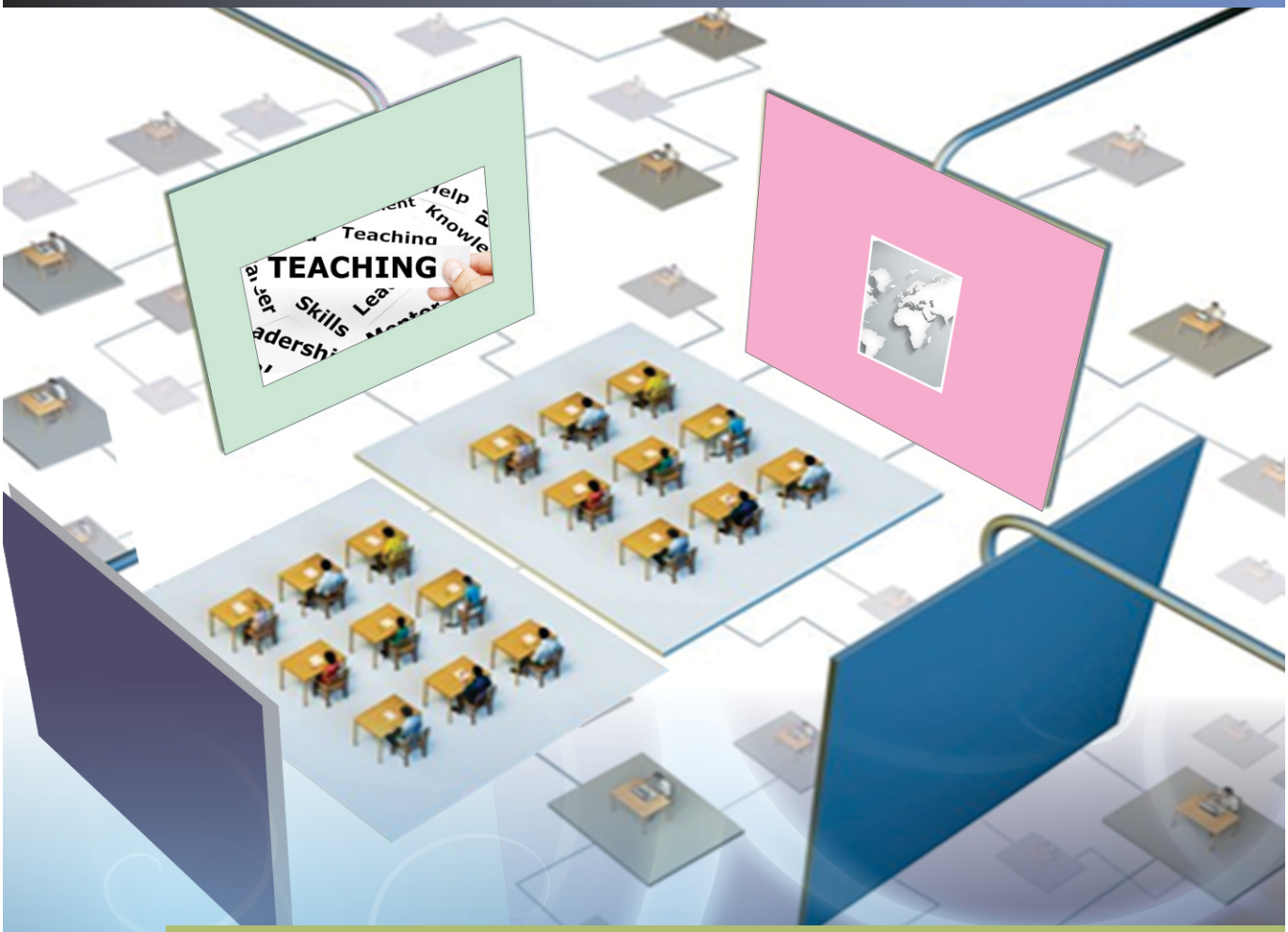
ELEMENTARY TEACHER EDUCATION

MA / MEd Elementary Teacher Education

Course Code: 8336

Units: 1-9



Department of Early Childhood Education and Elementary Teacher Education
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

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EARLY CHILDHOOD EDUCATION AND ELEMENTARY TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD

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COURSE TEAM

Chairman:	Prof. Dr. Nasir Mahmood Dean, Faculty of Education, AIOU
Course Development Coordinator:	Dr. Muhammad Athar Hussain Assistant Professor, AIOU
Members:	1. Dr. Fazal Ur Rahman Associate Professor, AIOU
	2. Dr. Muhammad Athar Hussain Assistant Professor, AIOU
	3. Dr. Rehmatullah Bhatti Assistant Professor, AIOU
	4. Dr. Sher Zaman University of Gujrat
	5. Dr. Muhammad Saeed IER, University of the Punjab, Lahore
	6. Ms. Mubeshera Tufail Lecturer, AIOU
Reviewers:	1. Dr. Muhammad Shahid Farooq
	2. Dr Fazal Ur Rahman
Composing/Layout by:	M. Hameed Zahid
Editor:	Ms. Humera Ejaz

INTRODUCTION

The National Council for Teacher Education has defined teacher education as – A program of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The national education policy (2009) has given attention on two large and critical problems facing the elementary sector, that is, (i) low participation and narrow base of the sector, and (ii) weak quality of provision.

