. Instead of mere grades, the tutors and examiners are expected to give remarks to make this exercise more guiding and helpful to the candidate. The targets for the second school experience are set with the input of the trainee. If all the standards are achieved and evidenced by a student then a pass is recommended by the tutor on final report of the School experience 1 and 2.

A portion on the pro forma asks for School’s recommendations to the PGCE Examination Board. The first criteria for the input is to grade the attendance of the trainee by giving the days present and absent and categorizing it is as Good / Satisfactory / unsatisfactory as regards the regularity. The overall performance is also graded in the end by choosing from the given options. The Subject Mentor’s and Professional Mentor’s comments and signatures are also incorporated in the report. In the end the report is discussed with the student and student’s acknowledgement remarks and signatures seal the report and make it ready for record and inclusion in the results of the student’s performance.

A letter of gratitude is issued by the administration of the College of education/ university’s management to the Mentors at school for accepting the student and giving time, energy and expertise. For School Placements a very clear Benefits
Package is offered to the collaborating schools and Mentors in recognition for their valuable time and facilities. The institution is offered generally five hundred Pounds for each of two school experiences. Other than this the Mentors of the school are paid a hundred Pounds per PGCE student per year. Other fringe benefits include the prioritized advertising of vacancies of all Partnership schools at the College; provision of Mentor training for teachers for preparation and professional development; and opportunity to recruit high performing PGCE students after their school placements.

The reports prepared by the mentors and tutors are also vetted by the external examiners visiting the placement school and initialed with their remarks. All data of all types about each student is maintained at the college office, and utilized for the ‘Pass’ recommendations and for future use as ready reference for any professional interaction pertaining to the passed out graduate in the years to come.
Chapter IV: Part B

Analysis of Data and Discussion

Analysis of data involves careful study and application of one or more statistical tools and techniques to examine the gathered information enabling the researcher to test the hypothesis and to answer the questions of the study. This also entails careful synthesis of data for reaching logical conclusions. The selection and use of tools for data analysis is greatly linked with the nature of the study being carried out and the type of the data to be collected through these tools. Suitability of the tools promotes appropriateness of the analysis. In fact analysis of data is the process of organizing, verifying, and interpreting the gathered information, providing a perceptive and conceptual framework leading to conclusions of the study. It reduces capacious information to manageable and meaningful material, capable of being understood and interpreted better. Elaborate exhaustive material is synthesized through tables, figures, graphs and diagrams for vivid interpretation.

The study made use of both quantitative and qualitative means of analysis. Four questionnaires placed as appendices, Appendix B, Appendix C, Appendix D and Appendix E, had been used as tools for collection of the primary data. Appendix B and C were the survey questionnaires, and Appendix F-1 provided the names of respondents of Peshawar and F-2 enlisted the names of respondents of Bradford who took time to fill out the survey questionnaire and gave interviews. Interviews were conducted to obtain qualitative data, and to remain focused, an interview guide was developed both for teachers and head teachers separately, included here as Appendix D, and Appendix E. Responses of all the respondents were recorded question wise, converted into percentages for purposes of clarity and comparability, and were analyzed and depicted with the help of tables, diagrams and graphs.

An effort was made to interact with a balanced group of representatives, both at Bradford and Peshawar. The group of all respondents interacted with, was not only...
balanced gender wise but also from the perspective of sector of education and level of education. It was further ensured to acquire the input of teachers of a broad range of subject specialty. Surveyed and interviewed teachers’ educational background included Mathematics, Physics, Chemistry, Zoology, Botany, General Science, English language, Urdu language, Sports and Music. Some of them had studied those subjects up to Bachelors level, and most of them till the Masters Level. Quite a few of them had acquired an M. Phil degree also before starting with their professional teacher training. Apposed to this diversity, the commonality was that they all were professionally trained teachers with a B. Ed degree at Peshawar and with a PGCE at Bradford. Another similarity was that each had a teaching experience between two to five years at the relevant level. Their responses to the questions of the survey and interview have been consolidated as under:

1A. Reasons for Selecting Teaching as a Profession at Peshawar

The first question posed both in the survey questionnaire and the interview pertained to finding out from teachers, the reasons behind the selection of teaching as a profession; that influenced their decision to become teachers. Quite a few answers were similar and were shared by many people. The responses received from the respondents at Pakistan included a wide variety of replies. Many gave very unique answers to the asked questions.

The key reasons when categorized on the basis of similar responses produced data as given in Table No. 4.7. Among the recorded reasons for specializing in teaching, nobility of the profession or the respectable status enjoyed by this profession in the society reined the highest; it was considered a very prestigious job by fifteen respondents, forming 27.27 % of the sampled population at Peshawar. The ratio of the people citing this as the major reason was slightly more than one fourth of the total respondents. Many quoted it as the profession of the prophets and considered it an honour for themselves to follow the footsteps of such noble and great people. Highlighting the nobility of teaching profession, two went to the extent of saying that it was a divine profession; God chose to be a teacher, to guide people through divine books, so they felt elated to become teachers. Ten respondents, (18.18 %) gave gender specific answers, and nearly all of them were female teachers.
Table No. 4.7 Reasons for Choosing Teaching as a Profession at Peshawar

<table>
<thead>
<tr>
<th>S.N</th>
<th>Reasons</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching a noble, respectable &amp; prestigious profession.</td>
<td>15</td>
<td>27.27 %</td>
</tr>
<tr>
<td>2</td>
<td>One of the two culturally allowed profession for girls</td>
<td>10</td>
<td>18.18 %</td>
</tr>
<tr>
<td>3</td>
<td>Couldn’t get any other better job / incidental selection</td>
<td>8</td>
<td>14.56 %</td>
</tr>
<tr>
<td>4</td>
<td>Inspired and/or motivated by parents/ideal teachers</td>
<td>7</td>
<td>12.73 %</td>
</tr>
<tr>
<td>5</td>
<td>Helps in gaining confidence &amp; refining communication skills</td>
<td>6</td>
<td>10.90 %</td>
</tr>
<tr>
<td>6</td>
<td>Love for children, Passion for teaching &amp; helping others</td>
<td>5</td>
<td>9.09 %</td>
</tr>
<tr>
<td>7</td>
<td>Non strenuous job/ working only for 5 to 6 hours / day</td>
<td>4</td>
<td>7.27 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total Respondents</strong></td>
<td><strong>55</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Female respondents due to cultural constraints did not have much choice of professions, as either teaching or medicine was considered the only professional option. One of them commented, “I had no other choice, as my father and brothers did not let me choose a place with mixed workers at offices.” The data of Table 4.7 when viewed graphically in table 4.2, made the situation further clearer.

Figure:4.2

![Graph showing reasons for choosing teaching at Peshawar](image-url)
In all-girls’ schools female teachers surely were there, but nearly all females were appointed both for primary boys and girls in the entire Private Sector. They were given preference over male teachers due to their caring and tendering attitude toward children. Quite a few females had chosen it to economically support the family, and felt comfortable while working at schools. Eight respondents (14.56 %) of the sample, nearly all men had chosen this profession as a last resort, as they did not get a job better than that. Due to economic recession and over population there aren’t many opportunities available to young people these days, especially with the absence of career counseling practices. Seven respondents (12.73 %) of the sampled population decided to choose this profession under the influence of their parents or ideal teachers. This decision also reflected the influence of society members on career selection. They were either persuaded by their parents or got inspired by their ideal teachers whom they took as their role models. One of them shared that she had inherited a strong liking for this profession from her parents who both were teachers.

Some other respondents had professional logic behind their decision of choosing teaching. Six respondents (10.90 %) chose this profession for their personal professional development. They perceived this profession to be helpful in inculcating confidence and in polishing up of the communication skills. They hoped to get ample opportunities to develop confidence in themselves, to get groomed, and to develop better communication skills. Love for children, passion for teaching and an urge for sharing and transferring acquired knowledge with children at a very receptive stage, ranked next in the prioritized list of reasons by 5 respondents (9.09 %) of the sampled population. Two of the teachers, who happened to be mothers of young children, took it to benefit and guide their own children also in a better way.

The last response was quite queer, four teachers (7.27 %) took teaching to be a light loaded or an easy, less strenuous job and three of them took it just by chance, a coincidence, as they never had planned or had any intention to become teachers. They took it incidentally but developed a liking for it and obtained professional degree, B. Ed later on.
1 B. Reasons for Selecting Teaching as a Profession at Bradford

Through the questionnaire and interview sittings different answers to the query of why did they choose to be teachers were recorded. When all those responses were categorized on the basis of similarities the following data resulted:

**Table No. 4.8 Reasons for Selecting Teaching as a Profession at Bradford**

<table>
<thead>
<tr>
<th>S.N</th>
<th>Reasons</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loved teaching through voluntary work as Assistant Teachers</td>
<td>13</td>
<td>24.08 %</td>
</tr>
<tr>
<td>2</td>
<td>Passion for teaching from a very early age</td>
<td>11</td>
<td>20.37 %</td>
</tr>
<tr>
<td>3</td>
<td>Always enjoyed working with children</td>
<td>11</td>
<td>20.37 %</td>
</tr>
<tr>
<td>4</td>
<td>Motivated by parents and good teachers as role models</td>
<td>9</td>
<td>16.67 %</td>
</tr>
<tr>
<td>5</td>
<td>Helping others, desire to make difference in others’ lives</td>
<td>6</td>
<td>11.11 %</td>
</tr>
<tr>
<td>6</td>
<td>A worthwhile career giving great job satisfaction</td>
<td>4</td>
<td>7.40 %</td>
</tr>
<tr>
<td></td>
<td>Total Respondents</td>
<td>54</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Thirteen (24.08 %) respondents became teachers as they had developed a strong liking for teaching when they did some successful voluntary youth service, and some liked it while working as voluntary teacher assistants. They enjoyed working with students and decided to get trained and opt for this profession on permanent basis. Eleven teachers (20.37 %) chose to be teachers due to their natural tendency and passion for teaching, and wanted to be teachers right from early years of their life. As assistant teachers they really enjoyed working with students, and this liking for children made them opt for teaching. Still another eleven (20.37 %) of the respondents chose to be teachers as they loved to work with children. Their passion for children and desire to give something back to society brought them to this profession. One of them remarked enthusiastically that she was enjoying every moment of being a teacher of young children. Nine respondents (16.67 %) of surveyed and interviewed teachers chose to be teachers due to the motivation of their parents. A few got motivated by some very good teachers of theirs.
They also mentioned that their teachers were idealized as role models by them. One of them had idealized her father who was a teacher, and another had both parents as teachers. This made them choose teaching as a career. Still another shared that she owed gratitude to her teacher who had noticed potentials of a good teacher in her and guided her to opt for teaching course—PGCE, which she did and was very happy to do so. 11.11% of questioned teachers desired to help others, and wanted to make difference to young lives. One of the ICT teachers loved her subject that she was really good at; and wanted to pass her excellent knowledge to as many people as possible to facilitate their success in life, with the confidence that competent teachers had always been the role model of many. Still another expressed that she had become a teacher as she wanted to give something back to the society. Another spontaneously commented that she loved teaching, as it was teaching that helped and fixed problems before they occurred.

**Figure 4.3**

Another four (7.40 %) came to this profession as through different observations and interactions, they had developed a feeling that teaching was a decent, worthwhile career with very high job satisfaction. These reasons’ graphic depiction produced results as given in the following figure.

**Comparison:** If the reasons for choosing teaching as a profession given by teachers at Peshawar and Bradford are compared, it is observed that
dominance of the influence of society, family or parents and religion was very profound at Peshawar. A vast majority to the extent of 58.18 percent chose to be teachers, due to religious idealization, cultural constraints for professions other than teaching for girls, and motivation of parents and teachers. At Bradford the biggest ratio of teachers, (76%) became teachers as they had passion for teaching from a very early age, or always wanted to be teachers, or enjoyed working with children and helping others with a strong desire to make a difference in others’ lives. They had taken up teaching as an informed decision after tasting it before opting for it permanently. A very small percentage of 9.09 % at Peshawar got attracted due to their passion or love for children. At Bradford the cultural and family influence had been reported to be very negligible, only nine out of fifty four became teachers due to the motivation of parents and teachers. This comparison provided a clue that choosing a profession of one’s own passion and desire infuses a commitment to the profession, and one is likely to continue it as the best selected profession.

2 A. Duration and Adequacy of Teacher Preparation Programme at Peshawar

The second question of the survey and interview questionnaire was about the adequacy of the pre service teacher education programme in terms of its duration in their opinion. As regards the total duration, it was shared that it was known as one year programme but not more than nine months are available to master all the courses of B. Ed. The unanimous response about the adequacy of the duration of the programme was that all except for 12 % considered it highly inadequate. The main responses provided for its inadequacy included:

- Time absolutely not enough for the wide range of subjects to be studied
- Not enough at all as compared to the demands faced by us in the practical life
- Highly insufficient! As we failed to gain a strong grip of long list of subjects in that short period of time,
• Quite inadequate! Resultantly students had to struggle to do justice with a very heavy and highly theoretical course.

• The course was flooded with very theoretical concepts which usually got mugged up in the minds of the students, as there was no time for reinforcement of the learnt concepts.

• Too much to learn in only a year! Rather less than a year!

• We students from the fields of Pure Science found it extremely difficult to study subject of Arts-theoretical in nature, in a span of some months.

• B. Ed’s duration was apparently one year, but if national and local holidays, closures due to political unrest, Winter and Eid breaks were deducted, one was hardly left with any time to do justice with the demanding curriculum.

• Length of the contact hours would had been fairly fine if the redundant topics were deleted from the Syllabus of all subjects, which had made these syllabi un necessarily long.

• Subjects were too many and too diverse for studying in a limited time.

• Not only for theoretical studies, but time for practical activities was extremely insufficient.

• Please do something to increase the time for school placements, we so called trained teachers felt very handicapped at the work place for a very long period, especially those who got appointed at good private but demanding schools.

Notwithstanding, twelve per cent of them termed the duration as quite adequate, and the reasons given included:

• Too passive classes! Couldn’t be tolerated for more than this duration.

• Most of the teachers, who were keen to enter the practical life, couldn’t afford more than this period of time
• Even if the duration was increased to double the time, we all would had to experience same traditional methods of learning, so this was quite okay.

• Increase in the duration might accompany a raise in the fees or charges, which most of the students wouldn’t be able to afford in the time of high dearness.

