

**A STUDY ON EVALUATION OF POST-GRADUATE
PROGRAMMES OF TEACHER EDUCATION
IN PAKISTAN**



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IN PAKISTAN**

By

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00-arid-543

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Pir Mehr Ali Shah

Arid Agriculture University, Rawalpindi

Pakistan

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Dedicated

to

*My parents, brothers and sisters
especially my loving Brother*

Saad Suleman,

*whose patience, support and
contribution proved to be an unfailing
source of inspiration*

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Certification

Certified that the thesis entitled “A Study on Evaluation of Post-Graduate Programmes of Teacher Education in Pakistan” submitted by Jabeen Fatima 00-arir-543 has been corrected/improved as desired by external examiner. The amendments have been made keeping in view the format described in thesis manual of the University.

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ABSTRACT

It seems clear, after decades of research into classroom, that teacher's expectations have a strong impact on pupil performance. Thus, the role of a teacher in education system at any level is pivotal. Children usually emulate their teachers in habits and conduct. It is, therefore, necessary that in their teacher, the students find a role model to imitate. To make teachers effective role models and to enhance the quality of education by making the teachers more curious, creative communicators, patient, flexible, and tireless, the teacher's professional development programmes are an integral part of an education system at any level.

The problems influencing education were not created overnight and they cannot be solved quickly. The education environment is very complex. Quality provides educational professionals with the structure and techniques necessary to improve every educational process. Quality teacher education programs have to be successfully implemented.

Post-graduate Teacher's Training Institutes in Pakistan grant the Master of Education (MA / MEd), Master of Philosophy (MPhil) and Doctor of Philosophy (Ph D) post-graduate degrees in the field of Education to enhance the careers and accelerate the professional development of educators, but this study will focus on Master of Education (MA / MEd).

The objectives of study were: (1) to evaluate MA education programmes of teacher education in public sector universities and colleges on the basis of CIIP model of evaluation (2) to explore the weaknesses and strengths of MA Education programme of Pakistan (3) to suggest improvements in existing curriculum, teachers' qualification,

teaching methods and teaching aids/innovations in MA Education programme of Pakistan and (4) to propose an effective model for Post-Graduate teacher education programme of MA Education for implementation in the country.

The population of the study was all Heads of Education departments of public sector Universities, Heads of Government Colleges of Education, teacher educators of public sector Universities and Government Colleges of Education and prospective teachers enrolled in public sector Universities and Government Colleges, where the Master degree of Education (MA Education) programme was offered in Pakistan.

The sample of 10 Heads of Education departments of public sector Universities, 10 Heads of Government Colleges of Education, 56 teacher educators of 10 public sector Universities and 10 Government Colleges of Education and 200 prospective teachers enrolled in public sector Universities and Government Colleges, where the Master degree of Education (MA/MEd) was offered in Pakistan, was selected through cluster random sampling.

For the collection of data, three questionnaires, one each for heads of Institutions, teacher educators and prospective teachers, were developed. After pilot-testing and improvement of research instrument, the researcher personally visited the sample institutions for data collection. For data analysis chi-square as a contingency test and frequencies were applied for identifying the trends from the frequency of responses on each questionnaire item.

In the light of views of prospective teachers, teachers and heads of education department and respective institutions, it was concluded that the teaching faculty of MA education programme was using a variety of teaching methods according to the nature

of objectives, content and students. Evaluation systems for students of MA education programme were found satisfactory. The study revealed that admission criteria for MA education programme required to be restructured. In the same way, existing curriculum of MA education programme need revision by getting feedback from faculty members to meet the up coming demands. On the other hand, duration of MA education programme and practice teaching was not found enough. In order to be creative and innovative, less research work was conducted by teaching faculty and students of MA education programme, therefore, less number of publications such as bulletins and journals but more research reports were produced. More rewards and incentives required to be awarded to increase students and teachers' performance. Seminars and workshops for prospective teachers and refresher courses for teaching faculty required to be conducted on regular basis. Majority of teaching faculty for MA education programme was found only with master degree qualification. There was a strong need to appoint more qualified teachers.

The results of study uncovered various unresolved issues of existing Post-Graduate Teacher Education Programme of Pakistan. It is recommended that required changes be introduced in admission criteria, curriculum, duration of degree programme, teaching-practice, research work, rewards and incentives, etc. of existing MA Education Programme in Pakistan.

INTRODUCTION

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities (Rajput *et al*, 2005).

Policy-makers are paying increasing attention to educational, social and economic factors that contribute to improved education and learning and enhanced returns to investment in education. The process of teaching is at the heart of education and the expertise, pedagogical know-how and organizational and technical competence of teachers are widely considered to be central to educational improvement (Sarita and Tomar, 2004).

The progress of a country depends upon the quality of teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is, often, the most unattractive profession and teacher no longer occupies an honorable position in the society. If teaching is to regain something of its earlier noble status, then the quality of teacher-education needs to be improved in Pakistan. Of course, remuneration will need reviewed extensively as well. However, the whole process of teacher education requires that there are high standards of entry to courses, high standards expected of all the learning experiences, and high standards expected of

those students who will be given a pass. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teacher and this tends to perpetuate the traditional methods of teaching. Such an attitude can become a major obstacle in enabling potential teachers to change their approaches to those which have been found to be more effective (Rao and Rao, 2005).

Effective professional education can introduce the trainee teacher to these new approaches but it is also absolutely essential that there is consistency in the approach. Thus, those leading the courses in teacher training need to carry out their own teaching using the best approaches, based on researched evidence while school practice cannot be allowed to undermine this by encouraging the trainee teacher to revert to former practices. This is incredibly difficult to achieve as Carroll (2006) discovered when he found that even those taught well in courses and who were totally committed to better ways tended every time to revert back to repeating the teaching approaches they remembered from their own school days (Carroll, 2006).

The qualifications required for entry in the teaching profession are often used as a proxy for the quality of educational inputs. Qualification requirements are also a key policy lever for governments to influence the quality of instructional delivery. In general, it is important to distinguish between academic training (i.e. subject-matter instruction) and professional training (i.e. pedagogical instruction), which is often combined with periods of work experience. There has been a worldwide trend towards the generalization of pre-service teacher training at the level of tertiary education, either in university or non-university equivalent level institutions. This trend has been reflected in international recommendations on appropriate levels of training and professional development, which advocate as a minimum a first-level university

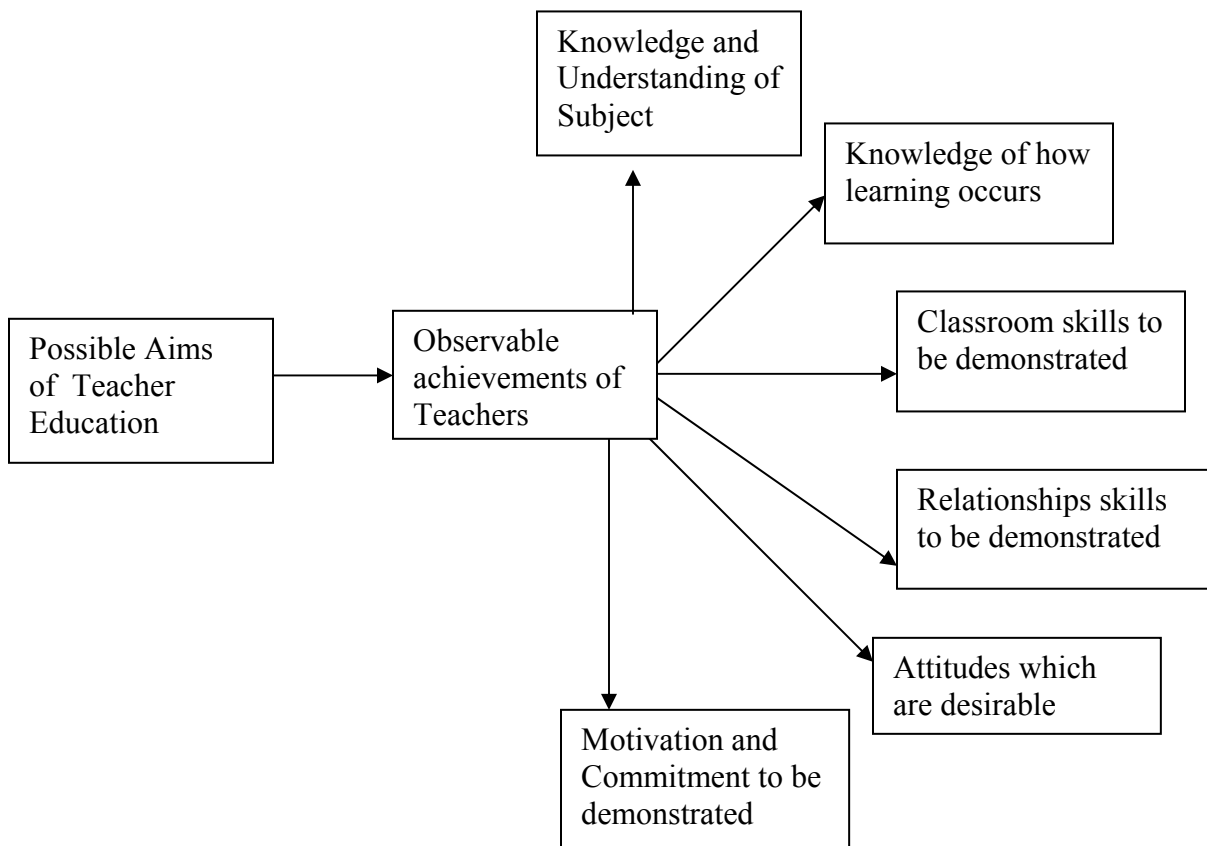
degree or its equivalent. However, there are still differences among countries as to their position in respect to this trend, depending on their stage of development and of that of their education system (Sarita and Tomar, 2004).

The education of trainee teachers must be based on the development of professional skills. The profession generally refers to an occupation, vocation or high-status career, usually involving prolonged academic training, formal qualifications and membership of a professional or regulatory body. The person applies specialised knowledge of a subject. Professional activity has to involve systematic knowledge and proficiency. There are usually regulatory agencies controlling professions to ensure standards and ethical behaviour. Some of these characteristics are true of teaching. They all should be true. Training can ensure that the trainees have mastered the specialist knowledge (subject matter and pedagogy) and can apply it effectively in the classroom. They should be aware of the standards required of them and their responsibilities to the young people they are teaching (Rajput *et al*, 2005).

Teachers need to feel valued, to be adequately remunerated for the demanding task they do and to see opportunities for development and increased opportunities. Teacher training at the outset of a career cannot solve all these problems on its own. What teacher training can do is to ensure that the key subject knowledge is in place and is understood. It can develop the basic teaching skills so that the new teacher can function effectively in the classroom. It can set standards, lay out the research evidence which underpins the most effective teaching approaches and allow trainee teachers to practice the skills which will enable them to cope at the outset of their careers. Developing attitudes and ideals and establishing the moral and ethical responsibility for young people's learning is much more difficult to achieve. This

requires on-going support and encouragement when in post as a teacher. The key to this is affirmation and support without which little will be achieved. In recent times, Singh and Sudershan (2005) have noted a move away from an emphasis on ‘teaching’ to place the emphasis on ‘learning’. This is welcome in that it places the students at the centre of the process of learning. However, while learning can take place without any teacher, it will not happen spontaneously much with young people of school age. The role of the teacher is critical to enable learning to take place and the place of initial teacher education is of vital importance so that this may happen (Singh and Sudershan (2005).

In education, the practices and policies are governed by the philosophy we hold. Here for the philosophy of education, teacher education is the theory of doing it, in its value or basis. Fig Teacher education Philosophy



An important function of philosophy, in the present context, is to figure out and create the desired image of the teacher and the type of the teacher which the society seeks to have, is to be determined by the process of teacher education. The desired image had to be built up very cautiously, keeping in view its the intellectual aspect, professional aspect, social aspect and personal aspect (Kohil, 1992).

Professional function means that the teacher has developed necessary skills and abilities to evolve suitable methods of teaching the children, handle problem children and tackle numerous classroom situations. He should have:

- a. Acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- b. Acquire ability to improvise and use audio-visual aids suited to different classroom situations.
- c. Develop positive attitudes towards teaching as a profession and create self-confidence as a teacher.
- d. Understand the developmental needs of children at various stages of their growth.
- e. Acquire appropriate professional behavior.
- f. Acquire knowledge about the existing education system and the latest education policy of the country.

The social functions of a teacher imply that he is sensitive to social needs and aspirations, since the system of education is always tailored according to the social needs and values.

We can therefore easily conclude that any teacher education program should be designed and developed to include all the above functions of the teachers (Kohil, 1992).

Teaching is a creative, intellectually demanding and rewarding job, so the standards for joining the profession must be high too. Skilled practitioners can make teaching look easy but they have learned their skills and improved them through training, practice and evaluation. Initial training lays the foundation for subsequent professional and career development (Sarita and Tomar, 2004).

Teacher education is said to be a very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher education which can be taken as the starting point. Any programme of qualitative change in education pre-requisites the improvement of teachers. The teacher has the crucial role in the development of a country. Indeed, there is a strong tendency for schools to be expected to address and solve all kinds of societal problems, placing more demands on the teaching profession. In the field of teacher-education, many new trends and innovations have emerged. These are new practices, procedures and policies in the area of teacher-education (Rao and Rao, 2005).

Teacher education has an essential and inalienable component of practical work including student teaching, internship, fieldwork, working with the community, work education, etc. The country needs teachers with different orientations and specializations to manage educational programmes. Increasingly, the curriculum for teacher preparation has to encompass the broader canvas which is consistently emerging before the teachers and shall continue to change at a much faster pace in times ahead. Teachers shall have to take a global view of the new trends, strategies

and practices, and focus on indigenous heritage and thoughts which could fit in the local and national situation. Transplantation of alien educational ideas and practices has not been found rewarding in developing countries (Jha, 2005). The teacher education programmes shall focus on competencies and commitment in much magnitude in future. Such a transformation in teacher preparation strategies would emerge only after due familiarity and adequate appreciation of indigenous thoughts developed over decades. Gradually an indigenous approach and strategy would emanate and replace the alien practices that have remained in vogue in teacher education over the decades (Jha, 2005).

Naturally, while determining various elements of the programmes of teacher-education we have to pay adequate attention to the following:

- a) Development of the basic insights and understandings of subject matter without which a beginning teacher cannot start his/her work in the classroom.
- b) Development of ability in the future teachers to understand the growth process, problems of behaviour peculiar to the concerned age group and the learning process.
- c) Development of fundamental skills and attitudes needed of a beginning teacher.
- d) Initiating the beginning teachers to the teaching profession, developing in them a sense of belonging to it and motivating them for further growth while in service. After all the pre-service training cannot bring out a finished product.
- e) Development of competencies in the teachers to design curriculum according to individual needs and also according to the changing needs of the society

- f) Development of scientific attitude in at least a few teachers for undertaking experimentation and innovation in education to get the necessary guidelines for sound planning and implementation.
- g) Development of attitudes and values needed of citizens of a free society.

The teacher-training programme should be flexible enough to meet the needs of creative teachers.

The objectives and the activities that we are following in our teacher-preparation programme today lack a great deal in meeting the new modern new demands. Besides attaining necessary knowledge and skills, it is important for the teacher to know the social perspective in which he is living and for which he is to prepare the future generation. It is, therefore, the vital responsibility of the training colleges to take the leadership role in shaping the destiny of this country by improving the quality of teachers. As Quaid-E-Azam Muhammad Ali Jinnah noted in an Educational Conference in December 1947,

“There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is an immediate and urgent need to give a scientific and technical education to our people in order to build up our future economic life”.

Participants of the conference agreed that a properly trained and reasonably well-paid teaching profession was essential to the development of a great state (Farooq, 1994).

The results of this study will be of interest to all higher education institutions, and to supervisors of postgraduate students, authorities who are responsible to recommend the curriculum of teacher training programmes as well as to students themselves. This study will help to increase educational opportunities, improve learning and deepen the knowledge and understanding of learning, teaching and teacher education.

The major objectives of study were:

1. To evaluate MA Education programme of teacher education in Public sector universities and colleges on basis of **CIPP** (Context, Input, Process and Product) model of evaluation.
2. To explore the weaknesses and strengths of MA Education programmes of Pakistan.
3. To suggest improvements in existing curriculum, teachers' qualification, teaching methods and teaching aids/innovations in MA Education programmes of Pakistan.
4. To propose an effective model for Post-Graduate teacher education programme of MA Education for implementation in the country.

REVIEW OF LITERATURE

2.1 IMPORTANCE OF EDUCATION

Education distinguishes humans from other species. It is the quintessence, the manifestation and the embodiment of humanity. Fulfillment of the physical needs is only one aspect of human existence, fulfillment of the cognitive, emotional and spiritual needs is the second and perhaps a more important aspect of our existence. Education contributes to the fulfillment of both the needs. Since time immemorial, great thinkers and leaders have emphasized the need and importance of education. Every society and every civilization put a premium on education. In fact, the material progress we witness through the ages has been due to advancement in knowledge and education. Those civilizations that realized it and continued to advance in the educational fields were also the leaders of the world (Ahmed, 2000).

Quality of education cannot be enhanced in isolation. It has to be a coordinated effort starting from the elementary level and moving on to the tertiary level. Education has to be seen as a continuum rather than compartmentalizing it in various segments or levels. Moreover, quality of education depends on the curricula as much as on the teachers who deliver the curricula in the classroom (Ahmed, 2000)

A primary criterion in determining the quality of professional and academic status of teachers is that its members should have acquired a sound background of general education, subject matter specialization and effective preparation in the methods and techniques of teaching. The academic status of teachers refers to the prestige that teachers enjoy by virtue of education they have received in schools and

colleges, their professional competence, their personal commitment to and care for the pupils/students. Other things being equal, the higher the level of education a teacher has received, the higher his/her academic status (Shami and Hussain 2005).

The technology of education involves both traditional and contemporary resource-books and chalkboards, pencils and paper, slides and tapes, film and television. However, it involves much more than just the 'hardware' and 'software'- the audio-visual equipment and materials needed to use with it. It includes decisions about the educational ends to be achieved and decisions about the size of the learning groups, the learning sequence and the choice of media (Singh and Sudershan, 2005).

It is necessary that a person entering the teaching profession be adequately trained so that he is able to competently perform the various functions expected of him. Various professions like law, medicine and architecture require that their prospective recruits spend long years in training. In the teaching profession itself, a professional course is considered to be a pre-requisite for entering the teaching profession (Shah, 2002).

2.2 WHAT IS TEACHER EDUCATION?

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed (Rajput *et al*, 2005).

As mentioned by Shah (2002), according to Aggarwal (1990) teacher education is that knowledge, skill and ability which is relevant to the life of “teacher as a teacher”. The teacher education should emphasize the development and character building of a teacher (Shah, 2002).

Smith (1969) has suggested a meaning underpinning teacher-education,

“One of the chief differences between a teacher who is theoretically trained and one who is not is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretically trained will interpret events and object in terms of common sense concepts that have come from the experience of the race permeated with outmoded ideas about human behaviour” (Rao and Rao, 2005).

Rao and Rao are using the word ‘*theory*’ in a specific way. They are referring to the general underlying pedagogical principles which have arisen from research and which can offer the teacher key principles which can underpin successful practice.

In all teacher education theory, curriculum as well as practical curriculum, there are objectives. To achieve these objectives there are certain programmes. A teacher is assigned some course to teach. A schedule for activities is prepared. In planning it is not merely the case to help the student-teacher to plan his lesson but to help him to become an educator. Teacher-education refers to all these programmes, strategies, tactics as a result of which a prospective teacher is able to help his pupil to acquire learning – cognitive, psychomotor and affective (Rao and Rao, 2005).

Education helps in the development of an individual’s cognitive, conative and affective abilities. Teacher-education programmes are designed to prepare effective teachers by providing theoretical awareness of teaching and developing teaching

competency and teaching ability. Teacher-education covers those theoretical aspects through which knowledge, pertaining to specific subjects and transmitted to students and teachers, is prospected. All those activities, operations and events through which the prospective teachers are to be made aware to the latest trends of subjects and teaching, the theory related to learner's behavioural changes and behavioural management, and informal dealing to the development of communication of teaching skills. Finally, teacher-education is provided to prospective teachers consequent to which they develop interest in teaching. The purpose of teaching is not only to acquaint him with certain skills and abilities but also developing his interest in teaching is necessary. If a teacher is interested, and committed to his/her subject and to young people, then there is a strong internal motivation to learn more and develop ever more effective strategies of teaching (Rao and Rao, 2005).