Various efforts have been made to revise and improve quality of teacher education. In this regards, structure, curricula, training duration, selection and appointment criteria and other related aspects were discussed, debated and some massive changes were made in introducing elementary teacher education programs. Some of them are B.Ed-04 years; Associate degree in education and recently were also designed B.Ed 1½ Year and B.Ed 2½ Years.

National standards for teacher education were set to prepare prospective teachers in a comprehensive way equipped with relevant knowledge, pedagogy and attitude. It also states teacher education situation that the teacher workforce deployed and those needed to achieve the goal of universal, compulsory, basic education from pre-primary to tenth grade is an overwhelming task. At elementary level, there is still large number of teachers who either have basic training or are without training. Training of teacher in teacher training institutions is often questioned. Such themes related to elementary teacher education will be discussed in this book. This course is not only focused to produce students who are well aware of pedagogical skills but also to help them understand various themes related to elementary teacher education. Moreover this course will introduce new programs launched for development of elementary teacher education.

Dr. Muhammad Athar Hussain
Course Development Coordinator/
Program Coordinator

OBJECTIVES

After successful completion of the course, you will be able to:

1. Explain nature and scope of elementary teacher education.
2. Describe elementary teacher education in historical perspective.
3. Comprehend curriculum of elementary teacher education.
4. Understand elementary teacher education in comparative perspective.
5. Examine new elementary teacher education programs in Pakistan.
6. Describe challenges in elementary teacher education.
7. Analyze elementary teacher education programs in Pakistan.

ACKNOLWEDGEMENT

In last few years, there have been a number of initiatives and projects to restructure and improve teacher education programs in Pakistan. Much focus was given to introduce new programs and courses. Among those new initiates, elementary teacher education held a prominent position as the school education sector faced serious concerned in term of quality of education. Prospective teachers are expected to be well familiar with initiatives in elementary teacher education programs and changes which took place in teacher education curricula, program duration, service structure of elementary teacher etc. To meet this demand, the department of Early Childhood and Elementary Teacher Education offers the course "Elementary Teacher Education" for future/working teachers. This book is intended to equip the students of M.A. / M.Ed with knowledge of development of elementary teacher education programs.

This book reflects the efforts of many people. The Department of Early Childhood Education and Elementary Teacher Education is grateful to all the members of the course team for writing units and giving comments and feedback to improve the materials.

I am highly grateful to Prof Dr Shahid Siddiqui, Vice-Chancellor, Allama Iqbal Open University for providing facilities and encouragement for writing the book.

Special thanks goes to Dr. Muhammad Athar Hussain, course development coordinator for efforts and committed work in a short time. Finally I am personally thankful to all, who helped in developing this course "Elementary Teacher Education".

Prof. Dr. Nasir Mahmood
Chairman/Dean F/o Education

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UNIT–1

INTRODUCTION TO ELEMENTARY EDUCATION

Written by: Dr. Muhammad Athar Hussain

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

The Constitution of Islamic Republic of Pakistan, 1973 lays down that "State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time" (Article 37-B, 1973 Constitution of Pakistan). The article 25A – Right to Education – of the Constitution says that: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

The elementary school system to which we refer today in Pakistan did not emerge rapidly. It has evolved through last 65 years. The beginning was very meager, and it has to struggle to evolve into elementary schools that we know today in the country. Previously there had been primary schools (Class I-V) and Middle schools (VI-VIII). Toda in Pakistan the meaning often "Elementary Education" refers to grade levels 1 to 8. By this stage universal literacy can be attained within a community and the talents of the gifted children can be identified. The elementary education produces bulk of the skilled and literate workers and a modern technological society can be evolved and maintained. This stage is very important, especially in a democratic society like Pakistan.

OBJECTIVES

After completion of the course, you will be able to:

1. Explain the definitions concept and scope of Elementary Education.

2. Discuss and compare the elementary education system of UK with Malaysia and Pakistan.

3. Understand structure of elementary education in Pakistan.

1.1 NATURE AND SCOPE OF ELEMENTARY EDUCATION

The Constitution of Islamic Republic of Pakistan, 1973 lays down that "State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time" (Article 37-B, 1973 Constitution of Pakistan). The article 25A – Right to Education – of the Constitution says that: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

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to struggle to evolve into elementary schools that we know today in the country. Previously there had been primary schools (class I-V) and Middle schools (VI-VIII). Toda in Pakistan the meaning often "Elementary Education" refers to grade levels I to 8. By this stage universal literacy can be attained within a community and the talents of the gifted children can be identified. The elementary education produces bulk of ' the skilled and literate workers and a modern technological society can be evolved and maintained. This stage is very important, especially in a democratic society like Pakistan.

Elementary education refers to the first phase of compulsory education that children obtain during the few years of school education. This phase has specific objectives that tend to meet special needs of the elementary school children. This phase goes for a period of eight years once children have begun schooling from grade one.

Many countries give special focus on investing in other sectors whereas the elementary education is given minimal attention. This is especially common in developing countries. Consequently, there is a rapid increase in number of illiterates who cause many other social evils.