• It was nice to get a degree in a year! Why to increase it?

So if the responses of the teachers who termed the existing duration inadequate are consolidated, it would be found that a big majority declared it to be very inadequate, the courses were many, too diverse and the methods of interaction too passive and traditional. Those who termed it to be adequate, considered so as they did not want to continue with the typical, traditional learning for long, were afraid of raise in financial costs with increase of duration, were contented with a degree, irrespective of its contents, legalizing their entry into the job market.

2 B. Duration and Adequacy of Teacher Preparation Programme at Bradford

The responses of surveyed and interviewed teachers at Bradford, UK, termed the overall duration as quite adequate. They commented that:

• It was quite adequate, though there was a lot of work to be done.

• School placements very adequate and useful, so was the college.

• One year with different useful blocks of experience had made it quite adequate.

• More than adequate!

• The duration was enough, but the work load during the placements was not enough.

• One to two lessons per day did not prepare us for the real load of a regular teacher.
• Adequate enough on the whole!

• It was enough but the work load kept us on our toes all the time.

• It was quite adequate, I am sure!

• Time at college was a little less than adequate! As explanation of advanced theoretical concepts could not be done justice with in given time.

A big majority considered it to be very adequate; rather a few declared that the duration was more than adequate. A mix of experiences organized for trainees by the college was appreciated, to make the optimum use of available time. Some felt that doing justice with all thirty three expected Qualified Teachers’ Standards, kept them on toes. A lot of planning, reflective and evaluative assignments, recordings and write ups made it very hectic and intensive. A few other respondents expressed that their time was not adequately and practically utilized at school placements. They recommended for more work and more active involvement of trainees throughout the placements.

**Comparison:** If we compare the responses of teachers in respect of adequacy of the duration of B.Ed at Peshawar and PGCE at Bradford, it is noticed that teachers at Peshawar unanimously termed it as inadequate. It was considered so particularly due to very long theoretical courses, passive interactions at college, and too many subjects to study with very little time at schools. On the other hand teachers at UK by a sweeping majority termed the duration as very adequate, and appreciated the blend of theory with practical activities throughout the year. They expressed that the reflective and analytical work for QTS standards kept them busy all along the year and made them learn a lot and comprehend the teaching and evaluation processes quite comprehensively. Although some felt that some philosophical bases of different theories could be understood better if more time at college could be given to elaboration and explanation by the educators.
3 A. Key Subjects Studied during Teacher Education Programme at Peshawar

The subjects that all respondents had studied as compulsory subjects were exactly the same. The diversity was found in the optional or elective subjects that each of them had chosen differently. The compulsory subjects included Perspectives of Education and Contemporary issues; Educational Psychology, Guidance and Counseling; Curriculum and Instruction; Islamiat and Islamic Ethics (Islamic History for Non Muslims); Evaluation Techniques; and Functional English. As regards elective subjects all of them had studied one of the subjects from a group of four, including Foundations of Education; Modern Approaches to Teaching; Educational Planning and Management; or Comparative Education. All of them had studied Methods of Teaching two subjects of their choice, according to their subject specialty background. But the popular ones with Science teachers appeared to be Teaching Methods of Physics, Mathematics, Biology and Chemistry. Teaching of English was compulsorily done by those who were students of Humanities group, and most of these students had chosen among Methods, the Methods of Teaching Urdu, or Pakistan Studies. Language teaching had also been the choice of a few and quite a few reported to have chosen Pushto with a hope to score better at it.

Many of the teachers had a difficulty in recalling the subjects that they really didn’t like, and recollected the names and details of the subjects liked and enjoyed by them. Some comments experienced in the interview sessions were interesting, like, “we did Modern Approaches in most traditional or backward ways!” or “Functional English was done in quite a non functional manner”, or “the subjects were so lengthy and detailed as if we were taken as PhD students!”, or “who prepared our syllabus? Who so ever did, had not thought about the standard of education of average graduates, it was too much and too theoretical for sure!

3 B. Key Subjects Studied during Teacher Education Programme at Bradford

When enquired about key subjects studied during the PGCE programme, many
of them promptly replied that they were made to study every thing to do with school. The subjects, that respondents reported to have studied included Teaching Methods of English, Mathematics, ICT and Science. Other subjects included Classroom Management, Educational Psychology, Child Psychology, Behaviour Management, Assessment Techniques, Meeting Individual Needs, Meeting Special Needs, Art and Design, National Curriculum, Planning and Pedagogy Skills, Professional Attributes of teachers, General School Teaching, English Literature, Post Colonial Literature and African- American literature. During the interviews, when questioned about the subjects studied during the teacher education year, many responded very confidently that they studied everything that a teacher should know. Some of them shared on their own that the existing courses after many reviews and revisions had become very appropriate and had the potential to meet the existing and upcoming needs of the potential teachers.

**Comparison:** If we compare the number of subjects both had quite a few to study in one year. But when nature of the subjects was taken into consideration it was noticed that the subjects studied at Peshawar were more of theoretical natures, as compared to those being studied at Bradford. The subjects and their content being done for PGCE were quite modern and up to date; than those in B.Ed programme. The ones at Peshawar were more general in nature as compared to those at Bradford which were very specific in content.

**4 A. Most Useful Elements of Teacher Education at Peshawar**

Different responses were received to this question from different respondents about this query of the questionnaire. The commonly sighted examples of useful elements learnt through the B.Ed programme included:

- Teaching Methodologies for teaching specific optional subjects
- Learning to use Audio Visual Aids effectively
- Knowing about Modern Approaches to teaching
- Class control techniques
- Long term Teaching Practice/School Placements
- Presentation Techniques
- Lecture Method, as it is being used daily without fail by us at our schools
- Class discussions, were very rare, but when ever done proved to be interesting,
- Education Psychology
- Assessment and Evaluation Techniques
- Post lecture question/answer sessions
- When lecturers involved students in the learning process
- Translation Method for English Teaching

Tabular and graphic analysis of the responses as given in Table 4.9 and Figure 4.4 provided further clarity.

**Table No. 4.9 Useful Aspects of B. Ed at Peshawar**

<table>
<thead>
<tr>
<th>SN</th>
<th>Most Useful Elements of B. Ed at Peshawar</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching Methods</td>
<td>44%</td>
</tr>
<tr>
<td>2</td>
<td>Assessment and Evaluation Techniques</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>Long term Teaching Practice</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>Class control techniques</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Educational Psychology</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>Modern Approaches to Teaching</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Interviews and discussions with respondents revealed that all those methods were termed useful which involved active participation of students in the teaching
learning process. May these be discussions, question answer sessions, use of audio visual aids, modern approaches or teaching practice at schools.

**Figure No. 4.4**

![Bar chart showing preferences of respondents for the Most Useful Elements of B.Ed at Peshawar.](attachment:image)

Teaching Methods were rated the highest, and assessment and evaluation techniques followed the preferences from the usefulness standpoint. Long term teaching practice was considered useful as it provided them opportunities for real life practices. Educational Psychology and Modern Approaches appeared to prepare them as better practitioners.

**4 B. Most Useful Elements of Teacher Education at Bradford**

Responding to the query which elements of PGCE proved to be helpful and useful in real teaching at schools, the respondents identified the following elements as rating high as regards their usefulness:

- School placements
- Marking and Assessing students’ work and then planning accordingly
- To be honest all elements proved to be very useful
- Planning lessons to meet individual needs
• School support through school mentors
• Hands on experience during school placements of linking theory to practice
• Behaviour management practically at both school placements
• Day to day experience during school placements and experiencing all elements of school life
• Working at schools
• All elements including also the Educational Journals
• All useful
• Planning the back bone of teaching
• Project work at college
• Practical workshops in the subjects like Art and Design
• Reflective Exercises at college and for the Journal about QTS Standards
• Every thing to do with school was learnt and all is proving to be very helpful.

When the responses were quantitatively tabulated and were depicted graphically, it produced information as depicted in Table No. 4.10 and Figure No. 4.5. Working at two different types of schools during both the placements, including learning from the school mentors, teaching and co teaching, being part of all the school routines, having hands on experience of assessing students’ work, maintaining discipline, behaviour management and day to day duties were reported to be very educative and helpful for meeting the responsibilities of the future.

A reasonable number of 54% of the respondents declared school placements as most beneficial part of the teacher education programme. 17 % of the questioned teachers found all elements of the programme useful.
Table No. 4.10

<table>
<thead>
<tr>
<th>SN</th>
<th>Most Useful Elements of PGCE at Bradford</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Placements</td>
<td>54%</td>
</tr>
<tr>
<td>2</td>
<td>All elements of the Programme</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>Reflective Exercises at College and for the Journal for QTS Standards</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>Planning for individual needs and implementing National curriculum</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>Assessment and Evaluation Strategies</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>Practical activities and Project work</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure No. 4.5

Quite a few of them commented that everything to do with school was learnt and all has been proving to be very helpful. They termed the programme to be very thorough and highly advantageous. Nine per cent of them found reflective exercises at College to be the most useful element of PGCE. They liked the reviewing and analyzing the activities and observations made by them and their course fellows, as the logic and impacts of these decisions were understood better.
by them through these exercises. For seven per cent of the respondents learning about the assessment and evaluation of the work of students and their own work turned out to be most valuable. Marking and assessing students’ work and then planning accordingly for the next lessons also proved to be beneficial. About five percent of the answering teachers found practical activities of the programme more helpful in preparing them for meeting the future responsibilities.

During the interviews, two teachers from UK pointed out the important role of educational journals. One of them greatly appreciated the JMTE (Journal of Mathematics Teacher Education) as an active source on teaching methodologies. It was described as an effective platform or forum to report on, read about and refer to for the recent research on teaching methods and innovations for better teaching strategies. The other valued it as learning or benefiting from the efforts of different researchers. Articles in those journals had prompted many prospective and young teachers to venture with different strategies for teaching other than lecturing, and to explore new ways of thinking about their subject, learning and teaching.

**Comparison:** Most useful elements in the eyes of the graduate teachers of Peshawar were the teaching methods that they learnt about at the college, whereas graduate teachers of Bradford considered school placements to be very useful in equipping them with skills required for success at teaching. Interestingly in their opinion all elements of PGCE proved to be very useful in preparing them to meet professional demands amicably.

**5 A. Components of Teacher Education at Peshawar Not Relevant to Teaching at Schools**

In order to double check the usefulness of the teacher education programmes, the teachers were asked to identify such elements of the teacher education programmes which in their opinion did not serve any purpose or did not support much in the process of teaching. Different responses were received like too advance Philosophies; Curriculum Development; too much theoretical syllabus; studying about very Western literature without tuning it to local circumstances; all references of researches conducted in European countries; some very outdated
theories which had been abandoned in the West, still being taught; memorizing by heart of all philosophical and European work; abundant rote learning in all subjects; irrelevant discussions, usually political; teaching methods suitable for ideal classrooms with 20-25 students; lectures with zero interaction of students; theoretical over emphasis on the use of A.V. Aids was artificial as it could never be implemented in that way in local classrooms; subjects like Perspectives of Education and Foundations of Education.

5 B. Components of Teacher Education Not Relevant to Teaching at Schools at Bradford

Teachers surveyed and interviewed at Bradford informed that the elements which were not much useful included over focused classroom displays in ICT; too basic ICT training; too elaborate History of Education; theoretical lectures which were forgotten quickly, some were already forgotten; Dyslexia studies never been used in class; too general lectures without giving specific guidance; writing very long essays; and focusing on some non practicable theories should not have been over emphasized.

About twenty percent of the teachers very confidently commented that nothing as such was irrelevant, the course had been revised many a times and we felt it was very relevant and extremely useful now. A few others admitted that at that time theory appeared too much but now we feel that it gave us a good base for the practical aspect of teaching at schools.

Comparison:

A comparative analysis of the comments received from teachers of Peshawar and Bradford revealed that a much bigger majority appeared to be quite contended with the courses being offered at Bradford as compared to those at Peshawar. Many of those at Bradford very strongly appreciated the nature and content of the programme declaring all elements to be relevant and useful. But not a single comment of this nature was received by any teacher educated at Peshawar.
6 A. Degree of Job Preparedness Given by B. Ed in Meeting the Job-Demands

When questioned that what level of confidence was given to them by their professional education in meeting the demands of the job as a teacher, the key responses received included;

- Very little indeed
- To some extent, that only by quite short teaching practice at schools
- Yes, better than being untrained
- You do feel confident, but practically didn’t know much
- You don’t feel confident by memorizing foreign theories, and classical philosophies
- It did facilitate confidence, but not to a great extent
- The short lived confidence didn’t help much in actual job delivery---which was very tough
- I was far better than those who did this programme privately.
- Long term teaching practice did help to a considerable extent in this respect
- Not much, theoretically I was very strong but practically very confused and nervous
- Yes it helped to a great extent
- A little bit of confidence was acquired through teaching practice, other wise the course was not at all adequate for the real life challenges and demands
- Not at all, I am sorry to record so.

The majority of the interviewees and surveyed teachers showed their dissatisfaction as regards preparedness ability of the B. Ed course. They valued the
teaching practice, though duration was termed to be quite inadequate. Some of them went very bitter in saying that if we had to only memorize foreign theories and philosophies, what was the point of spending time and money. Quite a few of them valued B.Ed education particularly as compared to not being trained at all.

6 B. Level of Satisfaction for Job Preparedness Given by PGCE in Meeting the Job-Demands

When teachers at schools of Bradford were questioned about the level of confidence that they acquired due to their professional training in meeting the job demands, the responses that were received can be categorized as:

- A lot of confidence! The course was very detailed and there was a lot to do!
- Its very demanding nature prepared me very well for the stress that teachers in this country have to face! I could face and teach teenagers very confidently.
- A lot of confidence by the end of the course was developed.
- Teaching placements at schools were of great value in this respect.
- Level of confidence was greatly enhanced when educators from the college encouraged us a lot during their regular visits to our schools.
- Level of confidence was somewhere in the middle, as we during training had not experienced full teaching load of a teacher for long.
- A very high level of confidence, as we received a lot of guiding help from the College -Professors, personal tutors and School Mentors.
- Muslim Community seniors encouraged us a lot, as the demand to have well trained Muslim teachers worked as a drive in building our morale and interest.
- Doing two long placements in two different schools prepared us adequately to meet the demands of the job.
• My first placement facilitated and inculcated confidence in me, but the second placement took it out due to very critical and authoritarian School Mentor.