Teacher education programmes can only be understood and evaluated within the historical, socio-economic, political and cultural contexts in which they have developed, including the perceived role of the teacher in the society, current views of knowledge, and the level of economic development. Teacher education programmes like other curricula, are built up around various theories of learning, though these are not always made explicit. Theories of learning rest on assumptions about the nature of knowledge. For example, the behaviourist psychology had its roots in the positivist epistemology, which sees knowledge as objective, existing apart from the individual and social context, and capable of transmission and application in more and less fixed forms. As quoted by Sarita and Tomar (2004) what Schon criticise as the 'technical rationality' model of professional education. Where the student acquires disciplined-based knowledge and is then expected to apply it routinely to what are often unique

and confused situations that require artistry and individual judgment as well as scientific understanding (Sarita and Tomar, 2004).

2.2.1 New Concept of Teaching

In the last three decades, a revolution has occurred in the definitions of good teaching. As the builder of a classroom learning community, the teacher is called on to be a guide or facilitator, skilful in conducting discussions, group work, debates and dialogues. In this way, the teacher empowers the students to talk with one another and to rehearse the terminology and concepts involved in each discipline. Learning becomes a community effort, not an individual competition (Sadker and Sadker, 2003).

Teaching is one of the most influential professions in society. In their day-to-day work, teachers can and do make huge differences to children's lives: directly, through the curriculum they teach, and indirectly, through their behavior, attitudes, values, relationships with and interest in pupils. Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They understand that all their pupils are capable of significant progress and that their potential for learning is unlimited. But teaching involves more than care, mutual respect and well placed optimism. It demands knowledge and practical skills, the ability to make informed judgments, and to balance pressures and challenges, practice and creativity, interest and effort, as well as understanding of how children learn and develop (Sarita and Tomar, 2004).

The purpose of a teacher – preparation programme should be to develop in each student his general education and personal culture, his ability to teach and

educate others, an awareness of principles which underlie good human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress (Status of Teacher UNESCO Resolution) (Rao and Rao, 2005).

2.2.2 Reflective Teaching

Good teachers are expected continually and intensely analyze their own practices, and to use their analysis to improve performance:

“In order to tap the rich potential of our past to inform our judgment, we must move backward, reflect on our experiences, then face each new encounter with a broader repertoire of content-specific information, skills and techniques.”

(Sadker and Sadker, 2003).

When teachers engage in reflective teaching, Sadker and Sadker (2003) suggest that teachers ask themselves such questions as:

- What teaching strategies did I use today?
- How effective were they?
- What might have been even more effective?
- Were my students engaged with the material?
- What seemed to motivate them the most?
- If I were to reteach today’s class, how could I get even more students involved?
- How did I assess my students’ learning today?
- Would there have been a better way to measure their learning?
- How well did the students grasp the main points of today’s lesson?
- Do I need to reteach some of these concepts?

2.3 THE ROLE OF A TEACHER

The point has now arrived where the teacher is still a dispenser of information but in addition he has become a creator of all kinds of learning experiences and the manager of a range of resources inside the classroom and his already complex role will undoubtedly be further extended and developed as the application of educational technology in the schools becomes more widespread. Activities such as planning advising and evaluation will be among the teacher's chief's concerns.

Singh and Sudershan (2005) make the interesting point that the teacher has no monopoly of the art of exposition, on the knowledge to be conveyed, or on the ability to show others how to acquire skill. There are, of course skilled orators, learned academics with much greater knowledge, and those who have remarkable skills as instructors. The expertise of the teacher lies in the devising and organizing of the learning process, in relating it to the needs of particular children, in giving help and support when, and only when, it is necessary. Of necessity, this means that the teacher needs to understand the learning process. He or she also needs to understand children and young people and the way they develop as well as possessing considerable social skills in relating to young learners in an atmosphere of both authority and trust.

By accepting courses prepared by teams (including teachers), by permitting various technology devices to take over the work they can do-without boredom or impatience – as well as or better than teacher, by encouraging the integration of educational technicians in the rooms where learning is taking place, the teacher is multiplying his effort and deploying it where it is most needed (Singh and Sudershan, 2005).

2.4 INCREASING STUDENT ACHIEVEMENT BY IMPROVING TEACHER EDUCATION

Qureshi and Dean (2006) argue that good teacher education leads to good teaching, which in turn leads to good learning. Investing in teacher education has beneficial returns because of its multiplier effects, which influences many people's learning outcomes. Their argument is somewhat naïve. There is, of course, no guarantee that every student will gain the benefits from good teacher education and there is certainly no certainty that good teaching will automatically generate better learning. However, the reverse argument is stronger. Bad teaching will almost inevitably hinder learning. Lack of good teacher education may well lead to poorer quality teaching.

Nonetheless, for example, most Americans base their support for education spending on the belief that better teachers and teaching practices lead to enhanced student achievement. The debate over teacher quality usually focuses on coursework at the colleges and universities that train today's professional teachers. As critics of America's public school system note, U.S. schools aren't producing satisfactory results, and this problem is not likely to be solved until U.S. classrooms are filled with excellent teachers. Those who seek to understand this issue should ask: Does a teacher's choice of undergraduate or graduate major affect his or her students' academic performance? Is teacher education the most important element of student achievement? Academic and professional literature in the education field dispense much rhetoric on this subject, yet hard data on the effects of teacher education are limited, at best (Johnson, 2000).

The professionally trained teachers is a key ingredient in student achievement in terms of understanding, skills of critical thought, balanced reflection, love of learning, maturity, effective relationship development, examination grades etc. Study after study (Yousufzai, 2003) has shown that students struggle to learn if they do not have properly prepared teachers. So what needs to be done to prepare better the students who are seeking a profession in classroom teaching?

2.5 TEACHER EDUCATION AND CULTURE OF SOCIETY

The ideological and philosophical needs of a nation affect the school value culture especially in terms of religious education which is viewed as the base for character – building. The teacher education must follow this ideological foundation for the achievement of national integration and solidarity. The national educational policies, which frame their aims, objectives and the contents for the purpose are included in the teacher education to clarify the role of effective teacher in the specified direction. Parents' expectations and students' needs should be focused while developing teacher education curricula. They both are the keen observers of time and they must be inducted in developing the courses for teacher education (Yousufzai, 2003).

The global culture hits the classroom and school culture. The teacher is under tension to find a balance between local and global conflicts. Teacher education in this sense is also of high importance to enrich the teacher with such an insight to preserve identity of his nation. Research studies also change the direction and orientations of teacher education that the curricularists feel as the reconstruction and reorganization of curricula to modernize and harmonize the content to achieve the goals in modern perspective. Teacher education is closely related to social change. In multifaceted societies, teacher education has a very arduous role in preparing and orientating

teachers with a view to bringing about desirable and effective social harmonization. To keep pace with the progress of time and the changing demands of a changing society, teacher education cannot but respond to the revolutionary trends of social and humanistic development. The process of socialization influences a lot to the school ethos and, in turn, teacher education as the leading forces (Yousufzai, 2003).

Communal penetration in school system directly influences the school climate in terms of setting its organizational goals. The community schools play a dynamic role in the educational investment and for achieving the national goal by schooling the human capital. These forces need to accelerate the teacher education process by ensuring better teacher education for efficient and effective teaching forces. The community spirit, no doubt, enhances the quality of education (Yousufzai, 2003).

The teaching community has to face the challenges thrown by science and technology. There has been an explosion not only of scientific and technological knowledge but also in the means and techniques of acquiring knowledge. The scientific research and developments related to theories of heredity, learning, mental health, neurology, attention, motivation etc. can no longer be treated alien to teacher education programmes.

Evolving a Culture-Specific Pedagogy: Every region and state has its typical cultural identity, and there is a need to utilize the same as a basis for developing meaningful, relevant pedagogies. Since there is no one universal way in which the children learn, there is a strong need for looking into the cultural context in which a child is placed. A child in a tribal society may process information in an altogether different manner as compared to the one from the urban area and high socio-economic stratum. Pedagogy, therefore, should be culture-specific. Cultural practices such as story-telling,

dramatics, puppetry, folk-play, community living, etc. should become a strong basis of pedagogy instead of using one uniform, mechanistic way of student learning. Cultural specificity should get embedded in the pedagogical practices, which should be evolved for tribal, rural, urban communities and other ethnic groups (Rajput *et al.*, 2005).

2.6 MODELS OF TEACHER-EDUCATION

The preparation of teachers is logically determined by the nature of the teaching tasks for which they are being prepared. A conceptualization of teaching conscious or unconscious, explicit or implicit, is basic to the development of a design for a programme of teacher-education. During the second half of the 1960s, there was considerable activity in these areas. Teacher organizations have been very active in the field of teacher-education in the United States. A number of teacher-education models have been developed and these models are based on the principles of training psychology (see Haertel *et al.*, 1983). On the basis of teaching tasks, the following classification of teacher-education models has been made:

2.6.1 Presage Factor Models

1. Michigan State Model of Teacher-education
2. Florida Model of Teacher-education
3. Syracuse Model of Teacher-education
4. The Wisconsin Model of Teacher-education

2.6.2 Process Factors Models

1. Teacher College Model of TEACHERS TRAINING
2. The Georgia Model of TEACHERS TRAINING
3. Regional Laboratory Model of TEACHERS TRAINING
4. The Toledo Model of TEACHERS TRAINING

2.6.3 Product Factors Models

1. Teacher for the Real World Model
2. The North-West Regional Laboratory Model

The presage factors models training tasks are organized in such a way that their focus is on the development of the internal abilities and efficiency of teachers. The main emphasis is given on the mastery of content and development of right-type of attitude of teaching.

The second type of teacher-education models orients the training for developing teaching skills or teacher-behaviour in the classroom interaction. The Georgia and Toledo models are the example of this type of models.

The third type of teacher-education models is based on output system. These models are used for improving the outcome of learning. The Real World and Regional Laboratory models are the main examples of product factors. Such type of teacher-education programme may be employed for this purpose (Rao & Rao, 2005).

2.6.4 Indigenous Models In Pakistan

The institutions preparing secondary school teachers are known as Colleges of Education and those making available advanced training by awarding MA/MEd degrees are called Institutes of Education and Research and are usually affiliated to the universities. These institutions, for the professional training of teachers, bear a direct relation between the educational changes and the role of teachers.

Secondary School Teacher Education Curriculum has been revised by the National Committee of Experts. The revised Curriculum has been introduced with effect of September 1976. Innovations like the semester system, non-vocational

training of teachers, introduction of agro-technical subjects and 3-year BEd training programme have been recommended in the revised BEd Programme. It is expected that this programme will produce better teachers. New scheme of studies for BEd Programme is as under:

Scheme of Studies for One-Year BEd Programme (14+1)

The duration of this training programme is 46 weeks. It is expected that this programme will be replaced by the B.Ed. 12+3 model in due course of time.

Three-Year BA/BSc, BEd Programme (12+3)

Rationale: The three-year integrated model has been recommended because of a long felt need of integrating the teaching of content and methodology under the umbrella of same institution. It is believed that through this model the student will be in a better position to comprehend the scope of the subject matter in relation to the principles of teaching and learning. The introduction of semester and internal evaluation system will further enrich the curriculum efforts and add meaning and value to the classroom activities. Any student who has studied through this model will receive a composite BA, BEd or BSc, BEd degree which will enable him to study further at MA/ MSc and MEd levels or to join teaching profession as a secondary school teacher.

Semester System: A semester system and internal evaluation technique have been recommended for the proposed programme of 12+3 model. There will be two semesters in each year except in the final year that will be of 11 month's duration as in 14+1 model. A student will take a work load of 15 credit hours excluding practice teaching in every semester. In case of Industrial Group, however, there will be only four semesters of 18 credit hours each. The final year of the programme will be of 11

month's duration as in case of other groups. The academic and professional will run concurrently.

In addition to other elements, practice teaching is also an important part and experience in teacher education in terms of influencing the classroom behaviour of prospective teacher. It allows the prospective teachers to put the theory into practice and provides them an opportunity to form a realistic picture of teaching-learning situations. It should be a co-operative endeavour of the training institution as well as the school and the Department of Education. Laboratory schools should be attached to all the training institutions for practical work and experimentation.

Teaching practice will include observation of classroom teaching, special demonstration lessons, criticism lessons and full time teaching practice. The teaching practice will be of 13 credit hours which will be divided into Lesson Observation of 1 credit hour, short term practice of 4 credit hours and long term practice of 8 credit hours.

Evaluation of BEd Programme (14+1 and 12+3)

Assessment in each academic and professional courses will be based on (i) attendance (ii) two assignments (iii) two tests (mid term and final). Ten percent of the marks shall be awarded to attendance, 15 percent to each of the assignments, 25 percent to mid term tests and 35 percent to the final test.

Assessment in the individual projects will be based on:

| | | |
|------|-----------------------------------|----|
| i. | Planning and designing of project | 20 |
| ii. | The project submission | 50 |
| iii. | A viva/voce | 30 |

Assessment in teaching practice will be based on (i) practical work undertaken during the terms (observation discussion preparation of lessons, teaching) 100 marks, (ii) the final four lessons given at the end of term 25 marks each.

The students will be required to obtain at least a pass mark (above 40%) in all courses to qualify for the BEd award so that they acquire an average understanding of the programme.

2.7 EVALUATION

Evaluation is designed to determine the value of something. This process involves (a) determining standards for judging quality (b) deciding whether those standards should be relative or absolute (c) collecting relevant information and (d) applying the standards to determine value or quality. Evaluation helps to answer questions such as, is this programme or activity leading to the results that were intended? Is it better than what was done in the past? Is it better than another competing activity? Is it worth the costs? The answers to those questions require more than a statement of findings. They require an appraisal of quality and judgment of value based on the best evidence available (Rahman, 2004).

The role of on-going monitoring and evaluation of the system is of vital importance to its development and evolution. Evaluative feedback can be gained from a wide range of sources and via a wide range of methods, and, in many cases, a whole battery of evaluation techniques are used in order to gain an overall view of the effectiveness of the instructional system in question. The scope and depth of the evaluation that is carried out in any particular case will vary according to the nature of the situation, as, indeed, will the evaluation methods used. Whatever the

circumstances, however, the importance of using evaluation procedures to monitor the instructional system should shed light on the appropriateness of the teaching methods used, the structure adopted, the implementation strategy, the assessment methods and even the aims and objectives themselves. With each successive cycle of the system, the teaching/learning situation should become progressively more finely 'tuned', and should consequently become more efficient and more effective through a continuous process of evaluation and improvement.

Probably the most frequently given definition is:

“Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object” (Madaus, 2002).

According to the definition the evaluation is a *systematic* endeavor and use the deliberately ambiguous term 'object' which could refer to a program, policy, technology, person, need, activity, and so on. The definition emphasizes *acquiring and assessing information* rather than *assessing worth or merit* because all evaluation work involves collecting and sifting through data, making judgments about the validity of the information and of inferences we derive from it, whether or not an assessment of worth or merit results (Madaus, 2002).

2.7.1 The Goals of Evaluation

The generic goal of most evaluations is to provide "useful feedback" to a variety of audiences including sponsors, donors, client-groups, administrators, staff, and other relevant constituencies. Most often, feedback is perceived as "useful" if it aids in decision-making. But the relationship between an evaluation and its impact is not a simple one -- studies that seem critical sometimes fail to influence short-term

decisions, and studies that initially seem to have no influence can have a delayed impact when more congenial conditions arise. Despite this, there is broad consensus that the major goal of evaluation should be to influence decision-making or policy formulation through the provision of empirically-driven feedback (Madaus, 2002).

2.7.2 Models of Evaluation

Processes involved in evaluation can be highly complex. Generally, these processes are multifaceted and include a wide variety of activities and procedures. This difficult task has been made easier by evaluation experts who have developed specific evaluation models. Each provides a format for planning and conducting evaluations that are both effective and efficient. Various models of evaluation include:

- a. Tyler's evaluation model
- b. Stufflebeam's CIPP evaluation model
- c. Matfessel and Michael's evaluation model
- d. Hammond's evaluation model
- e. Scriven's goal free evaluation model
- f. Parlett and Hamilton model
- g. Kirkpatrick's evaluation model (Rahman, 2004).

This evaluation is based on Stufflebeam's CIPP model of evaluation as the model gives a comprehensive and systematic look at different aspects of programme.

Stufflebeam propose four type of evaluation, each particularly suited to his categorization of decision type:

- i. Planning decisions would be best served by context evaluations which, by analyzing the situation and attempting to relate actual and desired conditions, would help to provide rationale objectives.
- ii. Programming decisions would be better served by input evaluations on the availability and use of resources, and on such matters as the design of the programme.
- iii. Implementing decisions, as the name suggests, require the kind of information that indicates how things work and what might go wrong. This was called process evaluation.
- iv. Finally, product evaluation would help in making decisions related to the worth or success of, for example, a new programme related to considerations of whether to recycle, modify or reject.

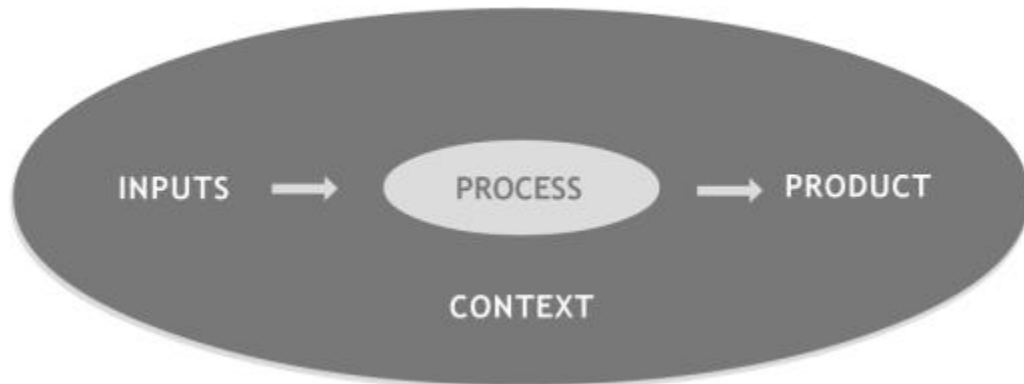
CIIP became the short and familiar title of this Context, Input, Process and Product approach to evaluation types (Farooq, 1994).

This evaluation concentrates to suggest improvements in existing Curriculum, Teachers Qualification, Teaching Methods and Teaching Aids/Innovations in MA Post-Graduate teacher Education program of Pakistan.

2.7.3 The CIPP Model of Evaluation

One very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach, was developed by Stufflebeam (1983). This provides a systematic way of looking at many different aspects of the curriculum development process, illustrated overleaf:

The 'CIPP' model of evaluation



Basically, the CIPP model requires that a series of questions be asked about the four different elements of the model.

Context

- What is the relation of the course to other courses?
- Is the time adequate?
- What are critical or important external factors (network, ministries)?
- Should courses be integrated or separate?
- What are the links between the course and research/extension activities?
- Is there a need for the course?
- Is the course relevant to job needs?

Inputs

- What is the entering ability of students?
- What are the learning skills of students?
- What is the motivation of students?
- What are the living conditions of students?
- What is the students' existing knowledge?
- Are the aims suitable?

- Do the objectives derive from aims?
- Are the objectives 'smart'?
- Is the course content clearly defined?
- Does the content (KSA) match student abilities?
- Is the content relevant to practical problems?
- What is the theory/practice balance?
- What resources/equipment are available?
- What books do the teachers have?
- What books do the students have?
- How strong are the teaching skills of teachers?
- What time is available compared with the workload, for preparation?
- What knowledge, skills and attitudes, related to the subject, do the teachers have?
- How supportive is the classroom environment?
- How many students are there?
- How many teachers are there?
- How is the course organized?
- What regulations relate to the training?

Process

- What is the workload of students?
- How well/actively do students participate?
- Are there any problems related to teaching?
- Are there any problems related to learning?
- Is there effective 2-way communication?

- Is knowledge only transferred to students, or do they use and apply it?
- Are there any problems which students face in using/applying/analysing the knowledge and skills?
- Is the teaching and learning process continuously evaluated?
- Is teaching and learning affected by practical/institutional problems?
- What is the level of cooperation/ interpersonal relations between teachers/students?
- How is discipline maintained?

Product

- Is there one final exam at the end or several during the course?
- Is there any informal assessment?
- What is the quality of assessment (i.e. what levels of KSA are assessed?)
- What are the students' KSA levels after the course?
- How do students use what they have learned?
- How was the overall experience for the teachers and for the students?
- What are the main 'lessons learned'?
- Is there an official report?
- Has the teacher's reputation improved as a result (or been ruined!)?