The national education policy (2009) has given attention on two large and critical problems facing the elementary sector, that is, (i) low participation and narrow base of the sector, and (ii) weak quality of provision.

Despite some progress in recent years, access rates remain low, NER at 66% for primary are the lowest compared to the selected reference countries. Even though these 2005 rates have improved in 2006-07, Pakistan could not achieve EFA 2015 targets. The narrow base is further attenuated through high dropout rates. The survival rate to Grade 5 is 72%. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the secondary level. Pakistan cannot afford to live with the narrow base in the perspective of long term economic and social development of the nation. These are curriculum, textbooks, assessments, teachers, the learning environment in an institution and relevance of education to practical life/ labor market. It also states that elementary schooling is facing many deficiencies in each of the input areas , that, textbooks, assessments, teachers, learning environment and then relevance of education to practical life / labor market, that would need to be improved; the most significant action is required in improving the teaching resources and the pedagogical approaches teachers employ in elementary classes.

NEC/NEMIS data show that Pakistan's education system focuses strongly on primary education. Despite this concentration, however, there are still many children between 5 to 9 years of age that are not attending school and it would appear that the primary system needs to expand if universal primary enrolment is to be achieved. In Pakistan there are a total of 145,829 primary schools, out of these 125,573 (86%) are in the public sector, whereas, 20,256 (14%) are in the private sector. The primary stage of education in

Pakistan enrolls 18.751 million learners/students. Out of which 11.461 million (61%) are in public sector and 7.290 million (39%) are in private sector. Out of the total enrolment at primary stage, 10.471 million (55%) are boys and 8.280 million (45%) are girls. The total number of primary teachers are 422,797 of which 324,561 (77%) are in public sector, whereas 98,236 (23%) are in private sector. In Pakistan, there are 45,680 middle schools of which 16,862 (37%) are in public sector, whereas 28,818 (63%) are in private sector. There are 6.445 million students enrolled in middle stage of education i.e., they are studying in grades VI-VIII. Out of these 4.039 million (63%) are in public sector, whereas, 2.403 million (37%) are in private sector. The total boys enrolment at middle stage is 3.647 million, whereas, the girls enrolment is 2.798 million.

The total number of teachers at middle level is 394,231 out of which 139,191 teachers are performing their duties in public sector. The remaining 255,040 teachers are providing their services in private schools. There are 123,936 (31%) male teacher and 270,295 (69%) female teachers.

1.2 ELEMENTARY EDUCATION UNITED KINGDOM

Children in the United Kingdom have to legally attend primary and secondary education which runs from about 5 years old until the student is 16 years old. The education system in the UK is also split into "key stages" which breaks down as follows: Key Stage one: 5 to 7 years old.

In recent years there has been a major expansion of Early Years education and childcare. The Education Act 2002 extended the National Curriculum for England to include the Foundation Stage which was first introduced in September 2000, and covered children's education from the age of 3 to the end of the reception year, when children are aged 5. The Early Years Foundation Stage (EYFS) came into force in September 2008, and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early years settings between birth and the academic year in which they turn 5.

1.3 STRUCTURE OF THE PRIMARY EDUCATION SYSTEM IN UK

You may ask the following questions regarding the structure of primary education:

- Who has control of and responsibility for the structure of primary education?
- Different primary school types
- Key stages in primary school education
- The structure of the National Curriculum
- Assessment in pre-school and primary years
- Length, structure and control of the school year
- The structure of inspection in primary education.

1.4 WHO CONTROLS THE STRUCTURE OF PRIMARY EDUCATION IN ENGLAND?

The control of education in England lies with the national government and central Department for Children, Schools and Families (DCSF). However, education in England is largely decentralized and many responsibilities lie with the Local Authorities (LAs), churches, voluntary bodies, governing bodies of schools and head teachers (O'Donnell et al. 2007). The 150 English LAs take responsibility for area-wide aspects of educational provision. There are different types of local government structures: single-tier and two-tier configurations: Single-tier local government exists where a locality – usually a town, city or other urban area, is served by a single authority, which is responsible for all local service provision and two-tier local government exists where, rather than all local services being provided by the local council, there is a division of responsibilities between a district (local) council, and a county council, which will cover a number of districts. The duties of LAs in relation to the structure of education cover the appointment and support of governors; being the employer of teaching and non-teaching staff (although they may not have this right in respect of church, voluntary or foundation schools); coordinating school admissions processes; setting dates for the school year; and providing education, behavioral and finance plans for maintained schools. Governors and head teachers are responsible for what goes on within the school. For example, they decide on the use of the school premises (including extended school services); delegation of school budgets; performance target setting in relation to National Curriculum assessments, public examinations and unauthorized absence; pupil discipline and providing the LA with information about the school (Department for Education and Employment (DfEE), 2001). In addition to overseeing primary education in maintained schools, LAs are required to provide a free, part-time place in some form of pre-school for every three- or four-year-old whose parents request it. This can be done through nurseries attached to primary schools or, outside the maintained sector, by parent groups, voluntary, private or independent bodies (for example private nurseries, nurseries attached to independent schools and pre-school playgroups). According to a recent Eurydice report (2006), most provision for children aged 2 three to five years in England is in state-maintained nursery schools, classes in primary schools, and in voluntary and private settings.