• Lots of confidence, due to team building and behaviour management strategies used by our tutors and mentors.

• Yes for sure!

• Time at the College/University had no contribution in this respect, but the school placements did wonders in giving the real feel of the programme, and learning so much from many people, later became our real strengths.

• Shadowing senior teachers and collaborative teaching helped a lot

• Developed a lot of confidence in delivering my subject content but not much about behaviour management; no exposure to difficult problems during the training left you partially handicapped.

• Not College studies but school placements and teaching on the job kept polishing up confidence continuously.

• Really high level of confidence! Two different types of placements were quite demanding, and reflective exercises at College about all important decisions, actions and school practices, and reflective reviews for QTS standards built a lot of confidence in us. We had been groomed very adequately to meet our job demands confidently.

<table>
<thead>
<tr>
<th>Table No. 4.11.</th>
<th>Level of Satisfaction for Job Preparedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>Greatly Satisfied</td>
</tr>
<tr>
<td>Teachers interviewed and Surveyed at Peshawar</td>
<td>10 %</td>
</tr>
<tr>
<td>Teachers interviewed and Surveyed at Bradford</td>
<td>72 %</td>
</tr>
</tbody>
</table>
Comparison: If we compare the two teacher-education programmes from the parameter of ‘satisfaction’ as per adequacy of the programmes in meeting the job demands, the quantitative depiction is given in Table No. 4.11 and Figure No. 4.6:

Greatly satisfied teachers from the parameter of satisfaction for preparing them for meeting the demands of teaching at schools at Peshawar were only 10% as compared to 72% of teachers at Bradford who were greatly satisfied from the teacher education programme at Bradford. The number of teachers who were neither very pleased nor very unhappy or partially satisfied, were 60 % at Peshawar and only 20% at Bradford. The teachers who were highly dissatisfied from their teacher education programme were 30 % at Peshawar and 8 % at Bradford. For further clarification this situation was analyzed statistically also.

Testing of hypothesis
For testing the situation statistically the following hypothesis was set:

1) Formulation of hypothesis:

Null hypothesis: \( H_0 \) = Level of job satisfaction is independent of programme
Alternate hypothesis:

\[ H_1 = \text{Level of job satisfaction is dependent on programme.} \]

2) Significance level: \( \alpha = 5\% \)

3) Tested Statistically: \( \chi = \sum \frac{(O - e)^2}{e} \)

Where \( O = \) observed frequency,
\( e = \) expected frequency, and \( e = \frac{\text{row total} \times \text{column total}}{\text{grand total}} \)

1) Computation:

**Table 4.12-A  Computation of Level of Satisfaction**

<table>
<thead>
<tr>
<th>Area</th>
<th>Greatly satisfied</th>
<th>Partially satisfied</th>
<th>Highly dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O (e)</td>
<td>O (e)</td>
<td>O (e)</td>
<td></td>
</tr>
<tr>
<td>Peshawar</td>
<td>10 (41)</td>
<td>60 (40)</td>
<td>30 (19)</td>
<td>100</td>
</tr>
<tr>
<td>Bradford</td>
<td>72 (41)</td>
<td>20 (40)</td>
<td>8 (19)</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>80</td>
<td>38</td>
<td>200</td>
</tr>
</tbody>
</table>

The results of the further calculation work highlighted:

**Table No. 4.12-B  Computation of Level of Satisfaction**

<table>
<thead>
<tr>
<th>O</th>
<th>E</th>
<th>((O-e)^2/e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>41</td>
<td>23.43902439</td>
</tr>
<tr>
<td>72</td>
<td>41</td>
<td>23.43902439</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>19</td>
<td>6.368421053</td>
</tr>
<tr>
<td>8</td>
<td>19</td>
<td>6.368421053</td>
</tr>
</tbody>
</table>

\( \chi = 79.61 \)
2) **Critical Region:**

\[ \chi \geq \chi_{0.05} = 5.99 \]

3) **Conclusion:**

It is clear that our estimated value of chi-square falls in the critical region, so it has rejected our null hypothesis. Hence it can be concluded that at 5 % level of confidence, our hypothesis is significant and the level of job satisfaction is dependent on the programme of a city or country.

**7 A. Teaching Methodologies Used by Teacher Educators at Peshawar**

Aspiring teachers learn to teach by emulating their teachers in general and teacher educators at the education college in particular. If the teacher educators are progressive in their interactions, practicing multiple methods of teaching being advocated by them, then the student teachers would definitely follow them in their practical lives as their role models.

Teaching Methods employed by the Teacher Educators have a significant impact on the standard of the student teachers. The personality and knowledge of the Teacher Educators have very profound effects on the students, on their level of interest and on the depth of their knowledge; but the methods used by them as instructional techniques have the strongest impact. Multiple methods used by them not only enhance the effectiveness of their interactions, but also provide practical knowledge and confidence to students to use those in their own respective classes. Moreover only lectures and theoretical interactions don’t motivate aspiring teachers for interactive teaching. Psychological analyses had proved that we are likely to perpetuate the teaching methods used by our teachers and mostly adopt unconsciously.

Teachers at Peshawar shared that their teachers mostly used traditional methods of teaching and only theoretically highlighted the advantages of modern approaches to teaching. Those modern methods were never put into practice by them in their classrooms, resultantty their students usually failed to get persuaded and learn the practical usage for their respective classrooms. Education literature and different
researches referred to in the second chapter of this study had proved that the efficiency and effectiveness of the teacher educators greatly determined the standard and competence of the graduate students. If a variety of well selected methods as per needs of the topics being taught were experienced by the student teachers, there was a great likelihood of their usage in their respective work places of future.

When teachers were asked about this aspect of the study, the main methods pointed out by them as used by their educators included the following:

- Lecture method and Demonstration method
- Direct method, where only the teachers speak
- Grammar Translation Method
- Only and only lecture Method
- Use of computers, just for the Computer studies’ classes
- Inductive method
- Whole class discussions
- Elaboration of dictated notes
- ‘Chalk and talk’ method
- Traditional lectures with passive students, except for short question-answers- session at the end of the lectures
- General Discussion---but many times these were quite defocused from the topic under study.
- Student Presentations---very rarely
- Demonstration Method in the Science Laboratories
- Assignments by some tutors
The information was gathered through the Likert Rating Scale from the respondents about the Teaching Methods used by the teacher educators. The difference between the two sets of Teacher Education Methods being used for two different teacher education programmes lay in the frequency of their usage. Both teacher educators were well aware of the wide range of methods available for the materialization of the objectives.

However, at Peshawar very few types were being used on regular basis, and most commonly used were teacher centered methods like Lectures and Notes dictation. Assignment method, Discussion Method, and Demonstration Method particularly for Science lessons had also been used occasionally. Question Answers method did provide an opportunity for the participation of students in the learning process and so did whole class discussions. But in big and crowded classes equal opportunities could not be provided to all students both in case of random question answer sessions, and whole class discussions. Lack of resources and over populated classes in many cases were cited as possible reasons for the methods which were never used at Peshawar.

Commonly used methods at Bradford included Lectures, Reflective Reviews, Pair reviews, Group Discussions, Micro Teaching, Computer Based Exercises, Critical Incidents, Brain Storming, Case Studies, Questions/Answers and Demonstration Method. The only method which was not reported by any teacher at Bradford was the Notes Dictation. The gathered information when tabulated provided the picture as depicted on the following pages in Table 4.13 and Figure 4.7.
### Table No. 4.13. Teaching Methods used by Teacher Educators at Peshawar and Bradford

<table>
<thead>
<tr>
<th>Frequently Used</th>
<th>Occasionally Used</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During B.Ed programme at Peshawar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lectures;</td>
<td>1. Pair Reviews;</td>
<td>1. Videos &amp; video Recordings;</td>
</tr>
<tr>
<td>2. Dictation of Notes</td>
<td>2. Group Discussions;</td>
<td>2. Film Strips &amp; Slides;</td>
</tr>
<tr>
<td>5. Assignment Method;</td>
<td></td>
<td>5. Critical Incidents;</td>
</tr>
<tr>
<td>6. Demonstration Method (For Science lessons only)</td>
<td></td>
<td>6. Micro Teaching,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Project Method,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Case Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Panel Discussion,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Hand outs for Discussion</td>
</tr>
<tr>
<td><strong>During PGCE programme at Bradford</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reflective Reviews;</td>
<td>1. Panel Discussion;</td>
<td>1. Dictation of Notes</td>
</tr>
<tr>
<td>2. Pair reviews;</td>
<td>2. Videos and Video Recordings;</td>
<td></td>
</tr>
<tr>
<td>3. Computer Based Exercises</td>
<td>3. Film Strips &amp; Slides;</td>
<td></td>
</tr>
</tbody>
</table>
8. A. Main Weaknesses in B. Ed Programme Identified by Teachers at Peshawar

When questioned about the main gaps or weaknesses in the teacher education programme under study, namely B. Ed, the teachers pinpointed the following key deficiencies:

- The programme was very theoretical and very lengthy
- Inadequate practical experiences at schools
- Too short teaching practice
- Over usage of Lecture Method
- Use of very out dated and traditional teaching methods
- Nearly all teacher educators had no experience of school teaching at all
- Minimum involvement of students in the learning process
- Dictation of notes, which left no time for discussions
- Less stress on practical education
- Complete absence of reflective activities
- Minimum usage of modern methods of teaching
- Non applicable and impractical philosophies advocated, without taking into account the ground realities of our country.
- No outdoor activities or study tours
- Very negligible student participation in the classes
- Modern methods taught theoretically but to be used practically by students
- None
- No variety of methods, lectures and lectures all the time
- No individualized attention
- The curriculum of B. Ed is not as per needs of the 21st Century
- The teaching methods taught are not befitting to our school system
- Too much stress on rote learning and theoretical examinations
- Extremely inadequate teaching practice
- Poor student teacher ratio, classes of 60 plus leaving no choice except for lectures
- More focus on reading and writing instead of practical work

This irony of not practicing what is being propagated and advocated was greatly criticized by the interviewees. It was argued that only the use of new methods by educators could convince the upcoming teachers for the practical usefulness of innovative methods. Not just telling about the usefulness but letting the students discover for themselves could have motivated them for their practical importance.
It was reported that the educators mostly absolutely neglected the active participation of student teachers in the learning process.

Analysis of the views enlisted above, revealed that the main criticism of teachers was about the out dated curriculum and traditional teaching methods, not synchronizing with the 21st century and local demands; over emphasis on lectures, reading / writing and theoretical examinations promoting rote learning; over crowded classes; extremely inadequate teaching practice; educators with no school teaching experience, very little practical work and no outdoor activities.

8. B. Main Weaknesses in PGCE Programme Identified by Teachers at Bradford

The main weaknesses identified by the surveyed and interviewed teachers with PGCE training included:

- Too much paper work, which made this programme too strenuous
- Placements at similar schools ought to be avoided
- Lack of subject specific information and guidance
- Not enough support in classrooms
- Lack of support to help make trainees to get to grips with the challenges of teaching
- Lack of preparation and practical exposure regarding Behaviour Management, and dealing with Special Needs Students
- Too much to do in short period of time,
- A lot of bureaucratic paper work,
- Meeting different standards, that are validated by others, is too demanding
- None really
- Considerable variation in standards from college to college
A weak grip on behaviour management

The grey areas are ineffective classroom management

Critical review of the responses of teachers revealed that even apparently perfect programmes have areas for development. The identified weaknesses included a lot of paper work, too demanding programme involving meeting of 33 standards, a lot of paper work, both placements at same type of schools, very ambitious programme with too much to do for trainee teachers, variation of standards from college to college.

9. Degree of Education Received about Essential Teaching Skills at Peshawar and Bradford

One of the major questions of this study was to find out whether teachers graduating from Teacher Education Colleges at Bradford (UK) are more well equipped with requisite skills for teaching to meet their professional responsibilities in a better and befitting way than those in Peshawar or not. Do teachers of both sampled cities acquire adequate requisite skills during the teacher education year before embarking upon the actual teaching as regular teachers at different schools? Underlying this question was the belief that before embarking upon the complicated and advanced job of teaching, it definitely would be helpful to master its essential components.

Many studies support the idea that student teachers can learn effectively if the learning focuses on the mastery of its parts and if it moves from parts to the whole and from simple to complex. Probing in for this question was carried out through a questionnaire served to the respondents and some interviews. It was realized that there is a dearth of adequate empirical evidence as to a commonly agreed upon list of requisite technical teaching skills. It was also understood that too much stress on the presence of all skills could make teaching a mechanical enterprise, where as it is a set of very creative and imaginative activities. So, very carefully a comprehensive list of technical teaching skills or competencies was prepared after studying literature extensively and discussing with many experienced teachers and
teacher educators. This list of skills had not been viewed as a rigid recipe, necessarily to be followed but as a set of competencies required for developing favourable intellectual and behavioral abilities that can promote effective teaching. These skills would facilitate student teachers to select different strategies according to objectives and nature of lessons. Teachers of sampled schools were served with a survey Questionnaire to identify the degree of education that they received during their teacher education programme--both at College and Placement Schools-- about the Essential Teaching Skills. Seven key skills were enlisted with a set of examples for each for ease and convenience and for standardization of responses.

Teachers were asked to take into consideration the experiences about the development of those skills that they had had with different teacher educators and at the placement schools. The tabulated data revealed that an effort must have been made at the teacher education institutions of both the cities for the development of the above listed skills. Though, the situation appeared comparatively better at Bradford, due to the usage of a variety of methods as regular routine activities. The skills adequately and partially adequately developed (with more than 60 % score of added up %age of the first two Columns of Table 4.11), are reported to have done the job quite satisfactorily. Such skills at Peshawar included only Lesson Planning Skills and Motivational Skills. The skills that got the least attention at Peshawar were Thinking Skills and Classroom Management Skills. Skills that got better attention were Communication, Presentation and Questioning Skills.