The CIPP approach looks deceptively straightforward and the diagram on page 29 is easy to follow. However, the very long list of questions which the diagram can generate is cumbersome. In any educational evaluation, there needs to be a much simpler focus on the learner, with questions like: can the learners cope? Are they gaining the knowledge understandings and skills that they need? Is the process cost-effective? Do the learners leave with their potential released?

Methods used to evaluate the curriculum

There are many ways to evaluate the curriculum. Here are some common ways. Several of these would normally be used in combination:

- discussion with class
- informal conversation or observation
- individual student interviews
- evaluation forms
- observation in class/session of teacher/trainer by colleagues
- video-tape of own teaching (micro-teaching)
- organizational documents
- participant contract
- performance test
- questionnaire
- self-assessment
- written test (Stufflebeam, 2001).

The post-graduate programme of teacher education in Pakistan has been evaluated on the basis of CIIP model developed by Stufflebeam (1983) as this model of evaluation provides a systematic way of looking at many different aspects of the programme as well institutional evaluation.

2.7.4 Functions of Evaluation

At least two evaluation functions or purposes should be considered:

2.7.4.1 Formative evaluations

Formative evaluations provide information to improve a product or process. Formative evaluation of new instructional materials would ideally be conducted with experts and selected target audience members prior to full-scale implementation. Expert review of content by instructional designers or subject-matter experts may provide useful information for modifying or revising selected strategies. Learner review is the process of determining if students can use the new materials, if they lack prerequisites, if they are motivated, and if they learn. In both types of formative review, problems may be discovered such as spelling errors, confusing organizational structures, confusing media interfaces and navigation, or a need for more illustrations and examples. These voiced concerns would lead to revised and improved instruction.

2.7.4.2 Summative evaluations

Summative evaluations provide short-term effectiveness or long-term impact information to decide whether or not to adopt a product or process. Summative evaluation can occur just after new course materials were implemented in full (i.e., effectiveness evaluation), or several months to years after the materials were implemented in full. It is important to specify what decisions will be made as a result of the evaluation, then develop a list of questions to be answered by the evaluation. You may want to know if learners met your objectives, if the innovation was cost-effective, if the innovation was efficient in terms of time to completion, or if the innovation had any unexpected outcomes. Data could include quantitative results of

the innovation including criterion-referenced assessments to determine how well students met specified objectives. Data could also include qualitative interviews, observations, and artifact analyses (Patton, 2006).

2.7.5 Role of Evaluation

There are two major roles of evaluation, which are separate and distinct in form and intent because one represents a continuing process i.e. monitoring and formative evaluation, while the other is summative evaluation and review. Ali (2001) describes summative evaluation as the process of collecting evidence to clarify, improve and refine a curriculum during its planning and development phases. Evaluating a programme during its delivery, i.e. focusing on what is happening during the formative teaching learning activities as they unfold.

On the other hand, summative evaluation refers to evaluation at the end of a programme or course where the intension is a judgmental one, aimed at either reporting on or validating a course. Thus evaluation can serve number of complementary purposes, among which are:

'...determining the effectiveness of course inputs and teaching learning processes; identifying coherent balance and progression within or between course elements; producing information about "customer satisfaction"; identifying course-related staff development needs; satisfying institutional auditing requirements; generating data for course improvement, updating and redesign and assessing the performance of course presenters.'

(Ali, 2001)

2.8 TEACHER EDUCATION IN PAKISTAN

Postgraduate study refers to higher degrees which have a substantial amount of research as a major component, by contrast with course work Master degrees or even course work doctoral programmes. Over the past few years, graduate studies have attracted attention from governments, institutional researchers, student bodies and those concerned with quality and access as well as supranational bodies (Skerritt and Yoni, 1994).

There are more than one hundred universities and degree awarding institutions in the country. Of them, about 50% are being managed by private sector. A bachelor degree is requirement for admission to postgraduate courses in general universities. The master degree programmes in Arts are of two years and Master of education (M Ed) program is of one year after BEd, courses are being offered by universities and affiliated institutions. The universities also offer MPhil and PhD programmes. The minimum duration of Master of Philosophy (MPhil) is two years The Doctor of Philosophy (PhD) degree is offered by research as well as by course work cum research (Shami and Hussain, 2005).

The description of teacher training programmes is as follows:

| <i>Training Programme</i> | <i>Entry Qualification</i> | <i>Duration of Training</i> | <i>Classes to Teach</i> |
|---------------------------|------------------------------------|-----------------------------|--|
| P.T.C | Matriculation (10 Years Schooling) | 1 | Primary |
| C.T | Intermediate (12 Years Schooling) | 1 | Middle |
| BS. Ed (12+3) | Intermediate (12 Years Schooling) | 3 | Secondary |
| B Ed. (14+1) | BA/BSc | 1 | Secondary |
| MEd | BEd | 1 | Higher Sec.+ Students Teachers of PTC, CT, |
| MA(Educ) | BA/BSc | 2 | |

* P.T.C= Primary Teacher Certificate

*C.T= Certificate in Teaching

The MEd program aims at preparing educational planners, managers, administrators, teacher educators, guidance counselors, researchers and leaders in specific areas of education. Subject offering differs remarkably at each institution. The National Committee on Teacher Education Curriculum has recommended the following areas of specialization:

- Educational administration
- Curriculum Development
- Primary Education
- Secondary Education
- Teacher Education
- Science Education
- Educational Planning and Development
- Special Education
- Adult Education
- Instructional Technology
- Guidance and Counseling
- Research and Evaluation (Farooq, 1996).

This program is supposed to comprise, at least, ten courses out of which 5 will be compulsory, 4 in specialization area and one general education elective. The compulsory courses may include; Educational Psychology, Guidance and Counseling, Foundations of Education, Research, Measurement and Evaluation, Curriculum Development and Instruction (with emphasis on any one subject matter area), Educational Planning, Administration and Supervision. Besides the above course work, each student will have to complete a project under the supervision of the

faculty. The project will relate to some practical area of interest in the field of education (Farooq, 1996).

The impact of any teacher education programme, private or public, depends on the kind of people enrolled in it. In Pakistan, most of the participants of the various teacher education programmes are either very experienced or less motivated for teaching. Therefore, they do not take much initiative to apply what they might have learned in a training program and, instead, find it convenient to follow their old way of teaching (Shamim and Juma, 2006).

The issue of enrolment of participants in the programmes and the selection criteria also merits serious consideration. Since the teaching profession is generally not a priority in Pakistan, limited or no choice is available in selecting candidates for any teacher education programme. The selection criteria for in-service programmes generally include educational qualifications and experience while pre-service programmes do not require experience. Criteria also vary according to the programme objectives (Shamim and Juma, 2006).

The programme of teacher education is institution based. The students are not exposed to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities are not paid proper attention. The curriculum, pedagogy and evaluation of teacher education need improvement and radical transformation. Despite the commendable improvement in service conditions and perks, the profession is yet to attract best brains. For preparing teacher educators, the most popular programme is MEd, though a few universities provide MA (Education). The MEd programme by and large is of general nature and does not train specialists in different areas. The same course meets the requirements of

schools, teacher education institutions and administration, there being little differentiation. The standard of research, whether at MPhil, PhD or Project level deserves greater attention. It is distressing to observe that research in our universities and institutes is largely conducted for obtaining a degree and much of it is repetitive and incapable of improving theory or practice of teacher education or general education some times they are replicas of forum researches, the recent promotional rules of University Grants Commission have tended to have a considerable adverse impact on the level of research. The present system of teacher education needs to demonstrate greater sensitivity to its educational as well as social contexts (John, 2005).

2.9 CHALLENGES OF TEACHER EDUCATION PROGRAMME

Ducharme *et al.* (2007) have suggested that the major challenges for initial teacher education in the twenty-first century in Pakistan include:

1. The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants.
2. Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.
3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.

4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic, and moral domains of human experience.
5. Designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

Their five suggestions are interesting. The key way to raise the status is by means of appropriate remuneration. However, perhaps governments can enhance the status by continual words of support and appreciation, consistently given over long periods of time. New technological offers considerable possibilities, especially in rural areas but there are huge cost implications not only in terms of the equipment but also in terms of internet access.

The greatest scope lies in items 3,4 and 5 for these have lower cost implications. The way ahead here probably means a small team sifting the relevant international research literature, summarizing the key findings, and then interpreting these in terms of Pakistan structures.

2.10 TEACHER EDUCATION IN POLICY PERSPECTIVE

Various factors impeded the effectiveness of teacher education programmes. These include inconsistency between the programmes and learning outcomes, inability of teachers to transfer knowledge acquired, poor assessment and monitoring systems, and gaps in the teacher education curriculum. While emphasizing the need for defining impact, it was agreed that proper mechanisms for gauging the effectiveness of

programmes should be developed. Educational policies have overlooked the lack of interest of competent and capable people for the teaching profession. As a result, the quality of teachers in Pakistan is extremely poor and is deteriorating continually. This issue is extremely significant for policy and must be immediately addressed (Shamim and Juma, 2006).

The education standard and professional competence of the teacher would always remain of primary concern and would require top priority for having the fruit of the educational enterprise in its true spirit. After independence, the first serious effort to rationalise the system of education was made by the national commission on education in 1959 which, inter alia, conceded the fact that *“no system of education is better than the teachers who serve it,”* but unfortunately the recommendations of the commission could not be implemented in its true spirit due to certain social, political and economic problems. The commission has commented further that:

“It has been well said that no system of education is better than its teachers. We have stressed throughout the report their pivotal role, and we need only say here, though we say it with force and without reservation that none of the reforms we are proposing will succeed unless we are able to recruit to the teaching profession at all levels men and women of the highest abilities and train them and give them that status in our society which their national importance warrants”

(Ahmed, 2000)

The Commission has also highlighted some of the requirements or characteristics of successful teachers. These are as follows:

- a. He should be academically well-trained in the subjects he teaches.

- b. He should have had sound professional training in how to teach his subjects and understand the children in his charge.
- c. He should possess a deep sense of professional honour.
- d. He should have a sense of security of tenure and a scale of pay commensurate with his status.
- e. He should be working in an environment, which honours him for the contributions he makes to society.

This means that the Commission has not only emphasized the professional competence of the teachers but also explicitly stressed the security, dignity, and professional honour of the teachers. Since then, the same conceptual guidelines have been reproduced in the educational policies of Pakistan with modified phraseology.

The Education Policy 1972-80 suggested that, in order to make the massive requirements of the teachers at all stages, facilities for teacher education would be increased by re-organizing teacher education programmes and by introducing innovative techniques. As a result, the teacher education curricula for elementary and secondary school teachers were revised.

The National Education Policy 1978 calls the teacher the pivot of the entire educational system and has suggested to strengthen the teacher education by conversant with numbers of teachers at all levels. The policy further stresses that effective teaching demand that besides possessing adequate knowledge of the subject matter and techniques of teaching, our teacher must also exhibit full commitment to the ideology of Pakistan. Moreover, in order to promote pre-service teacher education, all the primary teacher training institutions and normal schools were upgraded to Colleges of Education for Elementary Teachers.

The National Education Policy 1992 remarked that the teacher, who carries the major responsibility of imparting education, is neither equipped nor motivated to bring about the required change. This could be done through a system of rewards, incentives, career opportunities, training facilities and prominent status in society. The policy further says that there is little hope of advancing the quality aspects of education unless the teacher revives commitment to his profession and is also given a place of honour and recognition in the society.

The National Education Policy 1998-2010 has mentioned that quality education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have effective impact on the teaching learning process.

Since independence, there has been a substantial expansion in teacher education institutions. At present there are 90 elementary colleges and 30 high school which offer teacher trainings programmes for primary school teachers. The institutions, which prepare secondary school teachers, are known as Colleges of Education. There are 11 Colleges of Education, 4 Institutes of Education and Research and 2 Departments of Education of Universities which offer programme of Secondary School Teacher Education. Allama Iqbal Open University is also contributing in the training of teachers by means of Distance Learning. The Institute of Education and Research of University of Punjab, Lahore, a pioneer Institute in Pakistan for advanced studies in the field of teacher education, was established in 1960 in co-operation with

the School of Education, Indiana University, USA. This Institute presently offers the following thirteen degree programmes under semester system:

- MA Education (Elementary) 2 Years
- MA Education (Secondary) 2 Years
- MA Education (Islamic) 2 Years
- Master of Business Education 2 Years
- Master of Science Education 2 Years
- Master of Technology Education 2 Years
- MEd (Elementary) 2 Years
- MEd (Secondary) 2 Years
- MEd (science) 2 Years
- MEd Elementary (Evening) 2 Years
- MEd Secondary (Evening) 2 Years
- MPhil in Education 2 Years
- Ph D in Education 2 Years (Ahmed, 2000)

The deterioration in the educational standards as perceived by all of us is not because of defective policies but due to their insipid implementation. Policies are announced with great fanfare but little is done to implement them (Ahmed, 2000).

2.11 PROGRAMME LIMITATIONS

The quality of teachers produced in any institution invariably depends upon the curriculum offered to them during their training period. There is a good deal of complaint and the programme of teacher colleges from several quarters. Rao and Rao

(2005) have reviewed the relevant literature published on teacher-education and this reveals the following main areas of problems:

1. Teacher-education programme extends to a very short duration
2. It over-emphasises methods of teaching and ignores knowledge of the subject-matter
3. It is not integrated in terms of theory and practice
4. It involves out-dated in courses and is superficial in methods of training
5. It is not flexible and is not based on the current educational research
6. It is not related to the actual needs of schools and society
7. Its practical aspect is inadequate and perfunctory
8. The staff of the most teachers colleges is not very competent.

There are very serious issues here. Costs may prevent any time extension but it is relatively straightforward to re-construct the curriculum and the balance of teaching and school practice. It is more difficult to base the courses on educational research until time is given for a small team to gather, sift and interpret that research. However, the final point is frightening. It seems obvious that those involved in teacher training should always be drawn from those who have demonstrated successful teaching careers over many years. Nonetheless, it is easy to lose touch with the realities of school life. Regular secondments back to teaching seem to be useful ways to address this.

This situation leads us to the most important question of determining the bases for improving or reorienting the teacher-education programme. This requires a clear analysis and a correct answer to come fundamental issues before a new or appropriate

programme of teacher-education that could be framed. Some of these basic issues are as follows:

1. For what national ends and purposes are the competent and trained teacher needed?
2. What is the role expected from a trained teacher in our changing society?
3. How much general and how much professional education do they need to be effective in their work?
4. What competencies and skills should they possess to deal fairly well with the children, colleagues and parents?
5. How many types of teachers do we require for our school where our future citizens or our country's manpower is to be produced?
6. How does the training of teachers affect the quality of education in our country?
7. What priority and position are to be given to teachers' training programmes in the scheme of our national development?
8. What percentage of our national budget is to be spent on such programmes?
9. How are such training programmes to be organized, administered and controlled in the whole educational set-up? (Rao and Rao, 2005).

Some of the defects, which persist in our teacher education programmes, may be enumerated as follows:

2.11.1 Artificiality in Courses of Studies including Theory and Practice

Teacher education courses at different levels are the continuation of the patterns adopted more than a quarter of a century ago. They embody a course content which is not helpful in preparing an effective teacher. The theory courses in particular

have no articulation with practical work and teaching skill requirements. The application of theory to practice is reconciled and leaves enough room for revision and restructuring. The weightage on content is negligible. The methods courses are routine and wanting in practical bias. The emerging concepts of educational technology have yet to make an impact of them. There is no conceptual framework in the overall course structure. The practice teaching course as prescribed has assumed the form of a meaningless ritual and its carry-over potential in the development of a dynamic strategy for handling instruction problems in actual classrooms is very poor (Rao and Rao, 2005).

2.11.2 Ineffective Methods of Teaching

Teacher-educators in our country are averse to innovation and experimentation in use of methods of teaching. They have shown a remarkable allegiance to the traditional method of instruction, viz, lecturing and dictating of notes. Their acquaintance with modern classroom communication devices is inadequate. In many cases the lectures are dull, monotonous and uninspiring. As a consequence of this our student-teachers can only talk about the methods but cannot use them with facility and ease. The various logical and psychological operations involved in the act of teaching are indicated in a non-coherent way. There is absolutely no manifest or learnt concern on the part of teacher-educators to achieve in a planned and systematic way the awareness and control over the instructional technology.

2.11.3 Less Emphasis on Development of Professional Attitude

The entire teacher-education programme is so designed that little emphasis is laid on the development of professional attitude, which is so important for a sound programme of teacher-education. The teacher education programme has been

commercialized. The poor quality of teacher-educator coupled with the sub-standard provision of facilities, is largely responsible for lack of vigorous and dynamic programme on the campus. The effort to build a proper democratic attitude through a community life gets undermined. The net result is that no importance is attached to development of sound professional ethics during the periods of teacher-education.

2.11.4 No Impact on School Practices

The method of teaching followed in the schools, their curricula and various requirements are totally from those advocated and actually implemented in the teacher-education departments. There is no genuine concern for bridging this gulf between what the school do and what the teacher-education departments strive for. The school considers the teacher-education department as alien institution and not a nursery for the professional development of school teacher. The teacher-education departments in their turn just observed the formality of finishing the prescribed number of lessons little caring for the soundness of pedagogy involved in the procedure (Rao and Rao, 2005).

2.11.5 Poor Academic Background

In most of the institutions proper admission procedures are not observed. The students-teachers have to use public pressure and underhand methods for securing a seat in the teacher's colleges. In a large number of instances those applying for admission to teacher education departments do not have the requisite motivation and the academic background for a well-deserved entry in the teaching profession. Such student-teachers remain indifferent to work and studies. In some of the states, the girls get admitted in quite a sizeable proportion because of their merit. But due to their

family circumstances and other handicaps, they never enter into the teaching profession and in any case are not willing to serve in the rural areas. This has partly created the ghost problem of untrained teacher backlog. In some of the states the female teachers, because of lack of mobility, are valuable for being hired on considerable reduced rates of emoluments. This in its wake has engendered mal-practice of several forms.

2.11.6 Lack of Proper Facilities

The teacher education programme is given no attentive treatment in most of the general arts Colleges and in the university departments. About 20% of the teacher-education institutions are being run in rented buildings and there is no facility for an experimental school or laboratory, library and other equipment necessary for a good teacher-education department. In most of the teacher-education institutions there is no separate hostel facility for student-teachers. pay no attention to

2.11.7 No Effort to Regulate Demand and Supply

The state education departments have in most cases no control in the starting of post-graduate teacher education departments. The teacher education-departments on the other hand have no data whatsoever on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the number of teachers required and the number of teachers made available to the market. This has contributed to the problem of unemployment and under-employment of varying magnitude.

2.11.8 Little or No Interaction

The teacher-education departments in the states are like cut off isolated and at present there is nothing very exemplary in them on the basis of basis of which they may function as models for the University Departments. It is also a fact that other university departments treat the teachers' training section as something inferior. They run away from the idea of collaborating in any programme sponsored by teacher education section. Even in areas such as evaluation, teaching methods and curriculum development, teacher-education departments have not been able to make any dent.

2.11.9 Basic Defects

Research in education is considerable neglected. Whatever research is being reported is of a very inferior quality. The teacher-education programmes have not been properly studied by undertaking any systematic research. The result is that unwarranted suggestions based on mere speculation become the guiding principles in conducting teacher-education programmes.

2.11.10 Inadequate Financial Facilities

In most of the states, teacher-education is still-being run by the fee collected from student-teachers. The share of state grant is much too small, this has told upon the financial health of teacher-education institutions and most of them are in a bad shape. It is largely because of this that the facilities in teacher-education departments are of a sub-standard nature (Singh and Sudershan, 2005).

Teacher education is a sore point in our education system. The success or failure of education systems depends largely on the quality of teachers. Our teacher

education programmes have, unfortunately, deteriorated into a mix of hackneys and tautology.

There is total dearth of ideas, modernism and innovation in the methods used for training the teachers. The BEd and MEd degrees have turned into mere appellations (Ahmed, 2000).

2.12 RESOURCEFUL INPUTS FOR TEACHER EDUCATION IMPROVEMENTS

If it is assumed that the textbook is to continue as the principal source of teaching and learning, It is important that the teacher is trained so that the textbook is not seen as defining the exact limits of the curriculum. The textbook is to be seen as a resource, one among many. Teachers should be free to expand and elaborate beyond the confines of the text and even to encourage their students to question the text (Ahuja, 2004).