1.5 PRIMARY SCHOOL TYPES IN ENGLAND

The legal framework in England divides primary schools into three categories:

- Community schools, which are established and fully funded by LAs (and are often referred to as 'maintained' schools).
- Voluntary schools, which were originally established by voluntary or religious bodies (mainly churches). These bodies still retain some control over the management of these schools although the schools are now largely funded by LAs.
- Foundation schools, which are also funded by LAs but owned by school governing bodies or charitable foundations. Primary schooling in England accommodates children aged from five to 11 years. Children must start full-time school the school

term after they become five, although most children actually start school at age four (Eurydice 2006). There are a number of different school types that cover the age ranges relevant to this literature survey. They are:

- Infant schools (typically age four to seven)
- First schools (typically age eight to 12 or nine to 13)
- Junior schools (typically age seven to 11)
- Middle schools (typically age eight to 12)
- Primary schools with pre-schools or nurseries (typically age three to 11)
- Primary schools without pre-schools or nurseries (typically age five to 11).

There are some other primary school types, including special schools that cater only for children with special educational needs and can be community, voluntary or foundation schools. Outside the mainstream primary school system there are Independent schools where parents pay for places.

1.6 THE NATIONAL CURRICULUM AND 'KEY STAGES' IN PRE-SCHOOL AND PRIMARY EDUCATION

The Education Reform Act of 1988 (GB Statutes 1988) set out a National Curriculum for every maintained school. This was made up of specified subjects and included the following:

- A set of attainment targets which specify the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have reached by the end of each key stage
- The types of matters, skills and processes which are to be taught to pupils of different abilities and maturities during each key stage
- Assessment for pupils at or near the end of each key stage for the purpose of ascertaining what they have achieved in relation to the attainment targets for that stage.

The education system in the UK is also split into "key stages" which breaks down as follows:

- **Key Stage 1:** 5 to 7 years old
- **Key Stage 2:** 7 to 11 years old
- **Key Stage 3:** 11 to 14 years old
- **Key Stage 4:** 14 to 16 years old

Generally key stages 1 and 2 will be undertaken at primary school and at 11 years old a student will move onto secondary school and finish key stages 3 and 4.

The National Curriculum divides education up into 'key stages' of learning. In the primary years these are 'the Foundation Stage', 'Key Stage 1' and 'Key Stage 2'. The Foundation Stage came into being as a distinct phase of education in 2000 and became part of the National Curriculum in 2002, 14 years after the National Curriculum for

primary and secondary schools was introduced. It set out six key areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development (QCA 2007). The Foundation Stage is delivered in pre-school settings for children aged from three to five years old. This means that nurseries and reception classes in primary schools deliver the Foundation Stage curriculum, as do other pre-school settings such as playgroups, day nurseries and nursery centres (O'Donnell et al. 2007). Key Stage 1 covers Year 1 and Year 2 of primary schools (ages five to seven) and Key Stage 2 covers Years 3 to 6 (ages seven to eleven).

Compulsory National Curriculum subjects are the same for Key Stages 1 and 2. The 'core' subjects of English, Maths and Science are given relatively greater amounts of curriculum time. The other (Foundation) subjects that make up the curriculum are: Design and Technology, Information and Communication Technology (ICT), History, Geography, Art and Design, Music and Physical Education (DfES 2007a).

1.7 ASSESSMENT IN THE PRIMARY SCHOOL YEARS

As mentioned above, the Education Reform Act of 1988 set out a National Curriculum for all maintained schools to follow, a system of national assessment was designed to help ascertain how well pupils were performing. These assessments take place by means of the Foundation Stage Profile which is completed at the end of the Reception Year 5, and through National Curriculum tests in core subjects at the end of Key Stage 1 and 2, at age seven and 11 respectively.

1.8 LENGTH AND STRUCTURE OF THE SCHOOL YEAR

In England, the school year comprises a minimum of 190 teaching days. The school year generally runs from September to July and schools are open five full days per week. Typically the year is divided into three terms, each with a half-term break. Term dates are determined by LAs or governing bodies (Eurydice 2006). From 2004/5 there was a movement towards introducing a 'standard school year' in which the school year was divided into six terms of a more even length. In practice, the standard year represented a fairly subtle change to the existing school year pattern. The Local Government Association (LGA)'s website states that the objective of the standard school year is to: Provide a model which allows for local flexibility, especially at the beginnings and ends to school terms, so as not to interrupt the integrity of smoother curriculum delivery, learning and assessment, and that teachers and parents with children at school in neighboring authorities are not inconvenienced by differing term and holiday dates. (LGA 2007a) 'In principle decisions' to adopt the proposed standard school year were registered by 45 LAs and 17 London Boroughs at the time of writing (LGA 2007b).