At Bradford very well developed and fully attended skills included Thinking Skills and Lesson Planning Skills. Motivation and Presentation Skills were also reported to have received adequate attention. Comparatively least attended appeared to be Classroom Management Skills. Even some of the interviewees identified classroom management as an area for development. They asked for more support in the classes at the placement schools reflecting need for increased focus on these skills.
<table>
<thead>
<tr>
<th>S.N</th>
<th>Essential Teaching Skills</th>
<th>Activities / Examples</th>
<th>Training Received at Peshawar</th>
<th>Training Received at Bradford</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adequate</td>
<td>Partially Adequate</td>
</tr>
<tr>
<td>1</td>
<td>Lesson Planning Skills</td>
<td>Planning as per goals, objectives, available resources, time, age and level of students</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Motivational Skills</td>
<td>Encouraging students’ participation, apt uses of encouragement, reinforcing students’ good behaviour.</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>Presentation Skills</td>
<td>Using diff. teaching strategies— lectures, group discussions, project method, enquiry method, assignment method, micro teaching, peer teaching, simulation, role play etc and Using Audio visual Aids</td>
<td>14%</td>
<td>43%</td>
</tr>
<tr>
<td>4</td>
<td>Communication Skills</td>
<td>Introducing, reading, paraphrasing, explaining the content in different ways as per age level, dramatizing, closing, revising and presenting.</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>5</td>
<td>Questioning Skills</td>
<td>Asking right questions at the right time, redirecting, probing, balancing between high, middle and low order questions, converging and diverging questions, evaluating &amp; concluding questions.</td>
<td>10%</td>
<td>34%</td>
</tr>
<tr>
<td>6</td>
<td>Classroom Managt. Skills</td>
<td>Organizing activities, managing resources, maintaining discipline, managing mixed ability groups, giving directions and coping with emergencies.</td>
<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>7</td>
<td>Thinking Skills</td>
<td>Promoting enquiry, discovery, reflection, analytical and probing abilities, for developing concepts, &amp; mental faculties</td>
<td>0%</td>
<td>15%</td>
</tr>
</tbody>
</table>
The comparison can be analyzed statistically also to find out whether the degree of education about the essential teaching skills at Peshawar and Bradford was similar or homogenous or not.

**Testing of hypothesis**

1) Formulation of hypothesis:

2) Null hypothesis: $H_0 =$ Essential teaching skills at Peshawar and Bradford are similar.

Alternate hypothesis: $H_1 =$ Essential teaching skills at Peshawar and Bradford are not similar.

3) Significance level: $\alpha = 5\%$

4) Test-Statistic: $\chi^2 = \sum \frac{(O - e)^2}{e}$

Where $O =$ observed frequency, $e =$ expected frequency

and $e =$ (row total $\times$ column total)/ grand total

5) Computation:
Table No. 4.15-A & B: Computation of Essential Teaching Skills

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>Lesson Planning</th>
<th>Motivation</th>
<th>Presentation</th>
<th>Communication</th>
<th>Questioning</th>
<th>Class Management</th>
<th>Thinking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peshawar</td>
<td>30 (18.63)</td>
<td>28 (16.8)</td>
<td>14 (17.94)</td>
<td>12 (13.57)</td>
<td>10 (9.9)</td>
<td>7 (8.97)</td>
<td>0 (15.18)</td>
<td>101</td>
</tr>
<tr>
<td>Bradford</td>
<td>51 (62.36)</td>
<td>45 (56.2)</td>
<td>64 (60.1)</td>
<td>47 (36.19)</td>
<td>33 (33.1)</td>
<td>32 (30.03)</td>
<td>66 (50.8)</td>
<td>338</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>73</td>
<td>78</td>
<td>59</td>
<td>43</td>
<td>39</td>
<td>66</td>
<td>439</td>
</tr>
</tbody>
</table>

Further calculations highlighted more clarity:

<table>
<thead>
<tr>
<th>O</th>
<th>E</th>
<th>(O-e)^2/e</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>18.63</td>
<td>6.9391787</td>
</tr>
<tr>
<td>51</td>
<td>62.36</td>
<td>2.0694291</td>
</tr>
<tr>
<td>28</td>
<td>16.8</td>
<td>7.4666667</td>
</tr>
<tr>
<td>45</td>
<td>56.2</td>
<td>2.2320285</td>
</tr>
<tr>
<td>14</td>
<td>17.94</td>
<td>0.8653066</td>
</tr>
<tr>
<td>64</td>
<td>60.01</td>
<td>0.2652908</td>
</tr>
<tr>
<td>12</td>
<td>13.57</td>
<td>0.1816433</td>
</tr>
<tr>
<td>47</td>
<td>36.19</td>
<td>3.228961</td>
</tr>
<tr>
<td>10</td>
<td>9.9</td>
<td>0.0010101</td>
</tr>
<tr>
<td>33</td>
<td>33.1</td>
<td>0.0003021</td>
</tr>
<tr>
<td>7</td>
<td>8.97</td>
<td>0.4326533</td>
</tr>
<tr>
<td>32</td>
<td>30.03</td>
<td>0.1292341</td>
</tr>
</tbody>
</table>
6) Critical Region:

\[ \chi \geq \chi_{0.05} = 12.59 \]

7) **Conclusion:** It became clear that our estimated value of chi-square falls in the critical region, so we reject our null hypothesis and conclude that Essential teaching skills are not same at Peshawar and Bradford.

10. **Degree of Effectiveness of the B. Ed programme as perceived by the School Administrators**

In order to judge the role and impact of both the professional degrees being studied, the administrators and managers of the sampled schools were interviewed in detail. They were questioned about the desired qualities that an effective teacher education programme should possess.

**A. Responses of School Administrators of Peshawar**

Principals, Vice Principals, Headmistresses, Headmasters and Coordinators of sampled schools of Peshawar were interviewed in detail. Their responses as per asked questions were:

1) **Characteristics of an effective teacher education programme**

Interaction with the administrators of sampled schools of Peshawar highlighted some qualities that must be present in a good teacher education programme. These included:

- The programme should include all important subjects that a teacher should study.

- It should include all essential elements
• It should be taught by capable educators.

• It should be according to the culture of the area

• It must give chance of practical activities to the students

• It should pay attention to the personality development of the student teachers.

• The programme should provide enough opportunities to teachers to work and learn at schools.

• It should fulfill the needs of the 21st century

2) Teacher education programme that equips better with requisite skills for effective service delivery

The Principals, Heads, Deputy Heads and coordinators, when asked about the teacher education programme that was considered very effective in equipping student teachers with requisite skills for service delivery, a big majority named B. Ed. Many expressed that it was not an ideal programme, but when compared with other prevalent programmes it fared better. The programmes like CT and PTC were cited as no good and as very outdated by nature. B. Ed pursued as regular students was cited as comparatively much better than the one followed up as private students.

3) Do better qualified entrants deliver well in teacher education and at school? If yes then how?

A big majority affirmatively replied in favour of better qualified entrants. Many respondents expressed that better the qualification better is the comprehension of new concepts and application of the acquired concepts. About 45% of the administrators strongly considered better qualification as a desirable prerequisite for doing better at teacher education programmes. 51% of them considered higher qualification with higher scores as appreciable qualities of the would-be teachers, as better qualified with better scores have greater potentials for benefiting from available resources and knowledge. Although a few, 6% thought delivering better
is more related with the natural talent and aptitude of teachers than with their level of qualifications.

4) Level of completeness or otherwise of the current teacher education programmes

Principals and other administrators expressed their dissatisfaction as regards the completeness of the current teacher education programmes. It was felt that there were not many programmes available to prospective teachers, and those that were being run were not very practical and ideal for meeting factual demands. Main weaknesses pointed out by many were the over theoretical nature of the existing teacher education programmes, inadequate contact hours/duration, and insufficient practice at schools. It was expressed by nearly all of them that the students even after completing the teacher education programmes successfully, lacked confidence and ability to deliver effectively. Practical exposure at schools of B. Ed students was considered very brief and inadequate in properly preparing them for the demands of the profession.

5) Suggestions for further improvement of the teacher education programmes

When questioned about extending suggestions for bringing improvement in the existing programmes to overcome the identified weaknesses and profound gaps the following answers were received:

- The programmes ought to be made more practical in nature.
- Proper entry test should be conducted to select professional minded persons with right aptitude.
- Over theoretical ratio of the courses like B. Ed ought to be slashed down
- Reviews and analysis in a very organized manner be arranged
- Practicing teachers, administrators, educationists and other important members of the society must be involved in the reviews.
• More time should be spent at schools.

• Duration of the programme ought to be extended and the additional time should be allotted to practical activities and practice at schools

• Foreign outdated philosophies should be replaced with culture sensitive educational philosophies

• Aptitude test of the students for teacher education programme should be conducted before training them as teachers.

• Only serious students should be admitted, those who would continue with teaching professionally.

• Better salary packages should be introduced to attract better persons

• Better incentives should be linked with better performance

• Special scholarships should be given to attract bright students

B. Responses of School Administrators of Bradford

Principals, Vice Principals, Heads, Deputy Heads, Assistant Heads, Department Heads and Coordinators of sampled schools of Bradford were interviewed in detail. Their responses as per asked questions were:

1) Characteristics of an effective teacher education programme

The key characteristics identified by the interviewed administrators were quite a few. They considered the following aspects as essential qualities to be developed in prospective teachers:

• Commitment for the profession

• Practical knowledge of Child Psychology and Child development

• Good subject knowledge/mastery

• Command over different teaching strategies to effectively engage students
• Behaviour management techniques and Positive disciplining abilities.
• Well versed with needs of children—developmental and academic needs
• Skills and knowledge of how children learn
• Classroom management methods
• ICT mastery
• Ability to balance theory and practice
• Practical knowledge of effective teaching
• Able to relate well to young people
• Effective team members
• Having clear goals in life
• Able to improve the life chances of students, irrespective of their abilities
• Knowledge about National Curriculum
• Ability of Effective Lesson Planning
• Practical knowledge Assessment and Evaluation
• Ability to adapt to practical situations
• Effective knowledge of Educational Psychology
• Attributes of meeting individual needs/differences
• Effective use of available resources
• Knowledge about School Policies
• Knowledge about the community
• Ability to work collaboratively with co teachers, administration and community

The bottom line of the responses of interviewed administrators was that the characteristics of an effective teacher education programme revolved around desired abilities expected to be developed in the graduates. The administrators expressed that properly educated teachers should have professional commitment, command over subject matter, teaching methodologies, practical knowledge of good teaching methods, of Child Psychology, Educational Psychology, ICT, Assessment and Evaluation strategies, School policies, Community, classroom management and behaviour management techniques; ability to plan effectively, utilize available resources amicably, work collaboratively, meet individual needs of students and successfully adapt to practical situations. In short it should provide the mastery of all aspects of students’ lives and the graduates should have sound practical knowledge of every thing about school life.

Comparison: When the two sets of responses were compared, it was noticed that the administrators at Bradford were more explicit and specific in outlining the characteristics of the programme. They precisely enlisted the qualities of good teachers which were expected to be developed by a good teacher education programme.

2) Teacher education programme that equips better with requisite skills for effective service delivery

In response to the query about the teacher education programme that equips teachers better with requisite skills for effective service delivery, the following responses were recorded:

• Most effective so far is PGCE

• GTP or Graduate teacher programme

• PGCE serves the purposes

• Any, that makes the students spend more time at schools
• Any, in the end it boils down to the person, how best s/he utilizes the given knowledge

• PGCE, due to its ability to develop reflective and applicability skills

• PGCE and GTP, due to their practical orientation

• PGCE. It is pretty sound theoretically, has two school placements for hands on experience. It is very intensive and prepares students well for stresses of teaching at schools.

• Effectiveness is greatly dependent upon the personality of the teacher

• PGCE, though it is very stressful for student teachers

• Effective service delivery depends more on the student than on the course. With natural talents one can make best use of PGCE and B. Ed equally well.

• B. Ed due to long educational training

• Teachers are born and not made. If one has to develop a teacher then PGCE delivers well, and so does the GTP.

• PGCE due to its balanced approach towards theory and practice

• PGCE because of school placements and its focused approach

• PGCE – the new improved version with more practical and reflective in nature

When the responses of the administrators were evaluated, about the best programme for effective service delivery, it was learnt that 63% of them vouched for PGCE. 20% appreciated 4 years B. Ed. About 10% appreciated GTP, 4% admired both, and the rest felt any programme would do well if the prospective teachers have natural talent and aptitude. Good teachers are born teachers, they can benefit well from any programme. PGCE was admired as it was considered to
be very intensive, more focused, reflective and practical in approach. It was thought to prepare the student teachers very well for the stresses of real school life. PGCE was preferred by a big majority of the administrators as it was considered to have a balanced approach towards theory and practice, very practical nature wise due to two school placements, and activities that facilitate practical, reflective and applicable skills in the prospective teachers at the college.

3) **Do better qualified entrants deliver well in teacher education and at schools? If yes then how?**

The responses by different interviewed administrators included:

- It is difficult to respond, but natural flair is a blessing, it makes better students and better teachers in the classrooms.

- All depends on right people on the job, the right personality matters the most, and correct aptitude is the key element.

- It depends on the individuals; some very well qualified do not deliver well.

- Yes they come with a better base to build upon.

- A better qualified can develop better competence

- High commitment and right aptitude for teaching is more important for teaching at school, a lot of care should be taken at the time of selection

- Better qualification gives you an edge over others for excellence

- It is not only the degree but a combination of natural talent, aptitude and right education that make people excel.

- Yes it helps in sharpening learning skills and better delivery later

- For sure higher qualification provides you a better platform of knowledge.

- Not necessarily

- High qualification is important but not the most important element
- It varies from subject to subject and level to level.
- For Secondary level, it is a must
- Not really, the ability to facilitate learning does not necessarily dependent on the degree.

A mixed nature of responses was experienced. A big number of people felt that better qualified entrants do better during teacher education and during service, as they have better grip over concepts, better learning skills and provide a better base to build upon. At the same time, a considerable number considered high degree, not an essential pre requisite for good teaching and valued natural talent and right aptitude.

4) **Level of completeness or otherwise of the current teacher education programmes**

The respondents pointed out that inspite of the fact that PGCE is considered a good programme for teacher education, but it still has room for improvement. There are certain gaps which need to be addressed by the colleges and universities. These included APP or Assessing Pupils’ Progress, which requires improvement; lack of uniformity of standards, as graduates of some colleges are far better equipped with requisite skills than others; programmes are more mechanical in approach than creative; many students fail to experience two different types of schools; short, intensive and too stressful programmes of today, which implies extending the duration of one year programme; ICT to be made more teaching relevant; EAL or English and Additional Language learning to be promoted. Many felt that the current programmes were very good, very thorough and structured, standards were very high and assessment of the students at the schools and college was very rigorous that fully groomed the prospective teachers. Frequent revisions and reviews were making them even better, like inclusion of meeting the needs of children with special needs and other inclusions had made them quite thorough and complete.
5) **Suggestions for further improvement of the teacher education programmes**

The main suggestion extended by the experienced administrators included:

- Standardize the programmes being offered by different colleges and universities. Audit all the varieties, involve schools in getting the practical feedback about the usefulness of programmes.