The education of future teachers needs to lay great emphasis on the key aspects which dominate the profession. This will include a systematic study of what is known from research about learning and how this can be interpreted into the practicalities of teaching. It will involve an emphasis on what is to be taught so that the future teachers are fully quipped in understanding all the relevant material. However, it will also involve some study of child psychology as it relates to learning, the nature and practice of class control and discipline, the way the school and education systems operate, along with the key management skills for the classroom and beyond.

It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's

personality and sharpening of communication skills and commitment to a code of conduct (Rajput *et al.*, 2005).

2.12.1 Research and Innovation

One of the major inputs towards enhancing the quality of teaching and learning in schools as well as the teacher education institutions would be the extent to which research outputs and the outcomes of innovations are utilized by the system. Research on teacher education have been and are being conducted in universities, national level institutions and other establishments but their utility for the teacher educator or the classroom teacher remains rather low. The majority of the research is undertaken to obtain a degree and hence the focus is on its possible utility and relevance gets misplaced. The situation is compounded by non-availability of appropriate dissemination mechanisms, like journals, publication of findings in different forms and opportunities to the target group to get an access to these. Institutional capabilities and resources need to be augmented, enabling them to undertake relevant research.

There is a definite requirement of bringing in research methods and methodologies in appropriate form in teacher education at pre-service and in-service programmes. To some extent, it finds a place in master level courses in education, though the same is not insisted upon in some universities. The structure and design of future courses and programmes need to take this aspect into account. Preparation of teacher educators can no longer be completed without adequate grounding in various aspects of research. Research must respond to policy issues, curriculum issues, evaluative procedures and practices, training strategies, classroom practices etc. The areas of teacher preparation for children with special needs, gifted children and children from groups with specific cultural, social and economic needs can no longer

be ignored. Surveys and studies also need to be encouraged. These may be exploratory or diagnostic in nature. The new initiatives and innovations need to be encouraged and studied. Wherever considered appropriate, these could be brought into the system of teacher education for wider and gainful use.

Research, innovations and surveys must become an integral part of the training programmes of teacher education institutions irrespective of the stages. The trainees need to be familiarised with innovations in general and innovative practices in teacher education in particular (Rajput *et al.*, 2005).

2.12.2 Modification/Revision of Teacher Education Curricula

Preparation of teachers for the envisaged schooling process will require change in the existing teacher education curricula. The teacher education curriculum, which is around building of general foundations for the teaching profession and teaching methodology skills, may now have to be suitably redesigned. In addition to teaching to pre-service teacher the traditional foundation courses, the teacher educators will have to provide a broad exposure to variety of strategies that can be employed for ensuring that each child is able to acquire the skills, attitudes and values relevant as envisioned for the concerned stage school education. This expectation from the teacher should determine the teacher education curriculum. At the same time, the schooling process will be directed for fulfilling the assurance given to the parents in the form of statements of skills that children will attain as learning outcomes. This paradigm shift in the school education will mean that teacher will take care that learning of children is not limited to mere memorization of information contained in the textbooks. This, of course, would require a changed approach to the preparation of teachers (Ahuja, 2004).

Teacher education in Pakistan lacks a holistic perspective and thus an interdisciplinary approach should be introduced where science, arts and humanities could interact. While debating on the teacher education curriculum, it was also recommended that teacher education programmes need to focus on developing attitude, skills and competencies in the affective and cognitive domains (Shamim and Juma, 2006).

Teacher education is that knowledge, skills and ability that is relevant to the life of “teacher as a teacher”. A course in teacher education should seek to reshape the attitudes, remodel the habits and in a way to develop and enhance the personality of a teacher (Shah, 2002).

2.12.3 Modern Educational Technology

It is not enough if we only change the titles of the subject of study at the teacher preparation level. Instead of ‘foundation of education’, we tend to feel happy when we say ‘teacher in the contemporary society’. Is this enough? The content of the course, the approach, the objective, the attainment etc. need thorough overhauling. If we examine the curricular changes at the primary, secondary and tertiary teacher preparation stages, we find that there was never a drastic change attempted. Only some hotchpotch, cutting and pasting seem to have been done. The prospective teacher should be told of his duties and responsibilities, both within the four walls of the school and outside, not merely for the contemporary society but for the coming decades. Modern educational technology should be at the fingertips of every teacher. The question is “are we in a position to compete with the developed countries which have gone far ahead of us”? We need not to be pessimistic. We have to evolve our own system of education and through our own teacher education programmes. This is

where we have failed so far. It is up to teacher the educators to discuss and arrive at solutions or plans of action. Issues are ‘near’ and solutions are ‘far off unless we stand unitedly for the noble cause of helping the nation out of the dangers it is facing and is likely to face through the ill-conceived, ill-planned and haphazardly executed, formalized teacher education system (Singh and Sudershan, 2005).

2.12.4 Use of Computer in Teacher Education

Computer-based technologies can be used as tools for learning and teaching in wide variety of contexts across all areas of learning from pre-kindergarten to year twelve. An understanding of these contexts is an important part of gaining a realistic picture of how best to use educational computing in classrooms. Hawkrige identified and described four main rationales for the use of computers:

(1) The social rationale (2) The vocational rationale (3) The pedagogic rationale (4) the catalytic rationale

The idea of enriching the curriculum, improving delivery, extending traditional methods of presenting information and offering new opportunities through the techniques that computers make possible is exciting.

Taylor suggested that there are three basic ways of using computer in schools:

1. The computer as a tutor
2. The computer as tool
3. The computer as tutee.

When used responsibly, appropriately and wisely computer-based techniques are tools that enhance teaching and learning in all areas of the curriculum (Jha, 2005).

2.12.5 Acquaintance of Teacher Education with School Curriculum

Concerns of school education have simultaneous implications for teacher education. Learning outcomes that can be achieved through the transaction of the school curriculum through the teacher will depend on the teacher's abilities. Therefore, the quality of any educational intervention ultimately rests with teacher's professional acumen, motivation and competence. Effective teacher education programmes need to consciously focus on developing in the teachers the necessary knowledge, skills and values that enable translation of school curriculum into action (Ahuja, 2004).

2.12.6 University-School Partnership

Another international trend is towards bringing theory and practice closer together through campus-school partnerships, using mentor teachers and school internship to complement or even replace the academic studies in university or college. In England, this has gone so far that graduate teachers may now train entirely on the job, working under supervision and attending seminars in local Teachers' Centers. It seems questionable whether this is a satisfactory way of preparing professionals who have sufficient intellectual grasp of educational issues to ensure their teaching remains dynamic and responsive to social change; it seems more likely to be a recipe for maintaining the status quo (Johnson, 2000).

2.12.7 Admission Criteria

The impact of any teacher education programme, private or public, depends on the academic background of people enrolled in it. In Pakistan, most of the participants of the various teacher education programmes are either very experienced or less

motivated. Therefore, they do not take much initiative to apply what they might have learned in a training program and, instead, find it convenient to follow their old way of teaching (Shamim and Juma, 2006).

The issue of enrolment of participants in the programmes and the selection criteria also merits serious consideration. Since the teaching profession is generally not a priority in Pakistan, limited or no choice is available in selecting candidates for any teacher education programme. The selection criteria for in-service programmes generally include educational qualifications and experience while pre-service programmes do not require experience. Criteria also vary according to the programme objectives (Shamim and Juma, 2006).

The qualification required for entry into the teaching profession is often used as proxy for quality of the educational inputs. Qualification requirements are also a key policy lever for governments to influence the quality of instructional delivery (Sarita and Tomar, 2004)

2.12.8 Engaging Arts and Sciences Faculty

Every program must include the active engagement of the arts and sciences faculty in the preparation of aspiring teachers. Traditionally schools of education and schools of arts and sciences have remained separate, with one focusing on pedagogy and the other on subject knowledge. That meant that a teaching student would learn how to teach math to elementary school students from faculty in the education department, but the pedagogy may not be coordinated with the content they learn from the mathematics department. Teachers, at the present time, require that both sets of

faculty work together to ensure that teacher education candidates have both a subject knowledge and strong base in pedagogy. Nowadays

2.12.9 Planning

Teaching goes in the class with the intention that his pupils will learn something. Learning can involve, among other things, acquiring more knowledge, gaining deeper understanding or mastering skills to be used later. Hopefully, it will also involving the development of thinking skills like critical thinking.

To achieve learning, planning is necessary and the teacher needs to think this through carefully. Planning is based on certain rules, planning analysis, planning teaching learning activities and evaluation. In essence, the teacher needs to know the overall aim of the lesson and have a mental model of how he or she is going to fulfil that aim for the learners. The learners need to be interested and motivated. The goal is that the learners gain something and that this shows in what they can do.

After the lesson, the teacher may be dissatisfied with what has happened and feel that the goal has not been attained for the learners. The teaching strategy may need modification. However, if he is satisfied, there will be confirmation that it is appropriate to employ the same strategy in his further teaching. We have to learn that best can help our pupil to learn. What are these teaching practice and strategies, which should be in a successful teaching? (Rao and Rao, 2005).

Before planning takes place, the teacher needs some underlying principles about the whole teaching process. Many years ago, Johnstone (1997) suggested a set of ten principles which he derived from the research evidence known at that time. His principles are:

- *'What you learn is controlled by what you already know and understand.*
- *How you learn is controlled by how you have learned successfully in the past.*
- *If learning is to be meaningful it has to link on to existing knowledge and skills enriching and extending both.*
- *The amount of material to be processed in unit time is limited.*
- *Feedback and reassurance are necessary for comfortable learning and assessment should be humane.*
- *Cognisance should be taken of learning style and motivation.*
- *Students should consolidate their learning by asking themselves about what is going on in their own heads.*
- *There should be room for problem solving in its fullest sense to exercise and strengthen linkages.*
- *There should be room to create, defend, try out, and hypothesise.*
- *There should be opportunity given to teach (You do not really learn until you teach).'*

Much later, Mbajiorgu and Reid (2006) analysed the research literature relating to the way a successful curriculum could be constructed. Although developed for chemistry, the principles might be more widely applied:

- 1) *'Be designed to meet the needs of the majority of pupils who will never become chemists (or even scientists), seeking to educate through chemistry as well as in chemistry;*
- 2) *Be strongly 'applications-led' in its construction, the applications being related to the lifestyle of the pupils and being used to define the curriculum: fundamentally, the content is determined not by the logic of chemistry but by the needs of pupils;*
- 3) *Reflect attempts to answer questions like: what are the questions that chemistry asks? How does chemistry obtain its answers? How docs this chemistry relate to life?*
- 4) *Not be 'too 'content-laden', so that there is adequate time to pursue misconceptions, to aim at deep understanding of ideas rather than content coverage, and to develop the appreciation of chemistry as a major influence on lifestyle and social progress; avoid using analogies or models (or multiple*

models) in a way which causes information;

- 5) *Not introduce sub-micro and symbolic ideas too soon or too rapidly; avoid developing topics with high information demand before the underpinning ideas are adequately established to overload and confusion:*
- 6) *Be set in language which is accessible to the pupils, avoiding the use of unnecessary jargon and offering careful clarification of words where the normal contextual meaning can cause confusion;*
- 7) *Be couched in terms of aims which seek to develop conceptual understanding rather than recall of information, being aware of likely alternative conceptions and misconceptions;*
- 8) *Offer experiences of graded problem solving situations starting from the more algorithmic and moving on to the more open-ended;*
- 9) *Involve laboratory work with very clear aims: these should emphasise the role of labwork in making chemistry real as well as developing (or challenging) ideas rather than a focus on practical hands-on skills; labwork should offer opportunities for genuine problem solving:*
- 10) *Require assessment which is integrated into the curriculum and reflects curriculum purpose, is formative as well as summative and aims to give credit for understanding rather than recall, for thinking rather than memorization.'*

2.12.10 Transacting Curriculum

The impact of teacher training programmes has not been perceptible over the years in terms of transacting curriculum in schools. Lecture method, mostly taken recourse to by teacher educators, is generally not supplemented by using instructional materials. Interactive teaching, co-operative teaching-learning, self-discovery approaches seldom find place in the day-to-day teaching practices. What is of importance and calls for top priority in the training programme, is to lay appropriately proportioned emphasis on 'why to teach', 'how to teach' and 'what to teach' aspects of teaching. It has to be reflected in the teaching-learning situations planned by teacher educators. It involves:

- a) Having a clear conception of the aims of the course;
- b) Selecting the right material to be covered to fulfil these aims;

- c) Translating overall aims into clear learning goals;
- d) Understanding clearly the way that the students learn;
- e) Knowing fairly precisely what the students know already and how they came to know it;
- f) Understanding the needs and aspirations of the learners;
- g) Translating the material to be taught into units of learning (lesson planning);
- h) Designing an assessment system which reflects fully the course aims.

2.12.11 Theory

Education as a field of specialised studies is inter-disciplinary in its nature. Since different branches of learning are involved in understanding the presage, process and product variables of education, it is essential that formulation of teacher education programmes adopts a holistic approach in order to promote proper understanding, insight and thinking on matters pertaining to this field. However, the word ‘theory’ needs some clarification.

The word ‘theory’ in English can mean anything from speculation to the idea closer to that of a scientific hypothesis. It is essential that teaching and learning are not based on speculation and opinions. It is also important that ideas underpinning teaching and learning are not simply based on the experiences of highly successful teachers for such successful teachers may have skills not accessible to the majority. It is critical that educational practice is founded on ideas which are soundly based on empirical evidence gathered from large samples of teachers and learners. The principles outlined by Johnstone (1997) and Mbajiorgu and Reid (2006) were both overtly based on a collation of evidence drawn widely from the empirical research literature. The word ‘theory’ in education can, therefore, be seen as the underpinning rationale

derived from carefully conducted empirical studies, replicated in different contexts to establish key principles of teaching and learning.

First of all, the complimentary character of theory and practice needs to be emphasized at every step. Practice needs to be built around the best understandings relating to teaching and learning and never to opinion and assertion. Equally, theory needs to be continually enriched by evidence from practice.

Secondly, the prospective teachers need to be encouraged to organize, express and communicate their ideas clearly in the class. It has to be accepted as a communicative process of an intensive teacher-learner dialogue and renewal of a two-way process as opposed to 'the banking concept' of teaching. The emphasis must be laid on cultivation, formation and development of power of mind in contrast to the prevalent tendency of aiming at the success in examination alone. Student teachers, it is hoped, in classroom transactions, will employ the use of divergent thinking and problem solving strategy.

Thirdly, the teacher educators will be required to have clarity of thought in respect of components of a course, objectives of teaching, and their relevance to educational and social goals. One possible approach may be the modular approach although there is no evidence that this is better than other approaches in all circumstances. Each module, though a complete teaching unit, remains a part of the total syllabus with built-in linkages and feedback mechanisms. Learning through this approach can be reinforced by library work, seminar readings, tutorials and small group discussions. It is critical that the teacher does not rely on one approach as evidence shows that no one approach benefits all learners. Indeed, many suggested

modern approaches, which have received considerable publicity, have been shown to be of no overall advantage (Kirschner et al., 2006).

Fourthly, the art of teaching draws from many disciplines, including areas of psychology and epistemological areas. The teacher needs to have some mastery of the subject to be taught. They need to be able to understand that subject sufficiently well to be able to structure the learning sequences to gain maximum clarity. They need to understand the learners and how learning is known to take place. They also need to know something of the psychology of human relationships and how to hold authority without stifling freedom.

Fifthly, assessment is a huge area in its own right. Learning needs monitored and assessment test and tasks assigned regularly to inform the teacher and to inform the learner. All this will help in modifying, adjusting and improving transaction strategies for better acquisition of knowledge. Universities have options to evolve their own examination system. Too much reliance on external examinations, however, would inhibit the progress of moving in the direction of quality education (Rajput *et al*, 2005).

2.12.12 Community Experiences

Interaction between the institution and community is gaining importance in the modern context. One can think of several activities promoting school-community relationship, such as, celebration of birthdays of children, celebration of parents day, activating parent- teacher association for the welfare of the schools, organisation of school and community games, sports and other functions, utilization of community resources for education, understanding the background of children, celebration of national days in collaboration with the community, environmental education , adult literacy, plantation and social forestry. Likewise, community involvement and school development activities may lead to community awareness generating competency through community - institution interaction activities; mobilizing community

resources for organising literacy programmes, environmental education, work education programme, health awareness programmes, etc. It is expected that organisation of such activities would lead to developing self confidence and initiative among student teachers and also develop among them positive attitude towards plurality of cultures.

2.12.13 Practical Work

The modalities to be employed for organising activities other than teaching for all round capacity building and empowerment of a teacher-trainee will involve joint supervision by the teacher educator and a school teacher.

The transaction modes, for example, for motivating adults for making them literate can be through mass participation, folk songs, street plays etc. The identification of various sports and a variety of activities for cleanliness in the community, collecting success stories and disseminating them in the community, preparing simple write-ups of all the activities undertaken; utilizing community resources for the developmental needs of library building, students scholarships, awards, student aid funds, celebration of festivals etc; student-parent-community contact programmes and organization of welfare shows for better institution-community participation are certain other strategies of transaction of practical work.

It is expected that a student-teacher undertakes several practical activities which facilitate instruction as also those that relate to management. Relevant to teaching and learning, the intending teacher develops competencies, like identification of support material, skills in preparation of indigenous and low-cost materials, judicious choice and utilization of material for enhancing the learning and use of

community resources for education. The likely activities may include preparation of an inventory of community resources, instructional material, and development of software and use of hardware. The teacher-trainee also gets acquainted with the techniques of diagnosis, remediation, guidance and counseling, classroom interaction inclusive of understanding of context variables implicit in the process of teaching and learning, knowledge of educational rules and regulations/laws, in addition to maintenance of cumulative and comprehensive evaluation records, maintenance of school records and is conscious of professional accountability and ethics. It is hoped that most of the activities will be undertaken by the teacher trainee during the internship period of a reasonable duration. Some of these activities will have to be integrated with practice teaching. For meaningful organisation of practical work pre-internship stage may be utilised for demonstration lessons, lectures, simulation, role-playing, micro-teaching etc.

The transactional mode of community related practical work may include interaction between school teacher and intending teacher and members of the community representing parents, panchayats, senior citizens, voluntary organizations, etc. Student –teachers may undertake a case study of a school (generally a practicing school) for identifying its strengths and weaknesses, needs and problems, specific learning problems, such as, drop-outs, drug abuse, behavioural problems, learning difficulties etc. Street plays can be organized by the student teachers to sensitize the community in the ways in which community resources could be utilized and also motivate the community members for greater participation in the school welfare activities (Jha, 2005).

2.13 RESEARCH IN TEACHER EDUCATION

Jujjar and Dogar (2006) have investigated “A Comparative study of Post Graduate Level Teacher Training Programmes offered by Plymouth State University, USA and Federal College of Education, Pakistan”. The sample comprised of selected members of Faculty, Administration, library staff and laboratory staff at Plymouth State University and Federal College of Education. Ten faculty members of both the institutions, ten members of Lemson library, four staff members of Federal College of Education library, four laboratories in charges of Federal College of Education and two laboratories in charges of Plymouth State University were included in the sample.

As a result of statistical analysis of responses of both the institutions, collected with the help of questionnaires, the researcher concluded that classrooms of Plymouth State University are loaded with the audio-visual aids and latest equipment while at Federal College of Education the teachers have to do all the work with chalk and board. The lack of physical facilities in the classrooms makes the teacher’s work all the more difficult. The library at Federal College of Education is not up to the mark. There are only a very few books in the library. Moreover, it does not have the facility of multimedia and the Internet. The teachers at Plymouth State University adopted a much-varied amount of techniques and methods as compared to the teachers at Federal College of Education where teachers using the traditional methods. All the faculty members of Plymouth State University use incentives as motivational techniques, but none of Federal College of Education faculty members use it. About the lecturing activities, only seminars and workshops are arranged for students of Federal College of Education whereas seminars, educational conferences, symposium and workshops are arranged for students of Plymouth State University. All the faculty members of

Plymouth State University update their knowledge by refresher courses, seminars and symposium but faculty of Federal College of Education is divided equally on the issue.

Another study was investigated by Hussain (2004) on title “Effectiveness of Teacher Training in developing professional attitude of prospective secondary school teachers”. The sample of study constituted of three groups named as final, mid and new groups. Twenty-five, each male and female students were randomly selected from all the groups.