1.9 INSPECTION OF PRIMARY EDUCATION

Schools are inspected on a three-year cycle and inspections are carried out by the Office for Standards in Education (Of sted). Schools are required to complete a Self Evaluation

Form (SEF), and inspectors use this along with the school's Performance and Assessment (PANDA) report and any previous inspection reports to help inform their inspection. Inspection reports include the following:

- description of the school
- overall effectiveness of the school
- achievement & standards
- quality of provision in terms of teaching & learning, curriculum & other activities and care, guidance & support
- leadership & management
- the extent to which schools enable learners to be healthy
- the extent to which providers ensure that they stay safe
- how well learners enjoy their education
- the extent to which learners make a positive contribution
- How well learners develop workplace and other skills that will contribute to their future economic wellbeing (Ofsted 2007).

In practice, most English children start school at four, because of the growing practice of admitting children to school at the beginning of the year in which they become five. The term after a child's fifth birthday was established as the official school starting age in the 1870 Education Act. This decision was not taken on the basis of any developmental or educational criteria (see Woodhead 1989). Some MPs clearly favoured six as the school starting age. The main arguments in favour of setting the school starting age as early as five were related to child protection (from exploitation at home and unhealthy conditions in the streets). There was also a political imperative to appease employers because setting an early starting age enabled a relatively early school leaving age to be established, so that children could enter the workforce. There was no legislation prohibiting children under five from attending schools, with the consequence that large numbers of under-fives were admitted to primary schools. Concerns about the welfare of children under five in schools (ranging from babies to four-year-olds) led to an official enquiry in 1908 (see Bilton 1993; Woodhead 1989). By the time of the Plowden Report in 1967, the predominant pattern of entry to school was termly admission at statutory age (that is, there were three intakes each year for children to start school at the beginning of the term after they attained the age of five). An effective lowering of the school entry age has taken place since 1967. The trend was identified in 1983, when the NFER surveyed all English and Welsh Local Education Authorities (LEAs, now LAs) (Cleave et al. 1985). At that time, there was a mixture of entry policies in evidence, including annual entry (one intake at the beginning of the year), biannual entry (two entry points, usually in the autumn and spring terms) and termly entry (three entry points a year). A majority of LAs admitted children to school before statutory school age, although fifteen LAs had a policy of admission at statutory school age in all or some of their schools. Many schools taking children under statutory school age formed separate 'reception' classes containing children aged between four and five years (although some children started in 'mixed age'

classes, which included children of more than one year group). In 1986, a parliamentary select committee recommended the practice of annual entry to school before statutory school age: There should be no change in the statutory age of entry into school. However, we consider that local education authorities should, if they do not already do so, and under suitable conditions, move towards allowing entry into the maintained education system at the beginning of the school year in which the child becomes five. (GB Parliament, HoC ESAC 1986, para. 5: 44) The 'suitable conditions' referred to by the committee were that infant classes should provide a similar environment, staffing and curriculum to nursery classes. 6 The following year, another NFER survey confirmed the trend for lowering the age of entry to school, with ten LAs reporting recent changes in favour of earlier entry (Sharp 1987). Concerns were increasingly expressed that four-year-olds in reception classes were not experiencing 'nursery conditions'. These concerns were reflected in a Select Committee enquiry report of 1989, which proposed that: 'No further steps should be taken towards introducing four-year-olds into inappropriate primary school settings' (GB Parliament, HoC ESAC 1988, para. 7: 13). Nevertheless, the trend was further accelerated during the 1990s following the introduction of the 1988 Education Reform Act. By 2002, 99 percent of four-year-olds were attending some kind of educational provision, with 59 percent of four-year-olds in infant classes6 (DfES 2002). There are a number of reasons for the trend towards lowering of age of entry to primary schools which began in the 1980s (see Sharp 1987; Daniels et al. 1995). Pre-school places were insufficient to meet parental demand, which was rising due to an increasing female participation in the workforce. The 1988 Education Reform Act allowed schools greater control over their own budgets, which were largely based on the number of children on roll. This coincided with a reduction in the population of children starting school, giving schools both the incentive and capacity to take younger children. There was little inducement to create nursery classes because nursery education was governed by regulations stipulating the adult-child ratio (of 1:13) and staff qualifications required, making it a more complicated and expensive option. But these regulations did not apply to school reception classes, even though they catered for four-year-olds. Therefore, it was in schools' interests to lower the age of school entry by creating reception classes (but not nursery classes). Pressure built up on LAs to allow primary schools to accept four-year-olds. One of the immediate consequences of the increasing trend towards early entry to school was a removal of four-year-olds from pre-school settings, leading to concerns for the viability of nurseries and playgroups.

1.10 ELEMENTARY EDUCATION IN MALAYSIA

In Malaysia, education is the responsibility of the Government. The Malaysian education system encompasses education beginning from pre-school to university. Pre-tertiary education (pre-school to secondary education) is under the jurisdiction of the Ministry of Education (MOE) while tertiary or higher education is the responsibility of the Ministry of Higher Education (MOHE). Primary education (a period of 6 years) of free education

Education in Malaysia is overseen by the Ministry of Education (*Kementerian Pendidikan*). Although education is the responsibility of the Federal Government, each state and federal territory has an Education Department to co-ordinate educational matters in its territory. The main legislation governing education is the Education Act 1996.

The education system is divided into preschool education, primary education, secondary education, post-secondary education and tertiary education. Education may be obtained from the multilingual public school system, which provides free education for all Malaysians, or private schools, or through home schooling. By law, primary education is compulsory. As in many Asia-Pacific countries such as the Republic of Korea, Singapore and Japan, standardized tests are a common feature.