- Uniformity in the school placements should be promoted.

- Nothing special, as the existing programmes were delivering pretty well, so same standards ought to be maintained.

- Need to be of 2 years with 3 long enough school placements.

- A longer practice period and less pressure in terms of time scale, so that they could internalize and reflect upon their experiences.

- Uniformity and consistency in the education delivery standards at the university and college.

- Consistency in the payment to the mentors of trainees. Some mentors get paid £300/- by a College and others £500/- for a placement by another institution.

- Ways to meet the needs of all students must be focused more.

- More time at schools as compared to the time at the University, this time should be spent in the supervision of competent mentors.

- Behaviour management inadequacy in training must be removed, so that the graduates could manage the classes well.

- Pretty satisfied with the existing programme.

- More care to be taken in the selection process, where people only with right aptitude and abilities are selected.
From all the above listed suggestions, three sets of suggestions could be deducted. Firstly there was a strong desire to increase the time spent by students at schools. Although students under PGCE programme spend about 50% of the time at schools, still administrators of the Bradford schools demanded a further increase in the time at schools, and with it an extension in the whole duration had also been suggested. Secondly uniformity and standardization in all the programmes offered by different Colleges and Universities; consistency in the payments to the mentors; and uniformity in the school placements had been asked for. Thirdly many of them expressed their satisfaction with the standards of existing programmes and wanted the continuity and maintenance of standards.
Chapter V

Summary, Conclusions and Recommendations

5.1. Summary

Education is the best investment both from the individual’s and nation’s perspective. It is the developer of human capital, having the abilities to convert demographic growth from liabilities to assets. In this era of knowledge-based economies nations lagging behind in education find it impossible to compete successfully in the race of development, as knowledgeable human resource is the most crucial factor for the comprehensive development of societies. The responsibility of developing the human resource falls on the shoulders of teachers and development policies and plans of a nation can be materialized only if they are incorporated into the education process by the education planners and teachers.

Global literature has strongly highlighted the magnificent role of teachers and the need for their appropriate education. Teacher education, considered the nerve center of all disciplines, ought to improve continuously as per changing demands of time. Improvement of its standards demands objective analysis of existing practices, in the international perspectives, as no country and its people can afford to live in isolation. The rapid developments in the world with accompanying high levels of expectations demand constant revision and refinement of the existing teacher education programmes, through research and studies to compare with better delivering education systems through which lessons can be learnt to avoid wastages of hit and trials. At Pakistan the qualitative aspect of education had often been ignored in educational policies due to fast quantitative educational expansion resulting from rapidly multiplying to-be-educated population. There are 258420 educational institutions providing diverse educational opportunities to 38.1 million (38126222) students with 1.387 million (1387746) teachers from pre-primary to the graduate level, with varying student teacher ratios depending upon the level and geographical location of the institutions (AEPAM 2009). But than 12 million
children are out of school, resulting in 48.7\% literacy rate of Pakistan, which is far below the world average of 84\%. As a result there is a dire need for more schools, more and better qualified teachers.

This exploratory study has attempted to analyze and compare the teacher education systems at Pakistan and UK by examining and comparing their usefulness in order to learn lessons for improvement at the B. Ed level at Peshawar. With this focus, in the 1\textsuperscript{st} Chapter the topic was introduced, its importance, significance of education and role of teachers was highlighted from different perspectives. The contribution of teacher education programmes in the promotion of good standards of education was established. Keeping in view the globalization of economies, shrinking of distances and multiplication of demands, the need to review the existing teacher education programmes was realized. The forms and structures of education systems in general and teacher education programmes in particular, at both Pakistan and UK, were discussed. The dimensions of comparison were set, aiming to judge the admission prerequisites, nature of course contents, duration-adequacy and effectiveness of the two programmes. The purposes of teacher education were thrashed out, and the following objectives for the study were formulated:

1) To highlight the basic information about Education Systems in Pakistan and United Kingdom

2) To study in detail the pre service teacher education programmes with a focus on B. ED at Peshawar and PGCE at Bradford in terms of their evolution, duration, ratio of theory and practice.

3) To comparatively assess the effectiveness of both the programmes as regards equipping the teachers with requisite practical skills for teaching.

4) To identify gaps, learn lessons and suggest implementable strategies to improve the teacher education programmes at Peshawar based institutions.

In the 2\textsuperscript{nd} Chapter the review of relevant literature provided a clear insight about the focus of the study, and broadened the outlook about the essential pre requisites of good teacher education. The literature had adequately highlighted the pertinent
role played by these programmes in equipping the prospective teachers with essential skills and abilities to deliver effectively and efficiently. Good teacher education has been considered a vital necessity and a nucleus of every education system. The literature has advocated the use of multiple ways of interaction, well incorporating the modern knowledge and lessons learnt from each other through reviews and comparisons to meet the needs of the 21st century. Several studies have evidenced that well prepared and certified teachers were more successful at performance of students. Those who had received a balanced education about SMK (Subject Matter Knowledge) and PCK (Pedagogical Content Knowledge) were reported to be delivering well as effective teachers. Experts have highlighted the effective role played by teacher educators, as students emulate their amicable patterns of behaviour. They are expected to be the practitioners of modern teaching methods, good researchers, collaborative workers possessing school level experience, mastery of subject and national curriculum.

Literature review further revealed facts that enumerated the problems faced by teacher education programmes in Pakistan. The key ones included dominance of theoretical interactions, use of outdated teaching methods, inadequate duration, weak supervision of teaching practice, limited government capacity for development, planning based on hazy-data, lack of conviction by high ranking policy makers to improve existing teacher education programmes, coordination gaps between provincial and federal governments, inadequate commitment by heads of teacher education institutions, mostly hailing from general cadre and inability to attract bright students to low paid teaching profession. Studies had also highlighted the significance of school placements, and termed existing practices as inadequate as compared to professions like Medicine and Engineering for properly preparing the prospective teachers for demanding future roles.

In the 3rd Chapter the type and methodology of the study was ascertained. This study is a descriptive, analytical and exploratory study that focused upon the comparative analysis of sampled pre service teacher education programmes popularly studied at Pakistan and UK. The data had been collected at source through detailed interviews, discussions and survey questionnaires fielded to the
sampled population. The sample consisted of one hundred and forty professionals of nine schools of both boys and girls, of Primary and Secondary level, both from public and private sector institutions, situated at Peshawar and Bradford. It comprised of ten Principals, Head Masters or Head Mistresses, Twenty one vice Principals, Deputy Heads, Assistant Heads and Coordinators of the management sector of these institutions, and one hundred and nine randomly chosen teachers and assistant teachers. The respondents were interacted through two survey questionnaires and detailed interviews of teachers and educational administrators to judge the effectiveness of sampled programmes.

In the first part of the 4th Chapter the evolution of the two sampled programmes, B. Ed and PGCE was explored from the historical perspective. It revealed that formal teacher education in the sub continent was started by the Christian missionaries somewhere during 18th Century. With the passage of time many teacher education colleges and education departments at the universities were opened in the main cities of India, and gradually the courses got improvised; but the number of graduates throughout remained inadequate and standards left much to be desired. Pakistan’s all educational policies, plans, and commissions accorded great importance to teacher education. But the financial allocations had been inadequate for the increasing needs, and the capacity to spend these funds was all the more limited, leading to insufficient progress. Only 69.75% of the allocated finances in Pakistan from 1955 to 2003 were utilized very inconsistently ranging from 21 to 41 per cent of the allocated amounts. It was found out that there are 279 teacher education institutions in Pakistan with 83 in the province of Khyber Pakhtoonkhwa, having 56% in the Public sector, 35% in the Private sector and 9% as Autonomous. Gender wise 64% are co educational, 19% for females and 17% are for males. These run Ph. D, M. Ed, B. Ed, D. Ed, ADE, C.T, PTC and D.M. and 64.51% are offering B. Ed. At Peshawar 33% of institutions is operating in the Public and 67% in the Private sector. All Private sector institutions are co educational, and all Public sector institutions except for IER, are single gender institutions. Ph. D is being offered at three institutions, six are offering M. Phil and ten or 83% are offering B. Ed. Maximum number of B.ED graduates or 179, pass out each year from IER, Peshawar. The ratio of theory to practice in B. Ed is
80:20. One month of teaching practice and passing of a theoretical end of year examination, conducted by the University of Peshawar leads to the B. Ed degree.

At UK until 1870 most of the elementary schools were looked after by the religious bodies, with teachers neither fully qualified nor licensed. Student teachers studying post school and working as apprentices with senior teachers till the 2nd half of the 19th century were the main source of teachers. By 1900 there was one certified teacher for every 75 students. With 1944 Act, when provision of education to every child became the responsibility of the government, then LEAs started with teacher education colleges. The number of certified teachers increased substantially, courses got refined and a profound shift took place from four years B. Ed to one year PGCE. Now most teacher education colleges are offering B. Ed and PGCE programmes and M.Ed, Ph. D and M. Phil programmes are being offered by the Universities. There are multiple routes to acquire the Qualified Teacher Status, to be chosen by the candidates as per their convenience. The essential requirements for becoming a teacher at England include completing ITT course like PGCE/ B.ED; acquiring QTS by passing QTS skills test in Literacy, Numeracy and ICT; and completing one year induction service as NQT. The ratio of theory and practice in PGCE is nearly 50:50, where each student has to complete 24/25 weeks at two school placements. The maximum number of PGCE graduates is being produced at Bradford College. There is no formal examination but each student has to work at two school placements, provide evidence of meeting all 33 QTS standards through a professional dossier; and submit three Masters’ level reflective assignments for a PGCE degree.

In the second part of 4th chapter the data gathered through survey questionnaires and interviews was graphically and statistically analyzed. The responses about B. Ed and PGCE were reflected upon and compared with each other for the parameters of effectiveness and efficiency. Each component of the inquiry was analyzed and recorded separately.
5.2. Conclusions

On the basis of analyses of collected data gathered through questionnaires, interviews, and discussions, different conclusions were drawn and categorized as similarities and differences between the two teacher education programmes:

5.2.1. Similarities between B. Ed and PGCE

The following similarities in the two programmes were found from the perspectives of:

1) Level of Popularity

2) Course Duration

3) Admission Pre requisites

4) A mix of Theory and Practice

1) Level of Popularity

Both B. Ed at Peshawar and PGCE at Bradford were found to be the most sought after teacher education programmes and were considered essential for employment as a teacher in the Government Sector schools at Peshawar, and at State maintained schools of Bradford. In the Private Sector schools of both countries, those qualifications were not essential but considered as valued qualifications. The present state of both the programmes had evolved historically over the years, with gradual refinements due to their increasing popularity.

2) Course Duration

The overall duration of both the programmes was one year in total. Both commenced in September every year and lasted for nearly twelve months.

3) Admission Pre requisites

Both programmes were conducted at post graduate levels and acquired for the pursuit of educational knowledge and pedagogical skills. The aspiring candidates were required to hold a degree with adequate subject mastery. They at Peshawar were needed to hold a Bachelor’s or Masters degree in Science or Arts with at least 45 % marks in aggregate. There were fixed number of seats reserved for students
with nearly all subject backgrounds, and geographical locations. For PGCE at Bradford, the candidates were expected to have a first degree/Graduate degree or a second degree/ a Master’s degree from a college or university of the UK or a recognized equivalent degree.

Both required a good character certificate from the candidate- an assurance of not being convicted in any misconduct or legal offence, a domicile/nationality certificate, a medical certificate for physical fitness and a detailed marks certificate/DMC, reflecting the candidate’s academic standing; and candidates with some relevant school teaching experience were given preference for admission.

4) A Mix of Theory and Practice
Both B. Ed and PGCE had two essential components, the theoretical and practical aspects of training. Both professional trainings materialized pedagogical focus through different theoretical activities like lectures, discussions, conferences, assignments etc and practical activities like teaching at schools, peer teaching, and presentations. Both programmes were a blend of theoretical interaction at the college and practical activities at surrounding schools.

5.2.2. Differences between B. Ed and PGCE
The comparative study of relevant documents and facts, result of survey and interviews revealed that there were many differences in the two sampled programmes. Main ones that emerged from the review and interaction with respondents have been recorded from the following perspectives:

1) Factors affecting Selection of Teaching Profession

2) Entry Criteria

3) Route Flexibility

4) Financial Allocation

5) Duration Adequacy

6) Key Subjects Studied
7) Useful Elements of the Programmes

8) Non Relevant Components of the Programmes

9) Nature of Activities of the Programmes:
   a) Degree of Reflection and Introspection
   b) Theory Verses Practice
   c) Supervision of Teaching Practice
   d) Education about Essential Teaching Skills
   e) Passing of Skills test and Working as NQT
   f) Teaching Methods used by Teacher Educators
   g) Main Weaknesses of the Programme

10) Effectiveness of Programmes as perceived by School Administrators

11) Degree of Graduate Gratification

1) Factors Affecting Selection of Teaching Profession
A vast majority of respondents with a very small exception at Peshawar had emotional basis for their selection and only a small percentage had chosen it on professional grounds. Dominance of the influences of religion, family, parents or society was very profound at Peshawar; but at Bradford, the professional basis of the selection was overriding, and teaching was chosen as an informed decision. When the two sets of factors were compared and analyzed it was noticed that the teachers at Bradford had more solid and professional reasons motivating them to be teachers, whereas reasons at Peshawar were more emotional and a bit theoretical. This is endorsed by the higher level of professional satisfaction at Bradford than at Peshawar.

2) Entry Criteria
One of the essential conditions for admission to PGCE Primary programme was that 50% of the applicant’s degree subjects had relevance to the National
Curriculum, and should have passed English, Mathematics and General Science with at least Grade C or more. For PGCE secondary 50% of the degree subjects had to match the subject of specialization, else the students had to take subject enhancement course. Other essential prerequisite were three letters of recommendation, reflecting applicant’s favourable skills and aptitude for teaching and a document of experience with school children, to ensure selection of most suitable candidates for teaching.