It was concluded that majority of teacher training institutions was not successful in developing positive professional attitude among their prospective teachers. The majority of the student teachers wished to adopt new teaching methods instead of traditional methods. The teacher training should equip the prospective teachers with the useful and latest teaching techniques and strategies. Teacher training institutions should aim at the enhancement and development of professional competence of student teachers.

Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set goal, love for profession and obviously the more favourable attitude towards the profession. Pakistan needs a well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions (Hussain, 2004).

A study on Models of Teaching and their applications in Distance Education at Allama Iqbal Open University (AIU) Islamabad has been conducted by Hussain

(2006). Two questionnaires were developed for one hundred students and ninety teachers who were concerned with distance teaching learning system at AIOU. The major findings of study were:

- Lesson planning was essential in teaching process.
- A teacher uses a variety of teaching strategies (Hussain, 2006).

A study on topic “Comparative study of Cost-effectiveness of Formal and Non-Formal System of MA Education Programme in Multan Region” has been conducted by Rajput (2004). Sample was drawn from three types of population. One was students of formal and non-formal systems. The other was teachers and tutors. The third one was academicians. In case of students 350 and 350 students for both formal and non-formal systems from Multan Region were selected randomly to serve as sample. The major conclusions of study were:

- i. Admission criteria in formal system were quite strict
- ii. Less number of Bagahuddin Zakariya University and Islamia University Bahawalpur agreed that material of formal system did not involve students into studies (Rajput, 2004).

“A National Study of Teacher Education Preparation for Diverse Student Populations” is a national investigation of teacher education programmes that build teachers’ competency and willingness to provide effective educational environments for culturally and linguistically diverse students. The purpose of this study is to examine and document how teacher education programmes, in selected states, are addressing the need to better prepare all teachers for diverse classrooms, in particular, classrooms with limited English proficient students.

The study design has three distinct components. These include: 1) a national survey that collected national data on the key elements of teacher preparation programmes that prepare teachers to teach in settings that are culturally, linguistically and economically diverse and a typology that has been developed from it; 2) nine in depth case studies of teacher preparation programs in selected areas of the United States; 3) a cross-case analysis of the nine case studies to determine comparable and contrasting features of each of the case studies. The survey, case studies, and cross-case analysis enabled the project to examine how various institutions implement teacher preparation programs to prepare teachers for diverse schools.

Selected major findings of study were:

- a. With the exception of New Mexico, all case study states have a negative sociopolitical environment with regard to diversity. There are tensions in these states between the goals of teacher preparation programs and the educational reform policies of the states.
- b. Case study states implement a variety of programs to prepare new and practicing teachers for diverse classroom settings. The intensity of focus on language and culture varies by program.
- c. The most comprehensive programs are university pre-service and in-service programs. These also prepare the least number of bilingual/ESL teachers. The least comprehensive programs are in-service programs, which prepare the largest number of endorsed bilingual/ESL teachers.

- d. The majority of teacher education programs studied were programs that prepared bilingual/ESL "specialists." The integration of bilingual/ESL preparation across the teacher education programs was minimal.
- e. All case study sites have made progress in institutionalizing bilingual/ESL programs within their states and colleges (Walton *et al*, 2002).

This report analyses the curriculum for the initial preparation of primary teachers at the Lesotho National Teacher Training College (NTTC), using documentary sources only. The focus of analysis is the Diploma in Primary Education (DPE). The study sets this new programme in its historical context and describes its structure and overall design. The curriculum is then analysed in terms of its aims and objectives, the content, pedagogy, teaching/learning materials and assessment, to evaluate the consistency and coherence of the curriculum strategy. After a brief general overview, the four core subjects are analysed in detail. The analysis shows up some inconsistencies. The overall programme aims and objectives are couched in the discourse of the 'reflective practitioner' model, but the individual course outlines reflect a more behaviourist approach. While there are superficial similarities across subjects, some are more internally consistent than others. The document says little about pedagogy, or about how theory and practice are to be integrated. The study concludes by raising further questions that can only be answered by studying the curriculum in action, as it is delivered in the college classrooms.

This signals an intention to challenge the students to think about the content, understand and apply concepts, and to link theory with practice; in short, to learn in a meaningful way rather than to memorise and regurgitate. The Curriculum in Action study should attempt to see how far this is true in practice.

There is an assessment at the end of each module as well as exams at the end of Years 1 and 3. These vary in type and include 4 tests, 4 assignments, 3 projects, and one each of: practical, portfolio, evaluative report, and essay. There seems an intention to ring the changes and to make the assessment match the content and learning aims (Lefoka and Stuart, 2001).

Major Findings of the study were (a) Pupil teachers are not being properly exposed to lesson planning, art of asking questions, handling of audiovisual aids and designing improved aids and even writing objective test items. (b) Practice lessons are supervised by teacher educators having limited knowledge over content/or methodology or both. (c) Teacher educators find no time to take follow up action and provide feedback. (d) Few teacher educators do not feel necessity of being conversant with the change of textbooks, curriculum etc. (e) Academic interaction on different issues with the teacher educators and classroom teachers is limited (Singh and Nath, 2005).

Buddhisagar (1987) conducted a study “Development and Comparison of Instructional Material Developed by Using Advance Organizer Model and Operant Conditioning Model for Teaching Educational Psychology to B.Ed. Students”. The study was carried out at two stages. At the first stage the instructional materials were developed. For this, 109 B. Ed students admitted during the 1983-84 academic session in the University Teaching Department of Education, Devi Ahilya Vishwavidyalaya, Indore, were taken. The sample for the second stage comprised 139 students admitted during the 1985-86 academic session in the University Teaching Department of Education, Devi Ahilya Vishwavidyalaya, Indore. These students were divided into three groups. The study was designed on the lines of post-test only central group

design. There were three levels of treatment and three groups of students. The treatments were randomly assigned to the three groups. Group I received the treatment of linear Programmed Learning Material (PLM), group II received the treatment of Advance Organizer Material (AOM) and group III was given the treatment of traditional method. Four topics were taken up for experimentation. These were learning, transfer of learning, memory and forgetting, and mental health and adjustment. The achievement of students on criterion tests and reaction of students towards instructional material constituted the dependent variables. Attitude towards teaching profession, creativity, extraversion introversion were the independent variables. Intelligence was measured with the help of Advance Progressive Matrices developed by Raven. Attitude towards the teaching profession was measured by using the attitude scale developed by Katti and Bannur. The split-half reliability coefficient was 0.76 while self-correlation of the scale in full length was 0.96. The Torrance Test of Creative Thinking (Figural form B) was employed for measuring creativity. Its interscores reliability was 0.90. The relationship between scores on TTCT and measures of intelligence was 0.06 in the case of figural creativity. The extraversion-introversion trait of personality was measured with the help of the Maudsley Personality Inventory. Its split-half reliability was 0.71 for neuroticism and 0.42 for extraversion. Achievement was measured with the help of criterion tests developed by the investigator. A Reaction Scale was also developed by investigator for measuring reaction towards PLM and AOM separately. The data were analysed by computing mean, percentiles, and using 3 X 2 X2 factorial ANOVA with unequal cell size followed by t-test and chi-square technique.

The findings were: 1. The instructional materials PLM and AOM were found to be effective in terms of achievement of students on different criterion tests and reaction of students. 2. The PLM as well as AOM were found superior to the traditional method, and PLM and AOM were equally effective when students' mean achievement scores were adjusted with respect to intelligence. On the other hand, when the overall mean achievement score of students was not adjusted with respect to intelligence, AOM was found to be superior to PLM. But AOM as well as PLM was superior to the traditional method. 3. There was no significant effect of creativity on overall achievement of students. 5. There was no significant effect of personality on overall achievement of students. 6. There was no significant effect of interactions between treatment and attitude towards teaching profession, treatment and creativity, treatment and personality, intelligence and creativity, creativity and personality, attitude towards teaching profession and personality, attitude towards teaching profession and creativity, between treatment, intelligence and attitude towards teaching profession, between treatment, intelligence and creativity, between treatment, attitude towards teaching profession and personality, between treatment, attitude towards teaching profession and creativity, between treatment, creativity and personality on overall achievement of students. 7. Students belonging to different levels of intelligence, creativity, extraversion-introversion dimensions of personality and attitude towards teaching profession had equally favourable reactions towards PLM as well as AOM (Buddhisagar, 1987).

410 studies have been identified as belonging to the area of teacher education. Researchers working in this area have brought into their study a wide spectrum of variables. One has studied selection procedures, another has developed curriculum for

teacher education programmes and a third has tried to find out the effect of innovative instructional procedures on teacher education effectiveness. This is largely due to the fact that teacher education is a long, complicated series of operations.

A synoptic overview of the nature of reviews would help one to take stock of the researchers completed in the area. Lulla and Singh, in their trend report in, 'A Survey of Research in Education', classified teacher education research into six areas, namely, selection criteria, abilities and qualities of the teacher, pre-service and in-service training of teachers, workload, job satisfaction and difficulties experienced by the teachers, personality variables of teachers. In his trend report in the Second Survey of Research in Education, Mehrotra did the classification differently. Here the variables were clustered under contextual input, process and output categories. In the third Survey, Jangira adopted a systems model of classifying variables under context-process-product categories. Usage of the terms, context-presage, process-product, instead of input-process-output, has certain advantages for classification.

The studies have been viewed from three point of view- their nature, methodology of research and a systems approach to teacher education. There are 276 studies at PhD. level and 134 at project level. Out of the Ph D studies, 245 are in education, 26 in psychology and 6 in other disciplines. The most explored area in teacher education is pre-service education, having 248 studies, while 110 studies have been done in in-service education. There are 36 studies that have tried to probe both pre-service and in-service education.

In secondary teacher education, the controlled factors were student teachers, teacher educators, students, parents of students, supervisors and learning material. Researchers have paid little attention to developmental and evaluation studies. There

is a need to go in for such studies so as to provide guidelines for future teacher education programmes. Depending upon the location of the university, institution, investigator, purpose of the study and so on, samples have been drawn from different parts of the country. The population, for different types of samples, has been educational institutions, teachers, students, student-teachers, teacher-educators supervisors, pupils, headmasters or principals, administrators etc. the size of the sample varied according to the nature of the population.

The methodology of drawing the sample happens to be simple randomization, multi-stage randomization, stratified sampling, random stratified clustered etc, depending upon the nature of the related population and the purpose of the study. The questionnaires and observation scale are the commonest among the tools used by the researchers. Other tools included personal data sheets, interview schedules, check lists and institutional record.

The most favoured statistical tools have been parametric tests. Non-parametric tests did not find much favour with investigators. The experimental studies have made use of pre-experimental and experimental designs. Among the most experimental designs have been simple pre-test, post-test designs with one treatment and one control group.

There are 29 comparative studies of existing teacher education programmes. These have compared different teacher-education programmes with respect to the facilities available, courses of study, demonstration or practice teaching schools, clientele, etc. They make a contribution to teacher education as they point out possible improvements that can be made in the existing set-up.

Further, researchers in interaction analysis provided to student-teachers an experience in objective evaluation of the lessons they observed and helped them in understanding the dynamics of classroom teaching. On the other hand, microteaching studies have been aiming at development of teaching skills in student-teachers. Simulated studies were incorporated for the development of application and decision-making abilities. Above all, the studies in training of student-teachers in alternative models have enhanced the chances of getting rid of outdated approaches in practice teaching programmes. The teaching for training in models such as Concept Attainment, Inquiry Training, Advance Organizer Model, etc. has helped in recognizing the fact that there should be different models for teacher education, depending upon the context of teacher education programme.

In the end, it can be said that there is need for more comprehensive and sophisticated research and better dissemination of results so that these can be used later on, for the improvement of teacher-education programme within the framework of the total educational system in the country.

The discussion uncovered several unresolved issues in teacher education. These include extensive need for teacher education, quality of existing programmes, contextually relevant structure and content of programmes, balance between quality and scale, criteria for selection, access and equity, sustainability of programmes and their impact, and follow-up and support mechanisms (Shamim and Juma, 2006).

RESEARCH METHODOLOGY

3.1 POPULATION

Twenty one heads of education departments of public sector universities (Appendix IV), 11 heads of government colleges of education (Appendix V), 112 teacher educators of 21 public sector universities and 11 government colleges of education and 400 prospective teachers enrolled in public sector universities and government colleges where the Master degree of Education (MA/MEd) programme was offered in Pakistan, constituted the population of the study.

3.2 SAMPLE

The sample of 10 heads of education departments of public sector universities (50% of the population), 10 heads of government colleges of education (99% of the population), 56 teacher educators of 10 public sector universities and 10 government colleges of education (50% of the population) and 200 prospective teachers (50% of the population) enrolled in public sector universities and government colleges where the master degree of education programme (MA) was offered in Pakistan were selected through cluster random sampling.

The procedure used for selecting the requisite sample is given below:

1. Out of the 21 public sector universities, 10 universities were selected by placing the names of each university in a basket and, blindfolded, drew one name at a time until the sample of 10 universities was selected.

2. The same procedure was adopted for selecting 10 colleges of education, out of the population of 11 colleges of education.
3. All the heads of the selected 10 university departments of education were included in the sample, however,
4. The same procedure was adopted in case of colleges of education whereas all the heads of selected 10 colleges of education were included in the sample.
5. All the 56 teachers of the selected 10 universities and 10 colleges were included in the sample.
6. 50% of the enrolled students in 10 selected university departments of education and 10 selected colleges of education were randomly chosen by getting the lists of the students from respective institutions and choosing the students through balloting described in step I above.

Thus the sample of study comprised 276 individuals consisting of 20 heads of university departments of education/colleges of education, 56 teachers of university departments of education/colleges of education and 200 students of university departments of education/colleges of education.

3.3 RESEARCH INSTRUMENTS

For the collection of data, three questionnaires, one each for prospective teachers (Appendix I), teacher educators (Appendix II), and heads of Institutions (Appendix III) were developed. Further description is given below:

1. Each questionnaire items covered the objectives, admission criteria, curriculum and evaluation of the programme.

2. 26 items were included in questionnaire for prospective teachers.
3. The questionnaire for teachers contained 28 items.
4. 27 items were included in questionnaire for heads of departments of education.
5. In case of questionnaire for prospective teachers, 15 items were responded by checklist, 9 items required 5-point rating scale, 1 item was multiple choice and 1 item was unstructured.
6. The questionnaire for teachers contained 14 items of checklist, 11 items were responded by rating scale and 3 items were multiple choices.
7. In questionnaire for heads of department of education, 15 items were responded by checklist, 10 items required rating scale and 2 items were multiple choices.
8. Most of the items in three questionnaires were common.

For the collection of data questionnaires were used because it was convenient for the researcher to collect data. Other possible instruments for data collection could be interviews and direct observation, which were more time consuming.

3.3.1 Pre-testing of the Instrument

For the improvement and modification of research instruments, these were administered to heads of department, teachers and students of the local public sector universities and colleges where the Master degree of Education (MA) was being offered in Islamabad and Rawalpindi. 50 prospective teachers, 15 teachers and 5 heads

of department of education from 3 public sector universities and 2 Colleges of education of Islamabad and Rawalpindi were randomly selected for Pre-testing the instrument. In the light of the respondents' suggestions a few items were modified before carrying out the full study.

3.4 DATA COLLECTION

After the pre-testing and improvement of the research instrument, the researcher collected data via mail (Bahauddin Zakariya University Multan, Arid Agriculture University Faisalabad, University of Sargodha, Islamia University Bahawalpur, Government College of Education F,B Area, etc.) and personally visited the selected institutions (Fatima Jinnah Women University, International Islamic University, University of Punjab, National University of Modern Languages, Lahore College of Education, Bilquise College of Education, Federal College of Education H-9, University of Education Lower Mall Campus, Government Islamia College for Women Cooper Road Lahore, etc) to collect the data through questionnaires.

The response rate was 100 percent.

3.5 DATA ANALYSIS

The following procedure was used for data analysis:

Chi-square test a contingency test was applied on the tables that showed the frequency of responses in different categories. Data collected through above-mentioned instruments were tabulated, analyzed and interpreted category-wise compare responses of common items within three groups (Students /teachers, teachers/heads and heads/students) and also compare responses of common items

within two groups of students, teachers and heads. To analyze the data, chi-square as a contingency test and frequencies were used.

For statistical treatment chi-square as a contingency test was applied using the following formula:

$$\begin{aligned}
 O_i &= \text{Frequency observed or experimental determined} \\
 E_i &= \text{Frequency expected} \\
 df &= \text{Degree of freedom} \\
 P &= \text{Probability of exceeding the tabulated value of } X^2 \\
 &= \frac{(O_i - E_i)^2}{E_i}
 \end{aligned}$$

$$\chi_{Obs}^2 = \sum_{cells} \frac{(O-E)^2}{E}$$

(Garrett, 1997)

Chi-square as a contingency test was used to compare the frequencies of principals/teachers, teachers/students and principals/students. It was also used in comparisons of male and female principals, teachers and students responses.

The method can be illustrated as follows, using fictional data:

| | <i>Responses as Frequencies</i> | | | | | <i>Totals</i> | <i>Expected Frequencies</i> | | | | |
|----------------------|---------------------------------|--------------|----------------|-----------------|--------------------------|---------------|---------------------------------------|------|------|------|------|
| | <i>Strongly agree</i> | <i>Agree</i> | <i>Neutral</i> | <i>Disagree</i> | <i>Strongly disagree</i> | | | | | | |
| <i>Group 1</i> | 10 | 23 | 47 | 21 | 33 | 134 | 15.7 | 25.9 | 49.7 | 17.8 | 24.9 |
| <i>Group 2</i> | 21 | 28 | 51 | 14 | 16 | 130 | 15.3 | 25.1 | 48.9 | 17.2 | 24.1 |
| <i>Totals</i> | 31 | 51 | 98 | 35 | 49 | 264 | | | | | |
| | | | | | | | <i>Chi-square = 11.8 (df4)</i> | | | | |

Here there are two samples, neither of which can be regarded as a control group. The samples need not be of the same size. The expected frequencies are found by taking the totals for each of the five choices as the best estimate of the control group and working out what proportion of each sample might be expected to make that choice. Thus, for 'strongly agree', 10 of the sample made that choice with group 1 and 21 with group 2. 31 overall made that choice. Thus, the expected frequencies are 15.7 and 15.3 (to the first decimal place). These are obtained as follows:

$$\text{Group 1} \quad \text{Expected frequency} = 31 \times 134/264 = 15.7$$

$$\text{Group 2} \quad \text{Expected frequency} = 31 \times 130/264 = 15.3$$

The value of the degree of freedom for any analysis is obtained from the following calculations:

$$\mathbf{df = (r-1) \times (c-1)}$$

Having seen the significance of difference between male and female principals, teachers and students by Chi-square as a contingency test. Comparing the individual chi square value identified the sources of differences.

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made.

RESULTS AND DISCUSSION

The major purpose of the study was to evaluate the MA Education Programme of Teacher Education in Pakistan. The analysis of data collected through research instruments is being presented in the following pages.

In this study the data have been interpreted and analyzed through chi square as a contingency test. The chi-square test is said to be one of the most widely used tests for statistical data generated by non-parametric analysis. The chi-square test is commonly used in analysing data where two groups or variables are compared. In the results and discussion section the data have been interpreted and analysis in three different groups.

4.1 Comparison of responses of three groups common items

- i. Students/ Teachers
- ii. Teachers/Heads
- iii. Heads/Students

4.2 Comparison of responses of the two groups

- i. Students/ Teachers
- ii. Teachers/Heads
- iii. Heads/Students

4.3 Analysis of Questionnaire for Students of MA Education Programme

4.4 Analysis of Questionnaire for Teachers of MA Education Programme

4.5 Analysis of Questionnaire for Heads of Department of MA Education Programme

4.1 COMPARISON OF RESPONSES OF THREE GROUPS

Discussion of Results

Each question is considered in turn and, where possible, the patterns of responses compared using chi-square as a contingency test. In using chi-square in this way, no group is considered as a control group. The question being addressed is whether the groups differ in their responses *from each other*. They are considered in pairs: do the heads and teachers respond in different ways? Do the teachers and students respond in different ways? Do the heads and students respond in different ways?

The results for each question are shown as percentages for clarity but the chi-square calculations are carried out using the frequency data. Grouping of data is carried out where any category drops below 5% or 5 respondents and the degrees of freedom are reduced accordingly. The samples are as follows: Heads: N = 20; Teachers: N = 56; Students: N = 245. The low samples in the first two groups reduce the sensitivity of chi-square considerably.