Primary education in Malaysia begins at age seven and lasts for six years, referred to as Year (*Tahun*) 1 to 6 (also known as Standard (*Darjah*) 1 to 6). Year 1 to Year 3 are classified as Level One (*Tahap Satu*) while Year 4 to Year 6 are considered as Level Two (*Tahap Dua*). Students are promoted to the next year regardless of their academic performance.

From 1996 until 2000, the *Penilaian Tahap Satu* (PTS) or the Level One Evaluation was administered to Year 3 students. Excellence in this test allowed students to skip Year 4 and attend Year 5 instead. However, the test was removed from 2001 onwards due to concerns that parents and teachers were unduly pressuring students to pass the exam.
Before progressing to secondary education, Year 6 pupils sit for the Primary School Achievement Test (*Ujian Pencapaian Sekolah Rendah*, UPSR). The subjects tested are Malay comprehension, Malay writing, English comprehension, English writing, Science and Mathematics. In addition to the six subjects, Chinese comprehension and written Chinese are compulsory in Chinese schools, while Tamil comprehension and written Tamil are compulsory in Tamil schools.

1.11 SCHOOL TYPES AND MEDIUM OF INSTRUCTION

Public primary schools are divided into two categories based on the medium of instruction:

- Malay-medium National Schools
- non-Malay-medium National-type Schools also known as "vernacular schools" further divided into
- National-type School (Chinese) Mandarin-medium and simplified Chinese writing
- National-type School (Tamil) Tamil-medium

All schools admit students regardless of racial and language background.

Malay and English are compulsory subjects in all schools. All schools use the same syllabus for non-language subjects regardless of the medium of instruction. Additionally, a National School must provide the teaching of Chinese or Tamil language, as well as indigenous languages wherever practical, if the parents of at least 15 pupils in the school request that the particular language to be taught.

In January 2003, a mixed medium of instruction was introduced so that students would learn Science and Mathematics in English. Due to pressure from the Chinese community, SJK(C) teaches Science and Mathematics in both English and Chinese. However, the government reversed the policy of teaching Science and Mathematics in English in July 2009, and previous languages of instruction will be reintroduced in stages from 2012.

By degree of government funding, National Schools are government-owned and operated, while National-type Schools are mostly government-aided, though some are government-owned. In government-aided National-type Schools, the government is responsible for funding the school operations, teachers' training and salary, and setting the school curriculum, while the school buildings and assets belong to the local ethnic communities, which elect a board of directors for each school to safeguard the school properties. Between 1995 and 2000, the Seventh Malaysia Plan allocation for primary education development allocated 96.5% to National Schools which had 75% of total enrolment. Chinese National-type Schools (21% enrolment) received 2.4% of the allocation while Tamil National-type Schools (3.6% enrolment) received 1% of the allocation.

Previously, there were also other types of National-type Schools. The English National-type Schools were assimilated to become National Schools as a result of decolonization. Others, such as those for the Punjabi language were closed due to the dwindling number of students. The role of promoting the Punjabi language and culture is currently fulfilled by Gurdwaras (Sikh temples) based organizations.

The division of public education at the primary level into National and National-type Schools has been criticized for allegedly creating racial polarization at an early age. To address the problem, attempts have been made to establish ("vision schools"). Under the concept, three schools (typically one SK, one SJK(C) and one SJK (T)) would share the same school compound and facilities while maintaining different school administrations, ostensibly to encourage closer interaction. However, this was met with objections from most of the Chinese and Indian communities as they believe this will restrict the use of their mother tongue in schools.

1.12 THE PUBLIC SCHOOLING SYSTEM - FOR PRIMARY SECONDARY LEVELS

The Ministry of Education (MOE) is responsible for the provision of education at pre-tertiary level (i.e. pre-school, primary, secondary and post-secondary levels, but does not include tertiary level) for children of schooling age.

Under the national education system, a child's education begins at pre-school at the age of four and admittance to the first year of the 6-year compulsory primary education when the child reaches the age of six as at the first day of January of the current school year. Most schools at this level are government or government-aided schools. However, the numbers of private schools are growing to meet the demand of more affluent parents in the city.

The government provides 11 years of free primary and secondary education in public schools. Education at private schools and international schools are provided at a fee. Primary schooling is mandatory for all children. Thus, children between the ages of seven and 12 have to register and enroll at primary schools. Home schooling or home-based teaching, i.e. teaching children at home, is allowed but permission must be sought from MOE.

The school term starts in January and ends in November. All students from both public and private schools under the national education system study the same national curriculum and sit for common public examinations at the end of the primary, lower secondary, upper secondary and sixth form levels.

The first three levels of examination are conducted by the examination body, namely, the Examination Syndicate of the MOE whereas the final level. i.e. the sixth form examination is conducted by another examination body, namely, the Malaysian Examination Council.

Within the education structure in Malaysia, there are also foreign schools (i.e. international schools and expatriate schools) that use foreign curriculum and languages to teach students. These foreign schools are unique as they are not governed by the Education Act 1996 and do not need to conduct the Malaysian National Curriculum.