But no restriction about the content of the subjects studied relevant to the National School Curriculum was nor of school experience certificate, nor letters of recommendation to ensure the suitability of the candidate for teaching were obligatory for admission in B. Ed at Peshawar. Further more there were no arrangements for the subject enhancement to cover up any deficiency.

3) Route Flexibility and Means vs. End
There are very many routes to do PGC and different ways to do ITT courses, providing great flexibility and multiple opportunities to every keen aspiring teacher to match his/her qualification, and experience with the demands of the degree. That practice had proved very facilitative in attracting capable candidates. Seats at all colleges were quite limited with tough competition for admission, leading to the selection of competent, serious and professional applicants.

Whereas no multiple routes were available to do B. Ed at Peshawar, except for doing regularly or privately. For private students one year school experience was a must, but their grip on the course content was never assessed. As a regular student there was only one route to qualify B. Ed. with no relaxation, no compromise at all, and only one pre set criteria for admission was strictly adhered to. As compared to Bradford, Peshawar had far more teacher education institutions, catering for the population difference between two cities, and providing opportunities to a bigger majority. Private teacher education colleges for reasons of economic survival had relaxed the admission criteria considerably, where candidates less passionate for teaching also managed to get admission.

More over, PGCE at Bradford as an ITT was a route or means to the end of
attaining QTS, whereas B. Ed was both a means and an end in itself. By attaining a B. Ed degree every person was considered a qualified teacher, as the concept of attaining of QTS status after Skills test and obligatory teaching of one year as NQT did not exist at Pakistan.

4) **Financial Allocation**

At Pakistan only 2.3 % of GNP on average was spent on education, whereas at UK about 5.3 % of GNP is being spent on education. For teacher education quite inadequate financial resources had been allocated in every Five Year Plans in Pakistan, but with inadequate resource utilization capacity spending had been far lesser than the less allocated resources. In UK both the allocation and expenditure by the LEA had been very need based and strictly supervised as reported by all interviewed Heads of the sampled schools. At Bradford, both public and private sector schools and teacher education colleges were observed to be very well resourced with instructional materials, for conducive-learning environment than found in schools of Peshawar. All heads of sampled schools at Peshawar complained about inadequacy of resources, where as heads at UK were pretty gratified.

5) **Duration Adequacy**

A big majority (88%) of the respondents at Peshawar considered the duration of B. Ed programme to be highly inadequate, particularly with reference to the wide variety of subjects and very extensive, highly theoretical courses studied therein. They shared that the duration that was known to be one year, in fact was not more than nine months.

On the other hand a sweeping majority (95%) of the respondents, at Bradford found the length of the PGCE programme very adequate, and was quite satisfied with the overall duration. The expected workload kept them on their toes and the available time was fully utilized. Though, a few administrators desired some extension in the duration to spend even more time at schools.

6) **Study of Key Subjects**

A big majority of the respondents at Pakistan felt that they were made to study far
too many theoretical and outdated subjects that did not prove to be very useful practically at schools. But a vast majority of the interacted teachers at Bradford appreciated the subjects taught at the College and found those to be appropriate to meet the demands put on them at school. They shared with confidence that they had studied every thing that they should have studied, and greatly appreciated the evolved, revised courses. A few administrators suggested to develop more creativity in the students, and to make programmes less mechanical.

7) Most Useful Elements of Teacher Education Programmes

The teachers at Peshawar declared learning about different Teaching Methods, Educational Psychology, Evaluation Techniques, Functional English and Long Term Teaching Practice to be the most useful elements of B. Ed. At Bradford a very big majority termed School Placements as the most useful element and also valued reflective exercises at the college and schools to meet the needs of QTS Standards for the ‘Professional Journal/dossier’. Many termed every aspect of their education as helpful in meeting their job demands and in discharging duties effectively.

8) Non Relevant Components of Teacher Education Programmes

The reported non relevant components of the B. Ed programme included highly theoretical syllabus, hypothetical lectures, memorization of advance philosophical theories, references of only Western Literature; too much emphasis on rote learning, recall tests and over emphasized examinations. The respondents shared that the importance of teaching aids had been emphasized by all teacher educators, but none used any, and no hands on experience to use modern teaching gadgets or to develop low cost teaching aids had been provided to the students at the college. Theoretical knowledge about classroom management, active learning, modern teaching methods, planning and executing co curricular activities was learnt by 60% of the interviewees just for passing the examination and was termed as foreign and utopian which could not be merged in daily teaching.

The non relevant elements as per teachers at Bradford included too basic ICT training, overemphasized classroom displays, too elaborate History of Education, some very theoretical lectures and writing very long essays. But about 40% of the
teachers declared that nothing at all was irrelevant and reflections about theories gave them a good base for practices at school.

9) Nature of Activities at the College

Most of the reported activities in the B. Ed classes at college revolved around listening to lectures, notes taking, general discussions and preparing for the examinations. The material that was learnt for the examinations was quite limited and no additional reading, critique of educational literature or reflective assignments were expected of students. Classroom participation during the lectures was not validated through marks/grades, and that generally resulted in passive interactions, limited outlook and rote learning, failing to develop critical, reflective and evaluative skills in the students.

Activities at Bradford College were reported to be pretty participative by nature, including interactive lectures, seminars, critical analyses of different pieces of literature, provision of analytical feedback about microteaching and reflecting upon different hypothetical incidents. The activities at college and school were can be compared through:

a) Degree of Reflection and Introspection

Students were expected to think, analyze, critically evaluate and reflect upon different situations and experiences to assess the success of lessons, to identify factors contributing to good practices and to explore strategies to improve less effective lessons, asking for processes like reflection, introspection and evaluation. Evidencing for the professional profiles and meeting 33 QTS standards, promoted reflective and applicative strategies, and promoted deducting lessons for future.

As commented by different teachers, there was no considerable room for reflection and introspection in the B. Ed programme. No professional dossier had to be prepared, no reflective assignments were there and no evidencing for QTS standards was involved.

b) Theory versus Teaching Practice

The B. Ed course was found to have excessive theoretical tilt, with highly abstract courses and theoretical examinations. Maximum weight age (80%) was given to
the theoretical, End of Year external Examination, and very little (20%) to the
teaching practice and practical activities. Out of the total one year programme,
only five weeks or ten per cent of the total time was spent on the practical activities
in the form of Short and Long Term Teaching Practices where students plan and
deliver lessons, with different teaching aids, followed by post lesson unstructured
discussions. Most of the surveyed and interviewed teachers considered the share of
teaching practice to be very inadequate. The persistent message flowing from the
responses of the interviewed teachers was about the inadequacy of applicative and
practical experiences.

At Bradford almost half of the course was school based and about 50% of the time
was spent in the college and fifty per cent, (24 to 25 weeks) on two teaching
placements at schools. The focus both at the schools and college was on the
applicative and capacity building aspect.

c) Supervision of Teaching Practice

The prime objective of the teaching practice at both sets of teacher education
institutions was the provision of guided practice opportunities and development of
professional capacity of the prospective teachers. Rigorous teaching practice was
to provide ample opportunities for linking theory with practice, to student teachers
in the real classroom situations.

This study revealed that teaching-practice for PGCE at schools of Bradford was
very structured, and systematic, with provision of instructional booklet to students
and written guidelines to Mentors at collaborating schools for support, supervision
and objective evaluation of student-teachers. The document of State-approved QTS
standards, with examples was supplied to each Mentor and school administrator.
The mentors were fully trained by the college, involved in course reviewing as
members of the advisory committee of the college. For quality assurance their
evaluation of students was inspected by OfSTED.

Schools involved in the teaching practice at Peshawar were just providing the
ground for the practice. Their role and contribution was not defined clearly, no
structured mechanism or criteria was there for assessment and recording their
input. None of them had ever been involved in the policy making about teaching practice, or received any comprehensive training for playing an effective role in the professional development of the student teachers, and no monitoring of their role was carried out by any higher authority from the College or the Education Department of the government. Interaction between the College Staff and School Staff was bare minimum at Peshawar, but at Bradford it was both formal and informal, fairly adequate, collaborative and interactive.

d) **Degree of Education about Essential Teaching Skills**

Input received through a survey questionnaire about eight teaching skills revealed that the programme at Bradford managed to develop a much wider range of skills as compared to the B.Ed programme. Thinking, lesson planning, motivation and presentation skills were reported to be adequately developed, but classroom management skills at Bradford were reported to have received inadequate attention. At Peshawar the skills of lesson planning, motivation and communication got adequate attention but reflective skills and classroom management skills got inadequate attention.

e) **Passing of Skills Test and Working as NQT**

At the end of the PGCE programme the prospective teachers had to pass QTS Skills Test in Literacy, Numeracy, and ICT; irrespective of the ITT route followed by them. Successful completion of the reflective assignments, submission of Professional Profile based on the two School Placements-- judged in the light of the QTS standards and success at the Skills test were essential for the degree of PGCE. Along with this one year full time induction service as NQT is obligatory for each successful candidate. During this supported development time through guidance and supervision teaching career is built on a strong foundation, involving a personalized programme of professional support.

But for the students of B. Ed the most essential requirement was passing end of year theoretical examination, and completing one week short and one month long teaching practice. Newly developed QTS Standards had yet not been incorporated in the B. Ed programme and there are no reflective assignments or supportive one year service as NQT.
f) Teaching Methods used by Teacher Educators

Information gathered through ‘Likert Rating Scale’ at both cities revealed that there was a much wider variety of teaching methods used by the teacher educators at Bradford, as compared to those used at Peshawar. The methods used at Bradford were reflective and participative and included lectures, group discussions, microteaching, simulation, role play, use of critical incidents (critical analysis of hypothetical situations), reflective write ups, question-answers, peer teaching, case studies, assignment method, student presentations, project method, use of film strips, videos and computer based exercises.

Most frequently used teaching methods at Peshawar were teacher centered with lesser participation of students, for example lectures, some question answers, notes dictation and discussions. Some educators were reported to have used multiple methods very frequently, but they were not very many. Different student centered methods like whole class discussion, student presentations, induction method and assignment methods were also used but with lesser frequency. A vast majority of the respondents, irrespective of their gender and subject specialty, desired to have been trained in the modern methods of learning. It was further reported that nearly no educator had ever made reference to modern studies, educational researches or professional journals to modernize the discussions about the subject matter.

10) Main Weaknesses of the Programme

At Peshawar the main identified weaknesses of B. Ed programme included theoretical curriculum and traditional teaching methods, not synchronizing with the 21st century demands; theoretical lectures, and over emphasis on examinations promoting rote learning; inadequate teaching practice; educators mostly lacking school teaching experience; very little practical work and no outdoor activities. The key missing element in teaching was the ability to enable students to question, hypothesize, analyze, challenge, search for evidence, to be objective and to endeavour to solve every day problems by putting in newly acquired knowledge.

Many respondents reported that many educators wanted to teach in the modern way and were fully convinced about the need for improvement in the obsolete mode of education but over crowded classes and financial constraints were the
main inhibitions. Moreover, the absence of research culture and dearth of resources required to study the local demands and conditions of teacher education were all promoters of status quo. Among many other impediments lack of political will and political instability were also cited as some other inhibitors by the respondents.

At Bradford the main identified weaknesses of PGCE programme included a lot of paperwork, highly demanding programme involving meeting 33 standards in a short duration of time, not letting them have thorough grip of concepts. Inadequate support available inside the classrooms of school placements was also identified by many respondents, which was desired 29% of teachers.

11) Degree of Effectiveness of Programme as Perceived by Administrators

The School Administrators interviewed at Peshawar felt that teachers with B. Ed degree were slightly better than untrained teachers, but they possessed a lot of theoretical knowledge and quite inadequate practical skills to meet daily demands at schools. The area that was found to be very weak was of linking theory with practice. They theoretically knew the principles of good teaching and effective learning but could not translate those into classroom practices.

Administrators at Bradford were fairly satisfied with the abilities of the PGCE graduates, but were very apprehensive about their ability to take full teaching load as regular teachers due to inadequate teaching load per day during school placements. Though, some appreciated the time slot provided to prospective teachers for reflection, and evaluation to meet the QTS standards for comprehending teaching requirements rather than taking full teaching load and not evaluating critically the daily interactions. Moreover some considered PGCE more mechanical and less creative.

12) Degree of Gratification of graduates for Job Preparedness

Most of the interviewed and surveyed teachers at Peshawar showed their dissatisfaction about job-preparedness ability of the B. Ed course. They valued the teaching practice for job preparedness, though duration was termed to be quite inadequate. On the whole, as regards the job preparedness ability of B. Ed
programme, only 10% were greatly satisfied, 60% were partially satisfied and 30% were greatly dissatisfied.

Teachers at Bradford felt very satisfied by the end of the course. 72% of the respondents felt greatly satisfied as regards the job preparedness ability of PGCE, 20% felt partially satisfied and 8% expressed that they were greatly dissatisfied. The course was termed by a big majority as very tough and this demanding nature prepared them effectively for the stressful jobs ahead.

A reasonable majority of respondents felt that PGCE provided them an excellent foundation for their teaching career. They termed their knowledge base as a very good resource, as they had often drawn upon it, and appreciated the diversity of experiences during their long placements which provided them confidence to take up teaching as a regular profession. Rigorous reflective and evaluative exercises gave them better comprehension of theories and practices. Moreover discussing and experimenting about the applicability of the knowledge learnt at the college also proved to be helpful. One of the respondents expressed that PGCE made them a teacher with ever ready CREAM, facilitating them to be Creative, Reflective, Effective and Able Manager of learning, learners and resources.