Table 1: Objectives given in the MA Education courses are clear and achievable

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|--------------------------|----------|----|-----|
| <i>Students</i> | 36 | 64 | 100 | <i>Students/Teachers</i> | 0.2 | 1 | ns. |
| <i>Teachers</i> | 39 | 61 | 100 | <i>Teachers/Heads</i> | 1.5 | 1 | ns. |
| <i>Heads</i> | 55 | 45 | 100 | <i>Heads/Students</i> | 2.9 | 1 | ns. |

There is no statistical difference in the views of all groups. The heads are positive in their views. However, students and teachers show negative views about the statement. Their attitudes show that objectives of the courses are not clear and achievable, certainly from the perspective of the students and their teachers.

Table2: Duration of MA Education Programme needs to be enhanced

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|-----|
| <i>Students</i> | 36 | 64 | 100 | <i>Students /Teachers</i> | 0.2 | 1 | ns. |
| <i>Teachers</i> | 39 | 61 | 100 | <i>Teachers/Heads</i> | 1.5 | 1 | ns. |
| <i>Heads</i> | 55 | 45 | 100 | <i>Heads/Students</i> | 2.9 | 1 | ns. |

Students and teachers are markedly negative in their views. Heads views are some what difference from them. Perhaps students and teachers are much negative about enhancement of the current duration of the programme.

Table 3: Semester system is more appropriate than annual system for MA Education Programme

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|-----|
| <i>Students</i> | 82 | 18 | 100 | <i>Students /Teachers</i> | 0.4 | 1 | ns. |
| <i>Teachers</i> | 79 | 21 | 100 | <i>Teachers/Heads</i> | 0.1 | 1 | ns. |
| <i>Heads</i> | 80 | 20 | 100 | <i>Heads/Students</i> | 0.1 | 1 | ns. |

The views of all the three groups are positive. They consider semester system more appropriate than annual system for the programme.

Table 4: Marks distribution for theory and practice is satisfactory for the students of MA Education Programme

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|--------|
| <i>Students</i> | 64 | 36 | 100 | <i>Students /Teachers</i> | 4.8 | 1 | < 0.05 |
| <i>Teachers</i> | 48 | 52 | 100 | <i>Teachers/Heads</i> | 6.1 | 1 | < 0.01 |
| <i>Heads</i> | 80 | 20 | 100 | <i>Heads/Students</i> | 2.1 | 1 | ns. |

Students and heads are satisfied on the marks distribution but the teachers are much less positive.

Table 5: Existing evaluation system of MA Education Programme promotes students' comprehension of the subject

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|--------------------------|----------|----|-----|
| <i>Students</i> | 61 | 39 | 100 | <i>Students/Teachers</i> | 1.0 | 1 | ns. |
| <i>Teachers</i> | 68 | 32 | 100 | <i>Teachers/Heads</i> | 0.4 | 1 | ns. |
| <i>Heads</i> | 75 | 25 | 100 | <i>Heads/Students</i> | 1.6 | 1 | ns. |

All three groups hold positive views. This is an encouraging outcome.

Table 6: Students of MA Education are trained to use advanced instructional technology such as television, computer, on-line library, multi-media.

| | A | O | S | R | N | Comparisons | χ^2 | df | p |
|-----------------|----|----|----|----|----|--------------------------|----------|----|-----|
| <i>Students</i> | 7 | 19 | 27 | 22 | 25 | <i>Students/Teachers</i> | 6.0 | 4 | ns. |
| <i>Teachers</i> | 11 | 20 | 30 | 29 | 10 | <i>Teachers/Heads</i> | 2.6 | 2 | ns. |
| <i>Heads</i> | 0 | 35 | 45 | 20 | 0 | <i>Heads/Students</i> | 0.7 | 1 | ns. |

The apparent differences are not statistically significant. However, there appears to be a lack of certainty and, probably, the student view is most close to correct. Nonetheless, the low response rate in the first column is a matter of concern.

Table 7: A variety of teaching methods are used according to the nature of objectives, content and students

| | A | O | S | R | N | Comparisons | χ^2 | df | p |
|-----------------|---|----|----|----|----|--------------------------|----------|----|--------|
| <i>Students</i> | 5 | 7 | 33 | 20 | 35 | <i>Students/Teachers</i> | 1.6 | 3 | ns. |
| <i>Teachers</i> | 0 | 13 | 32 | 27 | 28 | <i>Teachers/Heads</i> | 5.0 | 1 | < 0.05 |
| <i>Heads</i> | 0 | 35 | 45 | 20 | 0 | <i>Heads/Students</i> | 8.5 | 1 | < 0.01 |

The students are least positive and the head are most positive. Again, the student view is most likely to be valid, suggesting that teaching method variety is largely absent.

4.2 COMPARE RESPONSES OF TWO GROUPS

Table 8: Student teachers learn to maintain pupils achievement records systematically during MA Education Programme

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|---------|
| <i>Students</i> | 80 | 20 | 100 | <i>Students /Teachers</i> | 11.1 | 1 | < 0.001 |
| <i>Teachers</i> | 59 | 41 | 100 | | | | |

Though both students and teachers are optimistic in their views but the students are markedly more positive.

Table 9: Student teachers get training to set learning objectives which are relevant to all pupils in a class

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|---------|
| <i>Students</i> | 80 | 20 | 100 | <i>Students /Teachers</i> | 11.1 | 1 | < 0.001 |
| <i>Teachers</i> | 59 | 41 | 100 | | | | |

Though both students and teachers are optimistic in their views, the students are markedly more positive.

Table 10: Student teachers learn to design appropriate monitoring and assessment strategies to evaluate pupils' progress

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|---------|
| <i>Students</i> | 80 | 20 | 100 | <i>Students /Teachers</i> | 11.1 | 1 | < 0.001 |
| <i>Teachers</i> | 59 | 41 | 100 | | | | |

Though both students and teachers are optimistic in their views, the students are markedly more positive.

Table 11: Research work is obligatory for degree completion of M.A Education Programme

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|-----|
| <i>Students</i> | 75 | 25 | 100 | <i>Students /Teachers</i> | 0.0 | 1 | ns. |
| <i>Teachers</i> | 75 | 25 | 100 | | | | |

The majority of both agree that research work is obligatory. This may simply reflect the degrees they are taking or teaching. However, it raises the question: is research work really relevant for trainee teachers?

Table 12: Duration of practice teaching for MA Education Programme needs to be enhanced

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|---------------------------|----------|----|-----|
| <i>Students</i> | 67 | 33 | 100 | <i>Students /Teachers</i> | 0.4 | 1 | ns. |
| <i>Teachers</i> | 71 | 29 | 100 | | | | |

The majority of both students and teachers wish the time for teaching practice to be greater, probably reflecting the obvious value of the experience. However, it perhaps undermines the perceived value of the taught elements.

Table 13: Library of the institution is fully equipped with high quality material

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|------------------------|----------|----|-----|
| <i>Students</i> | 47 | 53 | 100 | <i>Heads /Students</i> | 0.1 | 1 | ns. |
| <i>Heads</i> | 50 | 50 | 100 | | | | |

Students and heads are ambivalent over the equipping of the libraries. It is possible that the libraries are adequate in some institutions and not in others.

Table 14: Physical facilities are adequate for successful teaching-learning process

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|------------------------|----------|----|-----|
| <i>Students</i> | 71 | 29 | 100 | <i>Heads /Students</i> | 0.3 | 1 | ns. |
| <i>Heads</i> | 65 | 35 | 100 | | | | |

Roughly two third of both groups think that the physical facilities are adequate.

Table 15: Teaching faculty required for MA Education Programme is adequate.

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|------------------------|----------|----|-----|
| <i>Students</i> | 76 | 24 | 100 | <i>Heads /Students</i> | 1.2 | 1 | ns. |
| <i>Heads</i> | 65 | 35 | 100 | | | | |

Both groups are positive.

Table 16: Objectives given in the teacher education curriculum are in line with the school curriculum

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|------------------------|----------|----|-----|
| <i>Teachers</i> | 77 | 23 | 100 | <i>Teachers /Heads</i> | 1.2 | 1 | ns. |
| <i>Heads</i> | 65 | 35 | 100 | | | | |

Although the majority agree with the statement, it is a matter of concern that a significant minority do not think this is true.

Table 17: Rewards and incentives are provided to motivate the teachers and students

| | Yes | No | Total | Comparisons | χ^2 | df | p |
|-----------------|-----|----|-------|------------------------|----------|----|---------|
| <i>Teachers</i> | 48 | 52 | 100 | <i>Teachers /Heads</i> | 9.1 | 1 | < 0.001 |
| <i>Heads</i> | 10 | 90 | 100 | | | | |

Although the chi-square value has been computed, the sample of heads saying 'yes' is only 2 (10% of 20). Thus, strictly speaking the chi-square value is invalid, However, the difference between the two groups is so stark that it is highly likely that they think differently.

Table 18: Faculty of institution contributes in curriculum revision

| | A | O | S | R | N | Comparisons | χ^2 | df | p |
|-----------------|----|----|----|----|----|-----------------------|----------|----|-----|
| <i>Teachers</i> | 4 | 23 | 34 | 16 | 23 | <i>Teachers/Heads</i> | 0.2 | 2 | ns. |
| <i>Heads</i> | 15 | 10 | 30 | 45 | 0 | | | | |

The views are fairly scattered, probably reflecting uncertainty.

Table 19: Refresher courses are regularly conducted for faculty teachers to update their knowledge and skills

| | A | O | S | R | N | Comparisons | χ^2 | df | p |
|-----------------|----|----|----|----|----|--------------------------|----------|----|--------|
| <i>Teachers</i> | 4 | 23 | 34 | 16 | 23 | <i>Students/Teachers</i> | 11.7 | 3 | < 0.01 |
| <i>Heads</i> | 14 | 11 | 30 | 45 | 0 | | | | |

Both groups have the tendency of negative views. although the students are far less positive.

4.3 ANALYSIS OF QUESTIONNAIRE FOR STUDENTS OF MA EDUCATION PROGRAMME (SEPARATE ITEM)

In this section, the data are shown as frequencies. The frequencies tables are easily data analysis interpreted and results are shown the findings very comprehensive.

Table 20: Computer skill is enhanced during MA Education Programm

| Yes | No | Total |
|-----|----|-------|
| 186 | 59 | 245 |

Clearly, most students consider that their computer skills have been enhanced.

Table 21: Changes are required in compulsory courses of MA Education Programme

| Yes | No | Total |
|-----|----|-------|
| 183 | 62 | 245 |

Students are clearly wanting changes.

Table 22: Course material is easily accessible

| A | O | S | R | N |
|----|----|----|----|----|
| 19 | 20 | 56 | 86 | 64 |

The views tend to be negative. It is likely that different colleges are different in their provision. However, over 60% are holding strongly negative views, suggesting that there is a problem.

Table 23: Medium of instruction is English for MA Education Programme

| A | O | S | R | N |
|----|----|----|----|----|
| 11 | 18 | 65 | 76 | 75 |

For the vast majority, the medium of instruction is not English.

Table 24: Your teachers have full command over subject knowledge

| A | O | S | R | N |
|---|----|----|----|-----|
| 8 | 20 | 52 | 57 | 108 |

The views of students are worrying here because this suggests that, for the vast majority, they do not have confidence the subject knowledge of their teachers. Even if the teachers are competent, the students certainly do not share that confidence.

Table 25: Teachers cover the course properly on time

| A | O | S | R | N |
|----|---|----|----|----|
| 15 | 9 | 64 | 69 | 88 |

It is sad that the majority of the students do feel that the teachers cover the course in time. This suggest poor planning by the teachers or that they are trying to cover too much ground.

Table 26: Teachers direct you for assignments and explain the relevant concepts

| A | O | S | R | N |
|----|----|----|----|----|
| 14 | 10 | 66 | 70 | 85 |

The picture here is seriously worrying. The majority of the students do not consider that they are receiving adequate direction or explanation. This suggests a major problem.

Table 27: Your teachers provide you professional counselling for future career

| A | O | S | R | N |
|----|----|----|----|----|
| 46 | 79 | 50 | 43 | 36 |

Overall, the students are slightly more positive than negative. However, nearly one third consider that they never or rarely had professional counselling in relation to their future career. This is a major gap in provision.

Table 28: Students of MA Education Programme learn to manage effectively

| | | <i>Frequency</i> |
|---|-------------------------|------------------|
| 1 | Materials | 84 |
| 2 | Text | 80 |
| 3 | Physical teaching space | 38 |
| 4 | Other resources | 30 |
| 5 | Tools | 8 |

Table 28 indicates that the students perceived themselves to be more effective in managing materials and text but felt themselves to be less effective in managing physical teaching space and other sources. They perceived themselves to be least competent in tools management.

Table 29: The courses recommended as not to be included in MA Education Programme

| | | <i>Frequency</i> |
|---|--------------------------|------------------|
| 1 | Research | 28 |
| 2 | Statistics | 26 |
| 3 | Computer | 21 |
| 4 | Economics of Education | 17 |
| 5 | Philosophy of Education. | 16 |

Table 29 makes it clear that the majority of students recommended that research, statistics, computer should not be included in MA Education Programme. Economics of education and philosophy of education were also out of favour of some students. It is a fact that educational research and statistics are core courses of MA Education Programme. On the other hand, course of philosophy of education cannot be divorced from the programme.

4.4 ANALYSIS OF QUESTIONNAIRE FOR TEACHERS OF MA EDUCATION PROGRAMME (SEPARATE ITEM)

Table 30: The existing courses being taught at MA Education level have relevance to national and international requirements

| Yes | No | Total |
|-----|----|-------|
| 32 | 24 | 56 |

The teachers are divided in their views. It is highly likely that they have little idea of what is needed for international requirements.

Table 31: Curriculum of MA Education Programme is based on recent research studies of learning

| Yes | No | Total |
|-----|----|-------|
| 33 | 23 | 56 |

Although the majority of the teachers are positive in their views about the statement, it is highly unlikely that they are aware of recent research studies. It probably means that they think the work is based on research evidence because it was taught to them in the past.

Table 32: You feel your students are more confident after the completion of practice teaching during MA Education Programme

| A | O | S | R | N |
|----|----|----|---|---|
| 25 | 18 | 12 | 1 | 0 |

The majority of the teachers are showing a positive view. In fact, there is no substitute for experience and experience in the classroom gives confidence in a way that no lecture course can ever do.

Table 33: Teachers plan their lessons before teaching in the class

| A | O | S | R | N |
|---|---|----|----|----|
| 0 | 0 | 12 | 14 | 30 |

The Teachers in the MA programmes clearly feel that class teachers fail to plan their lessons. If that is so, then the teacher-training programmes of the past have clearly failed. The educator r observed their teacher during the classroom.

Table 34: You constantly put forward modifications in student evaluation system as and when required

| A | O | S | R | N |
|---|---|----|----|----|
| 4 | 5 | 20 | 10 | 17 |

Most of the teachers do not feel that they are putting forward modifications for the student evaluation system.

Table 35: Physical facilities are adequate for successful teaching

| A | O | S | R | N |
|---|----|---|----|----|
| 4 | 10 | 8 | 15 | 19 |

There is some divergence of view, probably reflecting the different facilities available at different colleges. However, the majority consider facilities inadequate.

Table 36: Library of the institution is fully equipped with high quality material

| A | O | S | R | N |
|---|---|----|----|----|
| 4 | 9 | 14 | 14 | 15 |

A considerable number of the teachers show negative belief about the statement. It does appear that library facilities are inadequate.

Table 37: The teachers are getting appropriate honour from the society

| A | O | S | R | N |
|---|---|----|----|----|
| 4 | 3 | 10 | 18 | 21 |

It is clear that few consider that teachers receive a good social status. This is a major problem. The teaching profession needs to attract the best graduates. This will only happen if the profession has high status. High status is encouraged by appropriate remuneration. However, leaders in society at local and national level can make a great impact by supporting and affirming the profession and its importance.

Table 38: The topics for research are allotted to the students by:

| | | <i>Frequency</i> |
|---|---------------------|------------------|
| 1 | Students themselves | 40 |
| 2 | Their teachers | 18 |
| 3 | Government agencies | 0 |

Table 38 reflects that research topics were mostly selected by the students themselves and sometime by their teachers but there was no involvement by the Government agencies in research topic allocation.

Table 39: The institutions produce journals, bulletins and research reports on regular basis

| | | <i>Frequency</i> |
|---|-----------------|------------------|
| 1 | Research report | 24 |
| 2 | Journals | 22 |
| 3 | Bulletins | 5 |

Table 39 shows teachers perception that mostly institutions produced research reports and journals but less number of bulletins.

Table 40: Students of MA Education Programme learn to manage effectively

| | | <i>Frequency</i> |
|---|-------------------------|------------------|
| 1 | Materials | 30 |
| 2 | Text | 19 |
| 3 | Tools | 14 |
| 4 | Physical teaching space | 12 |
| 5 | Other resources | 8 |

Table 40 shows the teachers perception that the students were more effective in managing materials and text but felt them to be less effective in managing tools and physical teaching space. They perceived the students to be least competent in other sources management.

4.5 ANALYSIS OF QUESTIONNAIRE FOR HEADS OF DEPARTMENT OF MA EDUCATION PROGRAMME (SEPARATE ITEM)

Table 41: The institutions have direct link with working school teachers

| Yes | No | Total |
|-----|----|-------|
| 13 | 7 | 20 |

The majority of heads confirm that their institutions have direct links with working, an essential feature of teacher training. However, a third do not have such links.

Table 42: Admission criteria for MA Education Programme is appropriate

| Yes | No | Total |
|-----|----|-------|
| 14 | 6 | 20 |

While the majorities are satisfied, it would be interesting to know why some seem to wish changes.

Table 43: You are satisfied with the evaluation procedures used for assessing the competencies of the student teachers

| Yes | No | Total |
|-----|----|-------|
| 12 | 8 | 20 |

It is somewhat surprising that more than a third of the heads are dissatisfied with evaluation procedures. It is within their power to make changes and bring in improvements.

Table 44: Classrooms are large enough for proper utilization of audio-visual aids

| Yes | No | Total |
|-----|----|-------|
| 12 | 8 | 20 |

The variation in views probably reflects different facilities in the various colleges.

Table 45: The content being taught at MA Education level is rehashed in the light of expanding knowledge and technology

| A | O | S | R | N |
|---|---|---|----|---|
| 0 | 0 | 5 | 13 | 2 |

In general, the heads realize that courses are not being revised in the light of expanding knowledge and technology. This is sad. Teachers need to be at the forefront of everything, particularly in an age where knowledge is growing exponentially and the new technologies are changing world lifestyles radically.

Table 46: Seminars and workshops are arranged by the education department for student teachers

| A | O | S | R | N |
|---|---|---|---|---|
| 0 | 7 | 7 | 6 | 0 |

This probably reflects the situation accurately where seminars and workshops are used appropriately.

Table 47: The methodologies used to teach student teachers are revised in the light of new technology

| A | O | S | R | N |
|---|---|----|---|---|
| 0 | 5 | 10 | 4 | 1 |

Heads hold the view that there are revisions. They cannot be ‘always’ but the pattern suggests that they feel they have it about right.

Table 48: Faculty teachers of MA Education Programme study recent literature on their subject for professional enhancement

| A | O | S | R | N |
|---|---|---|----|---|
| 0 | 4 | 5 | 11 | 0 |

It is sad, but probably realistic, that heads consider that faculty teachers are not studying recent literature too much.

Table 49: Follow ups of training are continuously carried out to observe the impact of training on teacher classroom behaviour

| A | O | S | R | N |
|---|---|---|---|---|
| 6 | 7 | 7 | 0 | 0 |

Heads tend to be positive in their views, claiming that this is done. This is an important aspect of teacher training.

Table 50: Teachers always cover the course properly on time.

| A | O | S | R | N |
|---|---|---|---|---|
| 0 | 0 | 6 | 7 | 7 |

Heads are very negative about this. However, if it is a problem, they should be able to do something about this.

Table 51: The topics for research are allotted to the students by

| | | <i>Frequency</i> |
|---|---------------------|------------------|
| 1 | Students themselves | 15 |
| 2 | Their teachers | 9 |
| 3 | Government agencies | 0 |

Table 50 reflects respondents views that research topics were mostly selected by the students themselves and sometime by their teachers but there was no involvement by the Government. agencies in research topic allocation.

Table 52: The institutions produce Journals, bulletins and research reports on regular basis

| | | <i>Frequency</i> |
|---|-----------------|------------------|
| 1 | Research report | 9 |
| 2 | Journals | 8 |
| 3 | Bulletins | 3 |

Table 52 shows that head of department of relevant institutions perceived that a small number of institutions produced research reports and journals and also number of bulletins. It means that less publications be produced by the institutions.

DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

The research was aimed at evaluating the MA Education Programme of Teacher education in Pakistan. Without the participation of highly qualified teachers, the process of economic, social, cultural, political, moral and educational development of a country is very difficult to be augmented. This was also supported by Rao (2005) who was of the view that teacher-education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher-education, which can be taken as the starting point. Any programme of qualitative change in education pre-requisites the improvement of teachers. The teacher has the crucial role in the development of a country.

It was observed that the objectives of MA Education courses were understood and achieved by heads, teachers and students of MA Education Programme and content of Programme was sometimes rehashed according in the light of expanding knowledge and new technology.

It was found that the Faculty of the MA Education Programme hardly ever contributed in curriculum revision. The role of a teacher cannot be divorced from any educational programme at any level. It is acknowledged that teachers are well aware of new research, innovations, curriculum requirements, their student's personality and national and international demands. Therefore, competent teachers of programme should be involved for the development and revision of curriculum. It was also

recommended by Jujjar and Dogar (2006) that teachers should be involved at least in the selection of content.

Majority of heads, teachers and students of programme preferred the semester system for MA Education Programme. It was also supported Paliwal (1985) who was of the view that a semester system was 106 than year-long courses. The duration of programme is very important to deepen their knowledge. The enhancement of MA Education duration was approved by the heads of department but discouraged by teachers and students of programme. It was also supported by Hussain (2004) who was of the view that the duration of teacher training should be lengthened to develop a favourable attitude of student teachers towards teaching profession.

It was found that the heads of MA Education Department were satisfied with the existing admission criteria of student teachers. It was also supported by Hussain (2004) who was of the view that the traditional selection criterion for admission in teacher training should be changed. The results did not support Baig (1996) findings that almost half century has passed after independence, it is yet to be decided that what should be the entry level of the prospective teachers.

The evaluation system of any programme is a key source to assess students' intellectual abilities of apprehension, knowledge and skills. All the respondents of study were satisfied with the existing evaluation including marks distribution of theory and practice of MA Education Programme.

It was found that teaching practice for MA Education Programme needed sufficient duration or more training period for the professional improvement of prospective teachers. It was also supported by Veer (2004) who was of the view that whole BEd Programme does not make the student competent enough to complete his

whole prescribed syllabus in his real teaching life within the limited time of session. It was also supported by Iqbal (1996) who was of the view that practice teaching may be improved through more and larger periods of contact with children, the combining of methods courses with student teaching, the provision of observations of “master teachers” both before and after student teaching and the inclusion of a wide variety of teaching situations at different grades levels. Baig (1996) identified that time allocated to the teaching practice is too brief. Teaching practice/observation period is not integrated with the theoretical component of the course.

The study revealed that the content of MA Education Programme was infrequently updated according to need. Existing content required a regular restructuring for comprehensive teacher preparation. It was also supported by Veer (2004) who was of the view that a comprehensive curriculum of teacher-preparation should include courses on all the phases of teacher’s total development. It was also supported by Sarita and Tomar (2004) who were of the view that, in most systems, curricula are not developed dynamically or incrementally. Baig (1996) recommended that curricula of Teacher Education should be redeveloped to reflect high professional standards and classroom realities and should focus on pedagogy, child development, practical teaching methods, use of resources and use of local environment.

It was found that there was inconsistency between respondents’ response about library and other physical facilities. It was analyzed that libraries and physical facilities such as classroom, laboratory, furniture, audio-visual aids etc were generally insufficient in the teacher-education institutions. It was supported by Jujjar and Dogar (2006) that latest books, encyclopedias, journals and periodicals should be made available in the libraries of teacher education institutions of Pakistan. It was also

supported by Rao (2005) who was of the view that there is no facility for an experimental school or laboratory, library and other equipment necessary for a good teacher-education department. It was recommended by Baig (1996) that library resources, including study space should be developed at college level.

The study revealed that although heads claimed that they were using a variety of teaching methods in class according to nature of objectives, content and students, the students themselves were much less confident. Jujjar and Dogar (2006) argued that Teacher Educators should adopt innovative techniques and methods of teaching. Hussain (2004) concluded that teachers should adopt new teaching methods instead of traditional methods and the teacher training should equip the prospective teachers with the latest teaching techniques and strategies. Clearly, the students sampled here did not think this was happening.

Refreshers courses are very important to enhance teachers' competency. This study revealed that in-service teachers' training was inadequate for faculty members of MA Education level. It was also supported by Jujjar and Dogar (2006) that faculty of Plymouth State University update their knowledge by refresher courses, seminars and symposium but faculty of Federal College of Education is divided equally on the issue. This was also supported by Kumari and Srivastava (2005) who were of the view that professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development.

The researcher found that teacher education institutes rarely provided their students professional counseling for future careers.

It was examined that more teaching faculty was required for MA Education programme because existing teaching staff was inadequate for to teach the students.

This study revealed that few core courses of MA Education Programme such as Research, Statistics, Computer, Economics of Education, and Philosophy of Education were out of favor of students.

It was found that research topics for MA Education Programme were generally selected by the students themselves and sometime by their teachers but there was no involvement by the Government agencies in research topic allocation.

The researcher found that there was no link between teacher education institutions and working school teachers.

Seminars and workshops are instructional techniques for higher learning and have the potential to develop several abilities in students. It was found that the education departments for student teachers irregularly arranged seminars and workshops. As seminars and workshops make the instruction learner-centred so, such learning opportunities can be arranged frequently. It was supported by Jujjar and Dogar (2006) that all the faculty members of Plymouth State University update their knowledge by refresher courses, seminars and symposium but faculty of Federal College of Education is divided equally on the issue.

This study showed that only a few institutes produced publications. Most of the institutions produced research reports and journals but less number of bulletins.

Rewards and incentives are better source of motivation for teaching and learning process. It was found that heads and teachers were not satisfied with rewards and incentives offered by the institutions at MA Education level. It was supported by

Jujjar and Dogar (2006) that motivational techniques were rarely used in Federal College of Education, Pakistan.

5.2 Conclusions and Recommendations

This chapter seeks to draw together the findings to lead to some broad conclusions from which recommendations can be developed. It has to be recognised that any survey shows what the respondents say. This neither may nor may not match reality exactly because the experience of respondents may not reflect the actual situation.

Looking at the data in all the tables overall, there is a general trend that heads are more optimistic than teachers who, in turn are more optimistic than the students. It is likely that the picture painted by the students is the most realistic. The students actually experience the course and the sample is much larger than the other two groups. Both of these factors make their view much more likely to reflect the reality more accurately.

5.2.1 Positive and Negative Findings

It is possible to summarise the key clear findings by looking at areas where the general trends are positive and areas where the general trends are negative. These are summarised in tables 54 and 55.

Table 54: The key areas where there are positive views

| Finding | Table |
|---|--------------|
| Evaluation system seems fine for majority | 4; 5; 43 |
| Many technical issues fine: <i>(record keeping, use of learning objectives, monitoring skills, developing IT skills)</i> | 8; 9; 10; 20 |
| Physical facilities generally fine | 14 |
| Adequate staffing levels | 15 |
| Course objectives consistent with school curriculum | 16 |

The more important positive areas relate to practical and technical skills where there is a fair degree of satisfaction. However, the list of areas where views tend to be negative is longer and more serious in nature. Clearly, there is a large measure of dissatisfaction and this is reflected in the data in table 21 where three quarters of the students want change in compulsory courses. The areas of greatest dissatisfaction may be, perhaps, identified in table 29.

Table 55: The key areas where there are negative views

| Finding | Table |
|--|------------|
| The course objectives are not clear and achievable and course not covered in time | 1; 25; 50 |
| Lack of training in new technologies | 6 |
| Course does not use appropriate variety of teaching methods (students and teachers) | 7 |
| Research work, which seems obligatory for most, is questioned | 11, 29 |
| Teaching practice is too short | 12 |
| Resource facilities (eg libraries, course materials) not always up to standard | 1,322 |
| Problems over curriculum revisions, refresher courses for teachers, course revisions | 18; 19; 48 |
| Vast majority of students request changes in compulsory - but what changes? | 21 |
| Students are strongly of the view that their teachers do not have full command of subject knowledge (rarely + never > 2/3) | 24; 26 |
| Students do not like statistics and are negative toward some course elements (research, philosophy of education, economics of education) | 29 |

It is possible to group the negative findings into a few broad areas. Each of these broad areas is now discussed.

(a) *Practical Issues*

There are resource issues shown up by the survey. It is important that the trainee teachers are given adequate resources for their work. In addition, in an age where new technologies are steadily taking over and the power of the internet is increasing exponentially, access to adequate computing facilities is essential, coupled with the necessary training so that the students can access easily and efficiently what they need to use for their work.

(b) *Course structure issues*

It is clear that the course objectives are unrealistic and that time makes coverage of objectives and content impossible. There is probably a need to re-focus the courses and their content considerably. There is an inevitable problem with all courses which aim to be academic and yet have an imperative in training for a vocation. Teaching is not unique and this use is faced by degree courses to train doctors, dentists, vets and nurses. An MA is an academic degree. At the same time, graduates are supposed to leave fully equipped for the teaching profession. This needs major re-thinking.

Firstly, the need for training for teaching means that there are many practical skills to be developed and there needs to be a long time spent in the schools. Some countries allocate 50% of the course time to school placements. Clearly, more is wanted here. This means much less time for academic study and, therefore, the themes to be covered need careful selection.

The students certainly seem to be saying that themes like research, philosophy of education, economics of education and statistics are all worth removing or reducing enormously. Trainee teachers need skills relevant for the task ahead. A theme like philosophy of education probably has no place in initial education while the economics of education is for school managers not teachers. Teachers do not carry out research and they rarely need statistics. Teachers do need to know how to interpret research findings and translate them into classroom practice. That would be far more useful than conducting a research exercise.

(c) Confidence in Teachers

The students see major problems with their teachers. Amazingly, two thirds of the students do not think their teachers have a full command of the subject matter being taught. If true, this is simply totally unacceptable. Even if partially true, it is still unacceptable. Those teaching trainee teachers must themselves by on top of their knowledge of their own subject discipline, be experienced and successful classroom teachers and be developing their own thought and enquiry by repeated reference to published research results. In simple terms, they need to be at the forefront of their own profession. Clearly, the students do not see them in this way at all. In the same way as the quality of school education depends very heavily on the quality of the teachers, so also the quality of teacher training depends very heavily on the quality of the teachers on a course like the MA course being surveyed here. These teachers need to be able to demonstrate. by example, the best ways to teach and use the most effective approaches.

5.3 Recommendations

There are several key areas where changes need to be introduced:

- (1) The MA courses need to incorporate increase time allocations for school placements. At the same tie, there needs to be a very large reduction in the content to be covered. Themes from philosophy of education, economics of education and statistics can all be removed.
- (2) The research project should be removed. In its place, a smaller project can be introduced. Here, each student looks at, say, 3 -4 papers or a research review and is asked to summarise, critically, the research findings in relation to practicalities in Pakistan schools. Credit would be awarded for evidence of critical and imaginative thought.
- (3) The credibility of those teaching the MA is a major issue. It is recommended that, over a period of time, all teachers on the course must fulfil two criteria: they must have credibility as successful classroom teachers (minimum., say, 10 years); they must offer evidence that they are highly competent in their own discipline and its pedagogy. This may be a ten-year programme of change.
- (4) The internet is fast becoming the greatest resource in the history of the world as a means of providing information, opinion and interpretation. It is (and has to be) unregulated. The internet will change the whole paradigm of learning from knowledge acquisition to knowledge use and interpretation. It is recommended that teacher education addresses the key issues, stresses the need for the development of the skills of critical evaluation of what is on the web, and provides the resources and skills to access efficiently and effectively.

A PROPOSED TEACHER EDUCATION MODEL (MA EDUCATION)

The MA Education programme should be designed to provide a range of flexible opportunities for practicing professionals working in education and in related professions to engage in rigorous, in-depth study with a view to widening and deepening their theoretical perspectives and critically reflecting on the implications for their practice.

The MA Education allows students either to specialize in a particular area of interest or design for themselves a wide programme of study to reflect on the varied but linked aspects of education in today's and tomorrow's world. The purpose of a teacher preparation programme should be to develop students' general education and personal culture, their ability to educate others, an awareness of the principles which underlie good human relations, within and across national boundaries and a sense of responsibility to contribute, both by teaching and by example, to social, cultural and economic progress.

General Objectives of MA Education Programme

The proposed model of MA education programme will generally enable the student teachers to:

1. Understand the structure, values, functions and learning of Pakistani society
2. Develop competence to understand the aims and objectives of teacher education and specifically secondary education
3. Understand the child's physical, social, moral and cognitive development, problems of growing child and learning process
4. Develop and transmit a sense of Islamic identity, citizenship and patriotism

5. Provide a critical, reflexive and substantive knowledge of educational processes and practices in the relevant subject areas;
6. Develop dynamic and enquiring minds to promote critical and creative thinking so that they use variety of exposure experience in different situations pertaining to different area
7. Develop the student teachers' ability to analyse critically and build upon their own attitudes, professional experience and practice
8. Provide the opportunity and support for students to develop knowledge and skills to undertake independent research
9. Accept and adopt new trends and innovations in education
10. Develop competence with the latest teaching techniques and to undertake research in educational field

Specific Objectives of MA Education Programme

After the completion of proposed model, the student teachers will:

1. Possess theoretical and practical knowledge to become a good teacher in different areas
2. Possess the ability to select and plan the content according to a specific level and reconstruct knowledge
3. Equipped with competencies relevant to pedagogy, curriculum development, its transaction and evaluation
4. Be able to discover the relevance of theory, particularly child psychology and theories of learning and teaching

5. Demonstrate a breadth of knowledge of, and an evaluative and analytical perspective on a range of literature and key issues in the relevant subject areas. Specifically, students should be able to relate this knowledge to the experiences of those involved in the process and in the study of education;
6. Be familiar with class management and discipline
7. Be able to understand problem, gather information, analyse it and use for problem solving within the available resources
8. Be able to use advanced technology in teaching-learning process
9. Be able to understand the relationships that exist among physical, social and cultural background of the students, he will have to teach
10. Be aware of the school structure and administration
11. Be equipped with students' examination and evaluation techniques and their proper use
12. Provide modes of delivery that are flexible the use of various teaching methods for effective teaching
13. Plan long-term and short-term students learning programmes and to formulate specific objectives of education
14. Be familiar and prepare audio-visual aids
15. Be able to provide guidance and counseling to students regarding their learning and future career
16. Develop skills for effective communication and to organize co-curricular activities

17. Develop positive attitude towards teaching profession

Admission criteria

The purpose of the selection of the candidates is to choose the candidates who really possess an aptitude for teaching and having a sufficient knowledge of their subject.

The present criterion for selection is academic record, which is not valid and reliable. A student may get good marks merely by chance or by using unfair means, or by memorizing the subject matter. He may be intelligent enough to get good marks but it does not ensure his interest and positive attitude in the teaching profession. It is seen that some candidates come into this line because of certain forces, while they were not intended for it (Veer, 2004).

Here are some suggestions to improve the selection procedure:

1. Candidates should be interviewed. The interview should be structured.
A well-prepared schedule should be used.
2. Intelligence test, like Raven's Progressive Matrices Test should be used
3. Test of General Knowledge should be applied.
4. Language test should be used.
5. Aptitude, interest and attitude inventory should be used.

Curriculum

Teacher Education curriculum at the secondary level should include education foundation studies which include studies of the history of educational thought, principles of learning and teaching, human growth and development, comparative education, and sociology of education. Curriculum and instruction subjects provide units on principles and practice of planning, delivering and assessing learning

experiences for students and include such matters as programming, classroom management skills, test construction, individualizing instruction, small group teaching methods, laboratory instruction, and cooperative learning techniques.

Courses of studies for MA Education Programme

In the light of expanding knowledge and international demand, following courses may be included in MA Education Programme:

Semester-I (compulsory Courses)

| Course | Title | Marks |
|---------------|--------------------------------------|--------------|
| Edu-01 | Philosophy of Education | 100 |
| Edu-02 | Educational Psychology | 100 |
| Edu-03 | Educational Research | 100 |
| Edu-04 | Curriculum Planning & Development | 100 |
| Edu-05 | Educational planning & Management | 100 |
| Edu-06 | Educational Measurement & Evaluation | 100 |

Semester-II (compulsory Courses)

| | | |
|--------|--|-----|
| Edu-07 | Teacher Education in Islamic Perspective | 100 |
| Edu-08 | Foundations of Education | 100 |
| Edu-09 | Methodology of Teaching | 100 |
| Edu-10 | Perspectives of Education in Pakistan | 100 |
| Edu-11 | Theory and History of Education | 100 |
| Edu-12 | Computer Education | 100 |
| Edu-13 | Innovations and new trend in Education | 100 |

Semester-III (Compulsory Courses)

| | | |
|--------|--|-----|
| Edu-14 | Educational Administration & Supervision | 100 |
| Edu-15 | Advanced Statistical techniques | 100 |
| Edu-16 | Issues in Education | 100 |
| Edu-17 | Educational Technology | 100 |
| Edu-18 | School Management | 100 |

Semester-III (Elective Courses)

| | | |
|--------|----------------------|-----|
| Edu-19 | Functional English | 100 |
| Edu-20 | Functional Urdu | 100 |
| Edu-21 | Non-Formal Education | 100 |
| Edu-22 | Distance Education | 100 |

Semester-IV (Compulsory Courses)

| | | |
|--------|--|-----|
| Edu-23 | Quality Assurance in Education | 100 |
| Edu-24 | Comparative Education | 100 |
| Edu-25 | School Effectiveness & Improvement | 100 |
| Edu-26 | Mentoring and Professional Development | 100 |

Semester-IV (Elective courses)

| | | |
|--------|------------------------|-----|
| Edu-27 | Economics of Education | 100 |
| Edu-28 | Documentation | 100 |

Semester-V (Compulsory)

| | | |
|--------|-----------------------------|-----|
| Edu-29 | Secondary school Curriculum | 100 |
| Edu-30 | Guidance and counseling | 100 |
| | Teaching practice | 100 |

Semester-V (Practical Skills)

| | |
|--------|---|
| Edu-31 | Internship in Schools and other educational organizations |
| Edu-32 | Seminars and Workshops |
| Edu-33 | Community based field-work |

Semester-VI

| | | |
|--------|------------------|-----|
| Edu-34 | Research Project | 100 |
|--------|------------------|-----|

Total Courses: 34**Total Marks: 3100****Duration of Programme**

The duration of teacher education programs varies across systems from a year or less to four or even five years. That range exists in quite a variety of countries and seems not always to depend on the economic development level of the countries concerned. Among the African developing countries of Algeria, Ghana, Nigeria, Ivory Coast, Morocco, and Kenya, the range in 1990 was from one to five years. In Australia, recruits who have completed three-or four-year university bachelor's degrees can complete a professional teaching qualification in one year, while most choose to enter teaching immediately after completing secondary schooling and then take up to four years to complete a bachelor of education degree (Ducharme & Ducharme, 2007).

The main purpose of MA Education Programme is to equipped with theoretical and practical knowledge to become a good teacher in different areas and develop a positive attitude towards teaching profession and required competency to face

different situations during teaching. It is not possible in given short duration of teacher education programme.

Practice Teaching

Providing actual teaching experience in real school situations (the practicum) is one of the most challenging tasks for planners of teacher education.

This traditional approach to the practicum has been criticized on the grounds that it militates against bridging the gap between theory and practice, when the two might be learned more effectively if integrated. In some cases the problem was approached by trying to make the university or college the site of more practically orientated school experiences. Thus, such innovations as laboratory schools were established at the university. Over the last three decades of the twentieth century, the bridge was sought in the form of simulations, such as microteaching. Microteaching usually occurred on the campus of the college or university. It consisted of scaled-down teaching situations in which shorter than normal lessons would be taught to smaller groups of students with limited numbers of teaching skills to be practiced in pursuit of a small number of learning objectives. Usually, teaching spaces were developed and built specifically for the environment of microteaching. The lessons would be videotaped, so that the student teacher could view the lesson, often in consultation with peers and a supervisor or mentor, and obtain feedback which could be used in re-planning the lessons.

The main purpose of the teaching practice programme is to help the student-teacher to acquire the power of observation, attention, teaching imagination and a sense of time. He learns how to prepare his lesson independently and how to mark pupil's work. The teaching practices which he exercised during his training period

does not help him to take his class perfectly and complete his prescribed course within the period provided. It is also observed that supervisors evaluate only written plans whereas how the student teachers conduct lessons are not evaluated. In teaching practice, the teachers should be given a chance to face the real problems of classroom teaching. They should know how to complete their course and how to perform other related work other than teaching (Veer, 2004).