1.13 CONCLUSION

The Malaysian education system is unique and meets the educational needs of its multi-racial community. At primary school level, students have the choice of selecting the medium of instruction they wish to pursue. One can choose to study either at national schools that use the national language i.e. Malay language (Bahasa Malaysia) as the medium of instruction; or Chinese/Tamil schools that use Chinese/Tamil as the medium of instruction; or international schools that use English as the medium of instruction. Therefore it is common to see young Malaysian students possessing a good command of many languages besides their mother tongue. This multi-lingual teaching-learning

environment in Malaysia has indeed made the nation a centre of educational excellence for pre-tertiary education.

Private schools which follow the Malaysian curriculum and international schools (subject to terms and conditions) are among the choices available.

The National Education Blueprint 2006-2010 is a brilliant five-year comprehensive education plan. The government is committed in developing human capital and is set to build an education system which is world-class and capable of producing students who are competent and competitive with high moral values to meet both local and international demands.

1.14 ELEMENTARY EDUCATION IN PAKISTAN

The National Education Policy 2009

Introduction

The National Education Policy (NEP) 2009 ("the Policy") comes in a series of education policies dating back to the very inception of the country in 1947. The review process for the National Education Policy 1998-2010 was initiated in 2005 and the first document, the White Paper was finalized in March 2007. The White Paper became the basis for development of the Policy document. The lag in finalization of the draft owes to lot of factors including the process of consultations adopted as well as significant political changes in the country.

Two main reasons that prompted the Ministry of Education (MoE) to launch the review in 2005 well before the time horizon of the existing Policy (1998 - 2010)1 were, firstly, the Policy was not producing the desired educational results and the performance remained deficient in several key aspects including access, quality and equity of educational opportunities and secondly, the international challenges like Millennium Development Goals (MDGs) , Dakar Framework of Action Education for All (EFA) Goals and the challenges triggered by globalisation and nation's quest for becoming a knowledge society in the wake of compelling domestic pressures like devolution and demographic transformations have necessitated a renewed commitment to proliferate quality education for all.

1.15 ELEMENTARY EDUCATION

National Education Policy (2009) states that Primary education is not a strong link in education in Pakistan. The Policy focuses attention on two large and critical problems facing the sector: (i) low participation and narrow base of the sector, and (ii) weak quality of provision.

Despite some progress in recent years, access rates remain low, as noted in Annex-_ A,. NER at 66% for primary are the lowest compared to the selected reference countries.

Even though these 2005 rates have improved in 2006-07, Pakistan still faces the risk of defaulting on EFA 2015 targets. The narrow base is further attenuated through high dropout rates. The survival rate to Grade 5 is 72%. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the secondary level. Pakistan cannot afford to live with the narrow base in the perspective of long term economic and social development of the nation.

1.16 POLICY ACTIONS

1. All children, boys and girls, shall be brought inside school by the year 2015.
2. Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change accordingly.
3. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
4. Wherever feasible, primary schools shall be upgraded to middle level.
5. International Development Partners shall be invited through a well-developed plan for expanding school facilities.
6. High priority shall be paid to reducing the drop-out rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
7. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
8. Schools shall be made more attractive for retaining the children by providing attractive learning environment, missing basic facilities and other measures.
9. Government shall establish at least one "Apna Ghar" residential school in each province to provide free high quality education facilities to poor students.
10. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

The formal education system consists of educational institutions, textbooks, teachers, examinations, certificate and degrees. The education levels are divided into the following stages or categories.

- Primary Stage: It is from class 1 to 5. It has duration of 5 years. Children of 4-5 years take admission in class 1.
- Middle Stage: It is from class 6 to 8. It has duration of 3 years. Children who have passed the primary take admission in class 6.
- Secondary stage: It is from class 9 to 10. It has duration of 2 years. The secondary board issues SSC certificate on passing the secondary exam.
- Higher Secondary Stage: It is from class 11 to 12. It has duration of two years. The higher secondary board issues HSC certificate on passing the higher secondary exam.
- Degree Level: The students after passing the higher secondary exams can get admission in a college for a degree course. It has duration of 3 years now.

Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 3 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law".

Only 87% of Pakistani children finish primary school education. The standard national system of education is mainly inspired from the British system. Pre-school education is designed for 3–5 years old and usually consists of three stages: Play Group, Nursery and Kindergarten (also called 'KG' or 'Prep'). After pre-school education, students go through junior school from grades 1 to 5. This is followed by middle school from grades 6 to 8. At middle school, single-sex education is usually preferred by the community, but co-education is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamic studies and sometimes computer studies (subject to availability of a computer laboratory). Provincial and regional languages such as Punjabi, Sindhi, Pashto and others may be taught in their respective provinces, particularly in language-medium schools. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school.

As of 2009, Pakistan faces a net primary school attendance rate for both sexes of 66 percent: a figure below estimated world average of 90 percent.

Pakistan's poor performance in the education sector is mainly caused by the low level of public investment. Public expenditure on education has been 2.2 percent of GNP in recent years, a marginal increase from 2 percent before 1984-85. In addition, the allocation of government funds is skewed towards higher education, allowing the upper income class to reap majority of the benefits of public subsidy on education. Lower education institutes such as primary schools suffer under such conditions as the lower income classes are unable to enjoy subsidies and quality education. As a result, Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and socio-economic situations.