As regards B. Ed at Peshawar it could be concluded that the curriculum was theoretical and somewhat irrelevant to local circumstances at schools, with no empirical support for being relevant. In its quest to be academic it had gone over theoretical. Too much theorizing and inadequate exposure to real classrooms had made it quite non practical. The whole process was examination-oriented, rather than research- based and practice-oriented. It laid unjustified emphasis on rote learning, reproduction of theoretical information and one time judgment. Its teaching practice was providing real life opportunities to students to put theory into practice, but its inadequate duration and non structured ness are marring its full potentials of usefulness.
5.3. Recommendations

Based on the findings, analysis of data and deducted conclusions of the study, the following recommendations are put forth for enhanced effectiveness of teacher education programmes at Peshawar:

1) Spending on improvement of teacher-education programme must be increased

2) B. Ed Course should be reviewed

3) Teaching learning process should be improved

4) Teacher educators need to be facilitated

5) Duration and standards of teaching practice should be enhanced

6) Experienced school staff need to be involved at the college

7) Better emoluments and incentives should be given to better performing teachers

8) Attracting brighter candidates for B. Ed

9) Benefiting from Professional Journals and Studies

1) More Spending on Improvement of Teacher Education Programmes

In order to improve the quality of teacher education programmes at Peshawar, utilization of all allocated resources should be ensured, and more resources as per needs should be ascertained. For enhancement in standards, salaries and incentives for competent teacher educators need to be substantially improved; colleges be made well resourced; libraries better stocked; and teacher mentors at schools be adequately paid to do justice with expected standards of supervision. More allocation and judicial spending of all allocated amounts is strongly suggested.

Capacity building of teacher education institutions is seriously advocated with the expected rise of student population, to avoid mismanagement of all sorts like over crowded class rooms, high rates of failure and poor standards.
2) **Reviewing B. Ed Course**

B. Ed course need to be reviewed in the light of the following suggestions:

i) The imbalanced ratio of theory and practice need to be corrected, by increasing the time at schools for practical work to reduce the excessive theoretical tilt.

ii) The focus on learning of knowledge and skills needs to be balanced with improved marks weight age. There is no point over burdening future teachers with historical development of project method if they do not get an opportunity to practically plan & implement projects in real life situation.

iii) Periodic internal Assessment System need to be introduced, to make students value the training process as well and to decrease undue stress on examination or end result.

iv) Learning at college should necessarily include reflective assignments, applicative activities and practical work and student presentations.

v) The dysfunctional theories and outdated strategies can be deleted to allow more time for practical training at schools.

vi) The examination for certification purposes should lay less emphasis on recall and rote learning and more on practical application of knowledge.

vii) Modern subjects from the practical perspective ought to be introduced, like ICT, Meeting Individual Needs, Behaviour Management, Meeting Special needs. The challenges to the prospective teachers are multiple and this multiplicity requires the nature of the course to be as practical and up-to-date as possible meeting the needs of present and future alike.

viii) With revisions in the school curriculum, synchronized revision of teacher education curricula should also be ensured and aligned to avoid static programmes of teacher education.
3) Improvement of Teaching Learning Process

There is a dire need for the betterment of teaching learning practices as per upcoming demands of this century through the following measures:

a) Promotion of Analysis and Reflection

B.Ed students ought to be given exposure to the skills of analysis of different methods of teaching and situations of learning. They must be encouraged to question, challenge, reflect, analyze, introspect, induct, deduct and review information and knowledge. Student-teachers during their ‘Long Teaching Practice’ should have sessions for analysis and reflections about their experiences and problems. Deducting lessons from the experiences can go a long way in establishing right practices.

Like in PGCE very conscious efforts need to be made to encourage critical thinking, judgment and reflection for use in the classrooms. No teacher education programme is a panacea for all deficiencies and problems but incorporation and practice of reflective practices in the daily routines both at College and Schools can sharpen the pedagogical skills of prospective teachers, leading to enhancement of standards.

b) Use of Multiple Methods

Use of appropriately selected multiple modern and participative methods of teaching is strongly recommended. Non-availability of role model practices does not let the aspiring teachers gain relevant knowledge. If the educators restrict only to lectures and traditional methods then unconsciously same would be replicated for decades by countless teachers, inhibiting effective learning of hundreds. They should give equal attention to Subject Matter Knowledge and Pedagogical knowledge, guiding students to learn applicability of the knowledge acquired through bachelors/masters studies.

c) Promotion of Active Learning

To make teacher education less theoretical and more skill based, tutorials, assignments, discussions, experimentation, exploration, tests, and self
assessments would be useful processes for sharpening the skills of permissive and participative learning.

d) Support for Subject Enhancements

As there are arrangements for subject enhancements at Bradford, support system for overcoming subject and language weaknesses ought to be introduced at Peshawar. Many students with inadequate English language proficiency feel handicapped in expression and comprehension and often miss on many important guidelines further aggravating their inadequacies in future roles. English proficiency level through entry test could be ascertained and those scoring less than 40% should be made to attend ‘make up’ or enhancement English language courses.

3) Facilitating Teacher Educators

Teacher educators, the crucial role players in the effectiveness of every teacher education programme, need to be fully facilitated for better service delivery through the following key steps:

i. **National and international courses should be arranged** for them to broaden their horizons of thoughts and actions. Their participation in the educational seminars, conferences locally, nationally and internationally should be facilitated by the administration, and presentation of papers in the conferences must be projected for their appreciation and for stimulating others.

ii. They should be facilitated on merit basis for **up gradation of their qualifications**.

iii. **End of year feed back system to review their performance** as perceived by their students, should be introduced and objectively analyzed results should be linked with their ACRs for rewards and professional development.
iv. Administrators of the education college should facilitate, support and supervise teacher educators to ensure participative learning by students in all classes.

v. Research culture should be facilitated. It should be made obligatory for all educators to genuinely research, write and get their original findings published in the national and international journals. This surely would get transmitted into students also.

vi. The library should be well stocked and should get issues of professional journals on regular basis and the educators must refer to the relevant recent works, motivating students to read, benefit and present critiques of leading articles.

vii. Orientation and training of educators about modern gadgets and audio visual aids must be organized. Modern methods would be used at schools, only if these are practiced at colleges with the involvement of trainees for hands on experience. A thorough departure from traditional didactic methodologies at these colleges would only save our nation from persistent degeneration of educational standards.

viii. For observation of the lessons delivered by students at placement schools, structured ‘Lesson Observation Feedback Forms’ ought to be prepared for the teacher educators and mentors. These forms can be designed to meet the local QTS standards, on the pattern of internationally used forms, like the ones used for PGCE, where for standardization and convenience, evaluative comments are provided. (enclosed as Annexure G)

ix. Educators with school experience be appointed to value school teaching and enabling them to be more practical and realistic.

x. Special orientation session must be arranged for the teacher educators about the recently developed ‘National Standards for Teacher Education and Accreditation’ by the Ministry of Education in collaboration with USAID. These provide clarity for expected professional competency for
Pakistani teachers and can help in regulating and homogenizing the programme of B. Ed.

xi. A mechanism for self assessment by the educators at the end of each academic year should be introduced. This along with the feedback from the trainees should be incorporated objectively in the Annual Evaluation of the educators. They must be facilitated to introspect and reflect on their own practices.

5) Enhancement of Duration and Standard of Teaching Practice
One of the most significant findings of this study was the realization of the role of well planned and well supervised school placements in the professional development of the prospective teachers. The following recommendations are extended in this respect:

a) The existing limited duration must be increased to double the time at least, and raising it up to 50% of the total time gradually, to provide more opportunities for learning in the real classroom situations.

b) Time spent on theoretical disposition needs to be slashed down, to enhance time for school placements.

c) Like PGCE-practicum, longer teaching practice of B. Ed at Peshawar should be divided in two parts followed by reflective sessions, analytical guidance and feedback at the college. But Theory and Practice need to be viewed as a single continuing process and not as two separate activities. Simpler targets should be set for the first part followed by reflection, analysis and guidance and advance targets for the second part of school placement.

d) The teaching practice should be both competency and performance based. Rigorous practice with special focus on the development of essential teaching skills, can inculcate required qualities in the prospective teachers.

e) School personnel need to become effective partners in the teacher education process. Capable persons at schools must be identified as Mentors and should be:
i. oriented with expected standards,

ii. briefed about their role and duties;

iii. financially compensated for the services provided by them; and

iv. involved in formalizing the process for the provision of their feedback to the colleges; which should be valued, validated and incorporated in the marking/grading of the student teachers.

Practical aspect of teaching for an efficient classroom teacher is the crux of teacher education programme. Hence this aspect should have weightage at least equal if not more to the theoretical grounding. If it is obligatory for the Medical graduates to practically learn and practice the acquired knowledge for full one year before taking over as full fledged doctors; teachers also require a longer duration of practice before joining as independent teachers. Learning how to become an excellent teacher is a long term process that requires the development of very complex and practical skills under the guidance and supervision of experts. There should be a gradual approach, the candidate should start with one day a week in school shadowing a teacher and building up the teaching time continuously. Students should be required to write their own comments on lessons they had taught to evaluate their own efforts followed by the constructive suggestions and criticism by the supervisor.

f) Guidelines for Teaching Practice should be developed, incorporating the ‘National Standards for Teacher Education and Accreditation’ developed by the Ministry of Education in collaboration with USAID. For effective implementation:

i. Training sessions must be arranged for the capacity development of the Teacher Mentors to understand and adopt for effective implementation.

ii. Guidelines both in English and Urdu, in the form of a booklet ought to be prepared with suitable examples to facilitate the Mentors at schools to play their role effectively about:
• Checking and developing the planning abilities,
• Assessing teacher’s understanding and knowledge of facts,
• Target setting with the trainees,
• Lesson debriefing and Feedback provision

6) Involving Experienced School Staff at the College
There is no coordination and collaboration between the activities of the two organizations i.e teacher education colleges and schools. Involvement of experienced staff in the processes of teaching practice policy making and course reviews is recommended. This collaboration would lead to the running of programmes that are clients friendly and realistic. Taking them on board and more interaction between the schools and College staff will bridge the presently existing gap.

7) Better Emoluments and Incentives to Better Performing Teachers
Better performance ought to be linked with better emoluments and incentives. Professional appreciation and accreditation of efforts of true professional, performing at international standards, receiving genuinely good feedback from students and producing better results should get incentives, special increments and commendation certificates by higher ups. Such recognitions bestowed publicly would definitely please not only the well performing teachers, but would motivate many more, plus inspire student teachers for professional hard work in the years to come.

8) Attracting better teachers at Peshawar
There is a dire need to attract outstanding students to the teaching profession. Brighter and more capable students would benefit from the provided education in far better a way, and educate others with higher standards than average and below average teachers. Special steps are required to attract better candidates for B. Ed and teaching:

i. The issue of better salaries should be addressed seriously, along with amenities like good residential facility, medical care, pension or
contributory Provident Fund, leave for advanced study and research to brilliant, well performing teachers. But these should be linked up with good performance.

ii. The scheme of Annual Awards for outstanding teachers by the Governor, Chief Minister, President and Prime Minister should be introduced as a regular annual feature. The story of achievements of these teachers should be projected through Press and Electronic Media.

iii. Gracious merit scholarships should be introduced for B. Ed for students hailing from backward areas.

9) Benefiting from Professional Journals and Studies:

The role of Professional journals can not be over emphasized, particularly in motivating teachers to continue their journey of learning, to study teaching and benefiting from new educational research and findings. Teacher education colleges like IER, should not only start with their own professional journal, but should also regularly provide famous national and international journals in the College Library.

10) More analytic research to further study the existing teacher education programmes is suggested.

Extension of this research and more research about adequacy and improvement of the existing teacher education programmes is strongly suggested.

Conclusion

Before winding up finally the objectives and questions of this study can be revisited. The detailed exploration and description of the Education Systems of Pakistan and England facilitated the materialization of the first objective of this study. Meeting the second objective of this study about the historical evolution of the teacher education programmes popularly studied at Peshawar and Bradford as regards their duration, ratio of theory and practice and their usefulness provided very insightful results.
The total duration of the two sampled programmes was nearly the same. The student teachers studying PGCE at Bradford spend equal time on learning theoretical and practical aspects of the programme, whereas those studying B. Ed at Peshawar spent only one fifth of the total duration on the practical aspect of this professional programme. The data gathered at source revealed a much higher level of satisfaction as regards the usefulness of the teacher education, by those who had studied PGCE at Bradford than those who had studied B. Ed at Peshawar.

Fulfilling the requirements for the third objective gauged the usefulness of the programmes in terms of their effectiveness as regards equipping the teachers with requisite practical skills for teaching. Teachers at Bradford expressed their satisfaction for opportunities to learn most of the commonly required skills, but some like classroom management skills were desired to be developed more. At Peshawar quite a few skills were learnt and many were pointed out to be missing in their training. As far as the 4th objective of identifying the weaknesses and gaps was concerned, it was unanimously realized that the most serious weakness was the inadequacy of the teaching practice and practicality of the B. Ed course. Different suggestions have been extended as implementable solutions in the preceding paragraphs.

Current practices and age worn pedagogy being practiced everywhere need to be reviewed, on priority to suit the demands of the coming generations of this century. The four dimensions of the criteria for judgment of the teacher education programmes are the levels of intellectual engagement, connectedness of the courses to the real practical life, degree of supervised exposure to classroom practices, and use of a wide variety of pedagogical methods. There can not be two opinions that the existing B. Ed programme in the light of the comparative analysis ought to be reviewed and improved. Serious imbalances have been observed between the skills generated by the teacher education programme and actual needs of the classrooms and schools. Main objective is to enable teachers to help all students in raising their achievements irrespective of their circumstances. Unanimous strong desire has been recorded about the increase in the duration of
the time spent at schools for the practical implementation of the acquired theoretical knowledge and to gain real life experiences under guided supervision.

It can be concluded to say that with incredible growth of knowledge, information technology revolution, and different national and international influences teaching today has become much more complex than ever before. Teachers of the ever changing and ever growing modern world need to be reflective, receptive, technology literate, well-informed, open minded, aware about international scenarios, imaginative and conscious of student differences and various ways of learning. Such dynamic teachers are required who are well aware of the complexity of teaching, can think on multiple levels, can benefit from the magnificent pool of educational research and have the ability to conduct research for the solutions of local problems. Such teachers can be the outcome of those teacher programmes that promote active learning, reflective thinking, and participative class interactions. Such dynamism may lead to efficient teachers who are capable of educating students as per demands of the 21st century.
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Appendix -A

List of Universities Operating at Peshawar

A. Public Sector Universities:
1) University of Peshawar
2) University of Engineering and Technology.
3) University of Agriculture
4) Khyber Medical University
5) Frontier Women University
6) Islamia College University

B. Private Sector Universities
1) Preston University
2) Sarhad University of Information Technology
3) CECOS university
4) City University of Information Technology
5) Iqra University
6) Qurtuba University of Science and Technology
7) Virtual University of Pakistan
8) Gandhara University
9) Abasyne University
10) National University of Computer & Emerging sciences (FAST)
Appendix - B

Analysis of Teacher Education Programs at Pakistan and United Kingdom

Survey Questions

(Teachers, with 2-5 years of service)

Personal Data: Name of the Teacher:__________________________________________

Institution:_______________________________Level of Institution___________________

Town:_________________   City:___________________   Country:__________________

Length of Service____Years,  At:______________________________________________

AcademicQualification:________________Professional Qualification________________

Duration of Professional Education:____________  Subjects Taught:__________________

1) Why did you choose teaching as a profession?