The teacher educators should deliver model lessons of different types in actual classroom situation and prospective teachers will not only learn the techniques but also make its critical appraisal and evaluation to be subsequently discussed with the teachers. The college or university in which the student teacher are enrolled should appoint one of its own faculty to supervise practice-teaching and that faculty member should visit and observe the student teacher in actual teaching and report on progress. Student teachers should be assigned other assignments to complete during practice teaching. For example, they might be required to establish a file on school organization and curriculum resources in the school or school administration etc.

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Evaluation

In improvement of any programme of education evaluation plays an important role. The system of evaluation should be valid, reliable and should aid the student teachers' growth. There is a need to pooling together of all the work that has been done or will be done in the area of student teaching evaluation to evolve a purposeful, free from the element of subjectivity and satisfying system of evaluation (Singh, 2005).

VALIDATION OF PROPOSED MODEL

There is a strong need to launch a comprehensive professional training program for prospective teachers. Following important issues were identified:

(i) Inadequate preparation of prospective teachers, because of;

Weak content knowledge

Poor pedagogical competencies and skills

Lack of motivational techniques

Lack of inter-personal communication skills

Lack of knowledge of education assessment process

(ii) In-appropriate admission/selection procedures

(iii) Inadequate criteria of basic education requirements for prospective teachers

All these and other multifarious reasons have become the most important obstacle in the development of prospective teachers and has given birth to a very strange culture that fosters everything which is unproductive and has no connection with institutional development

The existing teacher education program is considered not being adequately responsive to the demands for quality education in the country, so it should be polished and add skills that contribute to enhance the quality of education.

Keeping in mind the said issues, above-mentioned proposed model was presented in a seminar to discuss various aspects of model. The validity of model has been taken in by collecting feedback from educational experts, modifications have been made and approved by them. This has ensured the face and content validity of the model.

PROPOSED TEACHER EDUCATION MODEL (MA EDUCATION)

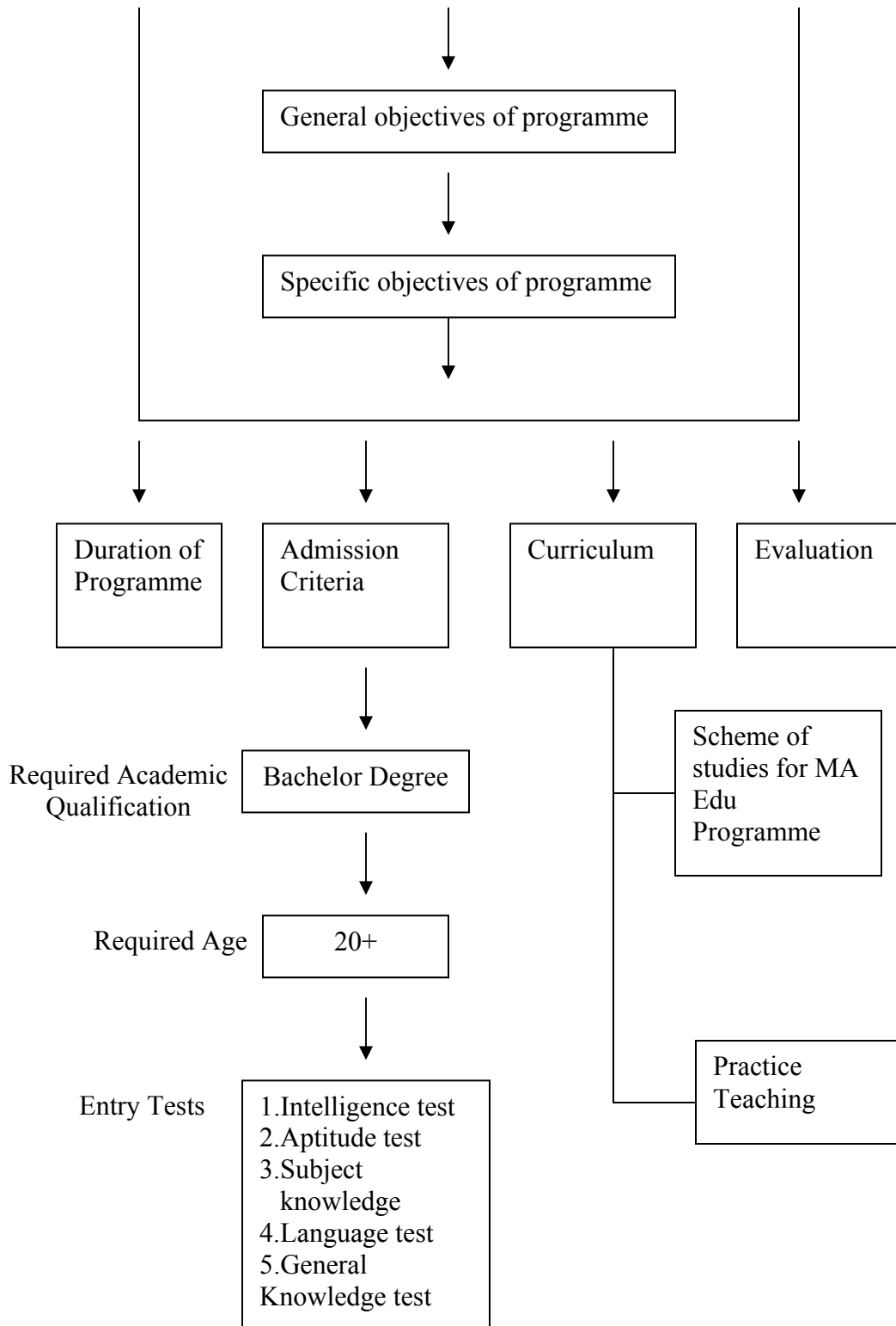


Fig. Structure of Proposed Teacher Education Programme

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APPENDICES

Appendix-I

QUESTIONNAIRE FOR PROSPECTIVE TEACHERS

Name: _____ Age: _____ Gender: _____

Qualification: _____ Institute Name: _____

| Note: Please encircle the relevant response | | |
|--|--|----------|
| 1- | Objectives given in the teacher education courses are clear and achievable | YES / NO |
| 2- | Computer skill is also enhanced during MA Education Programme | YES / NO |
| 3- | Student teachers learn to maintain pupils achievement records systematically during MA Education Programme | YES / NO |
| 4- | Student teachers get training to set learning objectives which are relevant to all pupils in a class | YES / NO |
| 5- | Student teachers learn to design appropriate monitoring and assessment strategies to evaluate pupils' progress | YES / NO |
| 6- | Research work is obligatory for degree completion | YES / NO |
| 7- | Changes are required in compulsory courses of MA Education Programme | YES / NO |
| 8- | Duration of MA Education Programme needs to be enhanced | YES / NO |
| 9- | Duration of practice teaching needs to be enhanced | YES / NO |
| 10- | Semester system is appropriate than annual system for MA Education Programme | YES / NO |
| 11- | Marks distribution for theory and practice is satisfactory | YES / NO |
| 12- | Existing evaluation system promotes the conception of | YES / NO |

| | | | | | | |
|---|---|---------|---|---|---|---|
| students for subject | | | | | | |
| 13- | Library of the institution is fully equipped with high quality material | YES /NO | | | | |
| 14- | Physical facilities are adequate for successful teaching-learning process | YES /NO | | | | |
| 15- | Teaching faculty required for MA Education Programme is adequate | YES /NO | | | | |
| <p>Note: Please read the following statements carefully and tick () the appropriate level of your agreement with each statement</p> <p>A: Always O: Often S: Sometime R: Rarely N: Never</p> | | | | | | |
| | | A | O | S | R | N |
| 16- | Course material is easily accessible | | | | | |
| 17- | Medium of instruction is English for MA Education Programme | | | | | |
| 18- | Your teachers have full command over subject knowledge | | | | | |
| 19- | Students are trained to use advanced instructional technology such as television, computer, on-line library, multi-media etc. | | | | | |
| 20- | A variety of teaching methods are used according to the nature of objectives, content and students | | | | | |
| 21- | Your teachers are well aware of modern technologies and innovations in subject area | | | | | |
| 22- | Teachers cover the course properly on time | | | | | |
| 23- | Teachers direct you for assignments and explain the | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | relevant concepts | | | | | |
| 24- | Your teachers provide you professional counseling for future career | | | | | |
| 25- | Students of MA Education Programme learn to manage effectively the 1- physical teaching space 2- tools 3- materials 4- texts 5- other resources | | | | | |
| 26- | Name the courses which should not be included in MA Education Programme | | | | | |

Appendix-II

QUESTIONNAIRE FOR TEACHERS

Name: _____

Gender: _____

Qualification (a) Academic: _____

(b) Professional: _____

Institute Name: _____

Experience (in years): _____

Your favorite subjects at B. A/B. Sc Level: _____

Note: Please encircle the relevant response

| | | |
|-----|---|----------|
| 1- | Objectives given in the teacher education curriculum are very clear and achievable | YES / NO |
| 2- | Objectives given in the teacher education curriculum are in line with the school curriculum | YES / NO |
| 3- | The existing courses being taught at MA Education level have relevance to national and international requirements | YES / NO |
| 4- | Research work is obligatory for degree completion of MA Education | YES / NO |
| 5- | Duration of MA Education Programme needs to be enhanced | YES / NO |
| 6- | Student teachers learn to maintain pupils achievement records systematically | YES / NO |
| 7- | Student teachers get training to set learning objectives which are relevant to all pupils in a class | YES / NO |
| 8- | Student teachers learn to design appropriate monitoring and assessment strategies to evaluate pupils' progress | YES / NO |
| 9- | Curriculum of MA Education programme is based on recent research studies on learning | YES / NO |
| 10- | Duration of practice teaching needs to be increased | YES / NO |

| | | | | | |
|---|--|--|----------|---|---|
| | | | | | |
| 11- | Existing evaluation system of MA Education Programme promotes students' comprehension of the subject | | YES / NO | | |
| 12- | Semester system is appropriate than annual system for MA Education Programme | | YES / NO | | |
| 13- | Marks distribution for theory and practice is satisfactory for the students of MA Education Programme | | YES / NO | | |
| 14- | Rewards and incentives are provided to motivate the teachers and students | | YES / NO | | |
| <p>Note: Please read the following statements carefully and tick () the appropriate level of your agreement with each statement</p> <p>A: Always O: Often S: Sometime R: Rarely N: Never</p> | | | | | |
| | | | | A | O |
| | | | | S | R |
| | | | | N | |
| 15- | MA Education Students are trained to use advanced instructional technology such as television, computer, on-line library, multi-media etc. | | | | |
| 16- | Teacher education curriculum is regularly reviewed/evaluated | | | | |
| 17- | You feel your students are more confident after the completion of practice teaching during MA Education Programme | | | | |
| 18- | A variety of teaching methods are used according to the nature of objectives, content and students | | | | |
| 19- | Teachers plan their lessons before teaching in the class | | | | |
| 20- | Student-Centered learning is preferred in the institution | | | | |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21- You constantly put forward modifications in student evaluation system as and when required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22- Physical facilities are adequate for successful teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23- Library of the institution is fully equipped with high quality material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24- Refresher courses are regularly conducted for faculty teachers to update their knowledge and skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25- The teachers are getting appropriate honour from the society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Note: Please tick () the appropriate answer | | | | | |
| 26- The topics for research are allotted to the students by: 1- Government Agencies 2- their teachers 3- students themselves | | | | | |
| 27- Following are produced by the institution on regular basis 1- Journals 2- Bulletins 3- Research Reports | | | | | |
| 28- Students of MA Education Programme learn to manage effectively the 1- physical teaching space 2- tools 3- materials 4- texts 5- other resources | | | | | |

QUESTIONNAIRE FOR HEADS OF DEPARTMENT

Name: _____ Gender: _____

Qualification (a) Academic: _____ (b) Professional: _____

Institute Name: _____ Experience (in years): _____

Your favorite subjects at B. A/B. Sc Level: _____

Note: Please encircle the relevant response

| | | |
|-----|--|----------|
| | | |
| 1- | Objectives given in the teacher education curriculum are clear and achievable | YES / NO |
| | | |
| 2- | Objectives given in the teacher education curriculum are in line with the school curriculum | YES / NO |
| | | |
| 3- | The institution has direct link with working school teachers | YES / NO |
| | | |
| 4- | Duration of practice teaching for MA Education Programme needs to be increased | YES / NO |
| | | |
| 5- | Duration of MA Education Programme needs to be enhanced | YES / NO |
| | | |
| 6- | Existing evaluation system of MA Education Programme promotes students comprehension of the subject | YES / NO |
| | | |
| 7- | Admission criteria for MA Education Programme is appropriate | YES / NO |
| | | |
| 8- | You are satisfied with the evaluation procedures used for assessing the competencies of the student teachers | YES / NO |
| | | |
| 9- | Semester system is appropriate than annual system for MA Education Programme | YES / NO |
| | | |
| 10- | Marks distribution for theory and practice is satisfactory for the students of MA Education Programme | YES / NO |

| | | | | | | | |
|---|---|--|---|---|---|---|---|
| 11- | Rewards and incentives are provided to motivate the teachers and students | YES / NO | | | | | |
| 12- | Classrooms are large enough for the proper utilization of audio-visual aids | YES / NO | | | | | |
| 13- | Library of the institutions is fully equipped with high quality material | YES / NO | | | | | |
| 14- | Faculty required for MA Education Programme is adequate | YES / NO | | | | | |
| 15- | Physical facilities are adequate for successful lecture delivery | YES / NO | | | | | |
| <p>Note: Please read the following statements carefully and tick () the appropriate level of your agreement with each statement</p> <p>A: Always O: Often S: Sometime R: Rarely N: Never</p> | | | | | | | |
| | | <table border="1" style="display: inline-table;"> <tr> <td>A</td> <td>O</td> <td>S</td> <td>R</td> <td>N</td> </tr> </table> | A | O | S | R | N |
| A | O | S | R | N | | | |
| 16- | The content being taught at MA Education level is rehashed in the light of expanding knowledge and technology | <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | | |
| 17- | Seminars and workshops are arranged by the education department for student teachers | <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | | |
| 18- | Faculty of institution contributes in curriculum revision | <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | | |
| 19- | Students of MA Education are trained to use advanced instructional technology such as television, computer, on-line library, multi-media etc. | <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | | |
| 20- | A variety of teaching methods are used according to the nature of objectives, content and students | <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | | |

| | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21- | The methodologies used to teach student teachers are revised in the light of new technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22- | Faculty teachers of MA Education Programme study recent literature on their subject for professional enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23- | Refresher courses are regularly conducted for faculty teachers to update their knowledge and skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24- | Follow ups of training are continuously carried out to observe the impact of training on teacher classroom behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25- | Teachers always cover the course properly on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Note: Please tick () the appropriate answer | | | | | | |
| 26- | The topics for research are allotted to the students by: | | | | | |
| | 1- Government Agencies | | | | | |
| | 2- their teachers | | | | | |
| | 3- students themselves | | | | | |
| 27- | Following are produced by the institution on regular basis | | | | | |
| | 1- Journals | | | | | |
| | 2- Bulletins | | | | | |
| | 3- Research Reports | | | | | |

**Public Sector Universities / Degree
Awarding Institutes**

| | |
|----|---|
| 1 | <u>Air University, Islamabad</u> |
| 2 | <u>Allama Iqbal Open University, Islamabad</u> |
| 3 | <u>Bahauddin Zakariya University, Multan</u> |
| 4 | <u>Bahria University, Islamabad</u> |
| 5 | <u>Balochistan University of Engineering and Technology, Khuzdar</u> |
| 6 | <u>Balochistan University of Information Technology and Management Sciences, Quetta</u> |
| 7 | <u>COMSATS Institute of Information Technology, Islamabad (having campuses: Islamabad, Abbottabad, Wah, Lahore and Attock).</u> |
| 8 | <u>Dow University of Health Sciences Karachi</u> |
| 9 | <u>Fatima Jinnah Women University, Rawalpindi</u> |
| 10 | <u>Federal Urdu University of Arts, Sciences and Technology, Islamabad</u> |
| 11 | <u>Gomal University, D.I. Khan</u> |
| 12 | <u>Government College University, Faisalabad</u> |
| 13 | <u>Government College University, Lahore</u> |
| 14 | <u>Hazara University, Dodhial, Mansehra</u> |
| 15 | <u>Institute of Business Administration, Karachi</u> |
| 16 | <u>Institute of Management Sciences (IM Sciences), Peshawar</u> |
| 17 | <u>Institute of Space Technology (IST), Islamabad</u> |
| 18 | <u>International Islamic University, Islamabad</u> |
| 19 | <u>Islamia University, Bahawalpur</u> |
| 20 | <u>Karakoram International University, Gilgit</u> |
| 21 | <u>Kohat University of Science & Technology, Kohat</u> |
| 22 | <u>Lahore College for Women University, Lahore</u> |
| 23 | <u>Liaquat University of Medical and Health Sciences, Jamshoro Sindh</u> |
| 24 | <u>Mehran University of Eng. & Technology, Jamshoro</u> |
| 25 | <u>National College of Arts, Lahore</u> |
| 26 | <u>National University of Modern Languages, Islamabad</u> |
| 27 | <u>National University of Sciences & Technology, Rawalpindi</u> |
| 28 | <u>NED University of Engineering & Technology, Karachi</u> |
| 29 | <u>NWFP Agriculture University, Peshawar</u> |

| | |
|----|--|
| 30 | <u>NWFP University of Engineering & Technology, Peshawar</u> |
| 31 | <u>Pakistan Institute of Engineering & Applied Sciences, Islamabad</u> |
| 32 | Pakistan Military Academy, Abbottabad |
| 33 | <u>Pakistan Naval Academy, Karachi</u> |
| 34 | <u>Quaid-e-Awam University of Engineering, Science & Technology, Nawabshah</u> |
| 35 | <u>Quaid-i-Azam University, Islamabad</u> |
| 36 | Sardar Bahadur Khan Women University, Quetta |
| 37 | <u>Shah Abdul Latif University, Khairpur</u> |
| 38 | <u>Sindh Agriculture University, Tandojam</u> |
| 39 | <u>University of Agriculture, Faisalabad</u> |
| 40 | <u>University of Arid Agriculture, Murree Road, Rawalpindi</u> |
| 41 | <u>University of Azad Jammu & Kashmir, Muzaffarabad, Azad Kashmir</u> |
| 42 | <u>University of Balochistan, Quetta</u> |
| 43 | University of Education, Lahore |
| 44 | <u>University of Engineering & Technology, Lahore</u> |
| 45 | <u>University of Engineering & Technology, Taxila</u> |
| 46 | University of Health Sciences, Lahore |
| 47 | <u>University of Karachi, Karachi</u> |
| 48 | University of Malakand, Chakdara, Dir. Malakand |
| 49 | <u>University of Peshawar, Peshawar</u> |
| 50 | <u>University of Sargodha, Sargodha</u> |
| 51 | <u>University of Sindh, Jamshoro</u> |
| 52 | <u>University of the Punjab, Lahore</u> |
| 53 | Lasbelaa University of Agriculture, Water & Marine Science, Othal |
| 54 | University of Veterinary and Animal Sciences, Lahore |
| 55 | <u>Virtual University of Pakistan, Lahore</u> |
| 56 | University of Gujrat , Gujrat |
| | 47 (Universities) + 9 (Degree Awarding Institutes) = 56 |

**LIST OF COLLEGES OF EDUCATION
SELECTED AS SAMPLE OF STUDY**

1. GOVT COLLEGE EDUCATION FOR WOMEN, LAHORE
2. GOVT COLLEGE EDUCATION FOR MEN, LAHORE
3. GOVT COLLEGE EDUCATION FOR SCIENCE, TOWNSHIP LAHORE
4. GOVT COLLEGE EDUCATION, MULTAN
5. GOVT COLLEGE EDUCATION, FAISALABAD
6. GOVT COLLEGE EDUCATION, D.G. KHAN
7. PAF COLLEGE OF EDUCATION FOR WOMEN, RWP
8. COLLEGE OF EDUCATION F.B. AREA, KARACHI
9. FEDERAL COLLEGE OF EDUCATION H-9, ISLAMABAD
10. COLLEGE OF EDUCATION SUKHAR
11. COLLEGE OF EDUCATION LARKHANA