_________________________________________________________________________________

_________________________________________________________________________________

2) What were the key subjects of your pre service teacher education programme?

_________________________________________________________________________________

_________________________________________________________________________________

3) Which components of the teacher education you found most useful and relevant to your teaching in school?

_________________________________________________________________________________

_________________________________________________________________________________

4) Which components of the teacher education were not relevant to your teaching in school?

_________________________________________________________________________________

_________________________________________________________________________________

5) What teaching methodologies were used by the educators at your college for your education?

_________________________________________________________________________________

_________________________________________________________________________________
6) State the frequency of teaching methods used by your educators as frequently, rarely or never:

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
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<tr>
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<tr>
<td>Question/Answers</td>
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<tr>
<td>Critical incidents</td>
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<tr>
<td>Pair Reviews</td>
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<tr>
<td>Simulation</td>
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<td>Any other</td>
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</tr>
</tbody>
</table>

7) What activities and subjects of your teacher education facilitated confidence building in you, to adequately prepare you to meet the needs of the job?

________________________________________________________________________________
________________________________________________________________________________

8) What weaknesses can be identified of the teacher education program attended by you?

________________________________________________________________________________
________________________________________________________________________________

9) What recommendations would you make for improvement of teacher education in your Country?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thanks a lot for your cooperation and input

Signature: ___________________________ Date: ________________
## Comparative Analysis of Teacher Education Programmes at Pakistan and UK

### Survey Questionnaire: 2

*(Teachers with 2-5 Years of Experience)*

### Personal Data:

Name of the Teacher: ____________________ Working at: ____________________

Academic Qualification: ____________________ Professional Qualification: ____________________

Institution: ____________________ Level of Institution: ____________________

Note: Below is an essential set of skills for teacher education. Please put a tick in the appropriate column, Did you, during your PGCE / B.ED education receive Adequate, Inadequate or No Training for these skills, both at College/University and Placement / Teaching Practice Schools?

<table>
<thead>
<tr>
<th>S. No</th>
<th>Essential Teaching Skills</th>
<th>Examples</th>
<th>Education Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>1</td>
<td>Lesson Planning Skills</td>
<td>Planning as per goals, objectives, available time, age and level of students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Motivational Skills</td>
<td>Encouraging students’ participation, apt uses of encouragement, reinforcing students’ good behaviour.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Presentation Skills</td>
<td>Using diff. teaching strategies— lectures, group discussions, project method, enquiry method, assignment method, micro teaching, peer teaching, simulation, role play etc and Using Audio visual Aids</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Communication Skills</td>
<td>Introducing, Reading, paraphrasing, explaining the content as per age level, dramatizing, closing, and revising.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Questioning Skills</td>
<td>Asking right questions at the right time, redirecting, probing, balancing between high, middle and low order questions, converging and diverging questions, evaluating &amp; concluding questions.</td>
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<tr>
<td></td>
<td>Classroom Management Skills</td>
<td>Organizing activities, managing resources, maintaining discipline, managing mixed ability groups, giving directions and coping with emergencies.</td>
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<tr>
<td>7</td>
<td>Thinking skills</td>
<td>Promoting enquiry, discovery, analytical and probing abilities, for developing concepts, and confidence.</td>
<td></td>
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<tr>
<td>8</td>
<td>Evaluative skills:</td>
<td>Assessing students’ progress, learning pace and difficulties, promoting self evaluation and managing formative and summative evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

Thanks a lot for your cooperation
Appendix - D

Analysis of Teacher Education Programs at Pakistan and United Kingdom

Interview Questions

(Teachers, with 2-5 years of service)

Personal Data:

Name of the Teacher:__________________________________________

Institution:_______________________________ Level of Institution_______________________

Length of Service____Years, At:___________________________________________________

AcademicQualification:____________________ Professional Qualification__________________

Interview’s Date:______________________ Interview’s place____________________________

Interview’s Time: From___________________ To___________________

1) What factors influenced you to choose teaching as a profession?

_________________________________________________________________________________

_________________________________________________________________________________

2) What was the total duration of your pre service teacher education programme? Was the duration adequate enough for preparing you for the demands of your job?

_________________________________________________________________________________

_________________________________________________________________________________

3) In which areas of teacher education did you receive training?____________________________

_________________________________________________________________________________

_________________________________________________________________________________

4) What teaching methodologies were used by the educators at your college for your education?________________________________

_________________________________________________________________________________

_________________________________________________________________________________
5) State the frequency of teaching methods used by your educators as frequently, rarely or never:

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<tr>
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<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
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6) Which components of the teacher education have been of no practical value to you and why?

________________________________________________________________________
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________________________________________________________________________

7) What level of confidence was given to you by your professional education in meeting the needs of your job as a teacher?

________________________________________________________________________
________________________________________________________________________
8) What weaknesses can be identified of the teacher education programme attended by you?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

9) What do you recommend for the improvement of the teacher education programme?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Signature:                                                                                         Date:

___________________                                                                  ______________
Appendix E

Analysis of Teacher Education Programmes at Pakistan and England

Interview Questions, (Principals/HMs)

Personal Data:
Name of the Principal: __________________________________________
Length of Service __________________ At: ____________________________

_________________________________________________________________________

Academic Qualification: ________________________________________________
Professional Qualification: _______________________________________________
Institution: ______________________ Level of Institution _____________________
Interview’s Date: _______________ Interview’s place _______________________
Interview’s Time: From ____________ To ______________

Interview Questions:
1) What should be the characteristics of an effective teacher education programme in your opinion?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2) Which pre service teacher education programme of UK/Pakistan is considered very effective by
you in equipping student teachers with requisite skills? (for effective service delivery)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3) Do you think better qualified entrants deliver well in teacher education programmes, and later in
practical life? If yes then how?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4) How do you view the completeness or otherwise of the current pre service teacher education
programmes at different levels in your country?  ________________________________
5) What suggestions you make for remedial solutions of the gaps and weaknesses of the programmes in your country?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Signature: ____________________                                      Date: ______________
Appendix: F-1

List of Participants from Peshawar, Pakistan, who’s Input through Questionnaires and Interviews Had Been of Great Value

The below listed participants of the survey and interview activities of the study belonged to the following institutions of Peshawar:

1. Qurtuba School and College for Boys and Girls
2. LIMS Primary and Secondary School for Girls and Boys, Hayatabad
4. Government Girls Government Boys Primary School, Peshawar

<table>
<thead>
<tr>
<th>S.N</th>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Samina Riaz</td>
<td>Principal</td>
<td>M.SC H. Eco, M. Ed</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Said Alam</td>
<td>do</td>
<td>M.Sc. Mathematics, M.Ed</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Naila Saad</td>
<td>do</td>
<td>M.A Political Sc, M. A. Eng. B. Ed</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Parveen Akhter</td>
<td>Headmistress</td>
<td>M.A. English, M. Ed</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Zahoor Ahmad</td>
<td>Headmaster</td>
<td>M. A. P. Studies, M. Ed</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Syed Feroze Shah</td>
<td>Teacher</td>
<td>M.Sc Mathematics and B.Ed</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Hamid Ali Khan</td>
<td>do</td>
<td>M. A. History, B. Ed</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Badshah Rehman</td>
<td>do</td>
<td>MA English, B. Ed</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Rukhsana Sarwar</td>
<td>do</td>
<td>BA, B Ed</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Hameedullah</td>
<td>do</td>
<td>M. A. Arabic B. Ed</td>
</tr>
<tr>
<td>11</td>
<td>Ms. Bushra</td>
<td>do</td>
<td>MA. English B. Ed</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Shah Alam</td>
<td>Vice Principal</td>
<td>M.Sc. Botany, M.Ed</td>
</tr>
<tr>
<td>13</td>
<td>Ms. Alia Ishfaq</td>
<td>Teacher</td>
<td>B. A. B. Ed</td>
</tr>
<tr>
<td>14</td>
<td>Ms. Naila Saad</td>
<td>Headmistress</td>
<td>M.A Political Sc, M. A. Eng. B. Ed</td>
</tr>
<tr>
<td>15</td>
<td>Ms. Sania</td>
<td>Teacher</td>
<td>M.Sc Chemistry, M.Ed</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Designation</td>
<td>Qualification</td>
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<tr>
<td>16</td>
<td>Ms. Hameeda Begum</td>
<td></td>
<td>M. A. Urdu, B. Ed</td>
</tr>
<tr>
<td>17</td>
<td>Ms. Parveen</td>
<td></td>
<td>B. A. B. Ed</td>
</tr>
<tr>
<td>18</td>
<td>Mr. Ashfaq Ahmad Jan</td>
<td></td>
<td>M. A. Political Science, LLB, B. Ed</td>
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<tr>
<td>19</td>
<td>Mr. Ashraf Abid</td>
<td></td>
<td>M. A. English, B. Ed</td>
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<tr>
<td>20</td>
<td>Ms. Amina Bibi</td>
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<td>M. A. Islamiat, B. Ed</td>
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<td>21</td>
<td>Mr. Gultiaz Khan</td>
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<td>Mr. Akram Khan</td>
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<tr>
<td>23</td>
<td>Mr. Fayyaz Ahmad</td>
<td></td>
<td>M. Sc, B. Ed</td>
</tr>
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<td>24</td>
<td>Mr. Mehboob Khan</td>
<td>Teacher</td>
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</tr>
<tr>
<td>25</td>
<td>Ms. Saira Khan</td>
<td>Vice Principal</td>
<td>M. Sc. Zoology. B. Ed</td>
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<tr>
<td>26</td>
<td>Ms. Dilshad</td>
<td>Teacher</td>
<td>B. Sc B. Ed</td>
</tr>
<tr>
<td>27</td>
<td>Ms. Abida Parveen</td>
<td>Teacher</td>
<td>M. A. Urdu, B. Ed</td>
</tr>
<tr>
<td>28</td>
<td>Mr. Falak Niaz</td>
<td>Teacher</td>
<td>M. A. English, M. Ed</td>
</tr>
<tr>
<td>29</td>
<td>Ms. Jehan Ara</td>
<td></td>
<td>MSc. Geography, B. Ed</td>
</tr>
<tr>
<td>30</td>
<td>Ms. Abida</td>
<td></td>
<td>M. A. English B. Ed</td>
</tr>
<tr>
<td>31</td>
<td>Mr. Hamid Khan</td>
<td>Teacher</td>
<td>M. A. History, B. Ed</td>
</tr>
<tr>
<td>32</td>
<td>Ms. Zubaida Khanum</td>
<td></td>
<td>M. A. Urdu, B. Ed</td>
</tr>
<tr>
<td>33</td>
<td>Mr. Mohammad Tayyab</td>
<td></td>
<td>M. A. English, B. Ed</td>
</tr>
<tr>
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<td>Mr. Azam Khan</td>
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Lesson Prompt Sheet 1

Appendix No - G

Professional Attributes: based on Q1-9

- High expectations of all pupils; constructive relationships respecting diversity
- Positive role model; organised, confident and at ease with pupils
- Working consistently within relevant policies and practices.
- Communicating and working effectively with pupils & other adults
- Ability to adapt, try out new ideas and improvise creatively and critically.
- Open to advice, feedback and coaching as evidenced both in lesson feedback.

Professional Knowledge and Understanding: based on Q10 - Q21

- Accuracy and security of subject knowledge and subject pedagogy (SKfT\(^2\))
- Accuracy in use of NC/Strategy/Frameworks/14-19 requirements/cross-curricular expectations
- Constructive use of ICT, literacy and numeracy, use of key skills
- Use of data to inform the monitoring of pupil progress
- Understanding of how pupils develop, factors affecting learning
- Awareness of personalised needs and inclusion strategies e.g. SEN, EAL etc
- Sensitive to child’s personal well-being and learning needs (ECM)

Professional Skills: based on Q22-Q31

- Recognition of pupil diversity and the world around us as a resource
- Challenging and appropriate objectives on plan and communicated effectively to pupils with relevant coherent activities (modelled/demonstrated for pupils), logically sequenced, showing progression within the lesson and meeting the learning needs of all pupils
- Clear strategy planned to assess and monitor learning objectives
- Consideration of implications for behaviour management of planned activities
- Smooth transitions between activities evident in planning and delivery
- Range of teaching strategies used and high quality resources selected/prepared and well exploited
- Interactive teaching methods, group work, active and independent learning used.
- Opportunities for learners to develop literacy, numeracy and ICT are included
- Out of class work well planned and relevant
- Planned use of support staff
- Purposeful learning environment and teacher presence established, positive relationships with individuals and with the group (use of names, praise and sanctions, clear boundaries and expectations)
- Teaching space is well managed/organised and Health and Safety issues are addressed before and during the lesson
- Effective communication skills evident (enthusiasm, eye contact, body language, use of voice and gesture, key messages transmitted effectively, interpersonal skills)
- Delivery and pace of lesson maintain interest/motivation/enjoyment
- Concepts and new ideas introduced clearly using explanations, questions, modelling, discussions and plenaries effectively
- Awareness of off-task behaviour and reactions appropriate
- Questioning technique is effective
- Misconceptions identified with appropriate intervention
- Timely and constructive feedback to pupils during the lesson, as appropriate

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1 Prompt Sheet developed by SWELTEC and UEL on behalf of the London Providers Group
2 SKfT = Subject Knowledge for Teaching
- Range of monitoring and assessment strategies, including formative, peer and self assessment, created and well exploited
- Naturally arising information on pupil achievement noted
- Accurate use of published assessment specifications *(NC levels/GCSE grades, departmental or school policy)*
- Systematic record keeping which informs planning

**Ability to Review Teaching & Learning based on Q7 and Q29**

- Reflective engagement in the conversation following the lesson
- Future actions identified which need to be taken in both planning and classroom practice