1.17 SELF-ASSESSMENT QUESTIONS

Q. 1 Elementary education paves way for success in future life of children. Elaborate

Q. 2 Compare structure of elementary education of UK with Pakistan.

Q. 3 Analyze assessment policy and practices for elementary education of UK and Pakistan.

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UNIT–2

ELEMENTARY EDUCATION AND DIFFERENT EDUCATIONAL POLICIES

Written by: Dr. Sher Zaman

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

It is essential for you as an elementary school teacher to be aware of the status given to elementary education in different education policies (1947-2009) in Pakistan. There are three tiers of formal education system in Pakistan. These include, elementary education, secondary education and tertiary education, but in the earlier history of education, there was primary tier which now replaced with Elementary education. The earlier life was somewhat simple; hence an individual having primary education (I-V) was expected to be able to live his personal life in successful way. But with development of technology, life conditions also got complex, hence for compatibility purpose; the level of basic education was raised to VIII; as elementary level. Elementary education is directly helpful for personal life as well as it provides base for other levels of education, hence its development and provision is critical for the entire education system. But the question is as whether elementary education has properly been addressed in different education policies in Pakistan. The present unit is for the same purpose and after going through it, you would have more relevant information to be critical about your role as an elementary education teacher in school. Following are the specific objectives of the unit.

OBJECTIVES

After studying the unit, you will be able to

1. Describe the steps taken for elementary education in different education policies of Pakistan.

2. Analyze education policies to locate the emphasis on elementary/primary education in Pakistan.

3. Compare the developments in elementary education resulted due to different education policies.

4. Sort out different challenges, issues and trends of elementary education need to be addressed in future through school classrooms.

2.1 ELEMENTARY EDUCATION AND EDUCATIONAL POLICIES

In Pakistan there was work on education done by the colonial government as well as by the various community based organizations before partition i.e., August 1947. The said period also witnessed some progress in education. However, the progress was largely limited to the areas which fell to India at the time of territorial division. The regions comprising Pakistan were relatively backward in all respects, including in education. At independence, 85 percent of the population was illiterate and in the more backward regions of the country, e.g., Balochistan, the literacy rate was even lower, with the rate for rural women therein being virtually zero (Bengali, 1999).

For meeting the national needs of education, eight education policies were worked upon and presented from 1947 to 2009. It is necessary in the light of the unit topic to review education policies with special focus on primary education/ elementary education i.e., introduced in the country to provide the masses with their basic right, i.e., basic free education. In this regard the review of the first effort is presented for your understanding of the history of education particularly the primary education in Pakistan.

2.1.1 First Education Conference 1947

The chairman of the conference made 10 different committees and one of them was on, 'Primary and Secondary Education', which submitted its report on 29th November, 1947.The terms of reference for the Primary and Secondary Education Committee are given in the following.

1. To consider the question of introducing compulsory and free education in Pakistan and to explore ways and means to secure this.
2. To recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial Governments in setting up nursery schools.
3. To recommend the ages at which pre-primary, primary and secondary education should begin and close.
4. To consider what arrangements should be made to lay down syllabuses for various types of primary and secondary education and to suggest broad lines on which they may be drawn up.
5. To make suggestions regarding the recruitment, training and conditions of service of teachers in Schools of various types.
6. To consider any other allied matter.
7. Supplementary agenda.

(Pakistan Educational Conference, 1947)

The considerations of the committee include that it is essential that our education system should be built on the strong foundations of free and compulsory primary education. The Committee felt, that keeping in view the requirements of an enlightened and democratic state the period of free and compulsory education should be eight years. It, however, realized that the cost of providing this would be too heavy for any Government to bear,

and, therefore, suggested that this period should be fixed at five years and it should be gradually raised to eight years as the economic resources of government's develop. One member of the Committee felt that the Provincial Governments would find it difficult to finance even a five-year course and suggested that it should be fixed at four years. On the other hand, another member of the Committee felt that a five year course was much too short to produce an enlightened citizen and suggested that the period should be fixed at six years. The Committee generally agreed that the six year course would be more desirable but felt that it could not overlook the financial considerations involved and hoped that the economic resources of Governments would improve soon enough to permit the raising of the five year course to six years and ultimately to eight years. The years of schooling recommended by the conference were; Pre-Primary, 3 to 6 years; Primary, 6 to 11 years.

The committee considerations were very hopeful but on ground realities, free and compulsory educations are still a distant dream. In Pakistan there is voice recently raised in media and legislation about Article-25 and consequently some of the provinces passed Act of Free and Compulsory education to all the children but its implementation is questionable because almost half of the children are compelled to join private schools where the parents pay themselves. There are also public institutions which are run by government but they are charging even from the students of Elementary level. There is need to review that the consideration of the first Education Conference 1947 are still pending to be implemented, due to what reasons and to overcome those challenges to ensure national development.

The Committee also felt that the introduction of free and compulsory primary education would require vast sums of money and recommended that the Government of Pakistan or the Provincial and State Governments should consider the desirability of levying a special tax to finance this and other schemes of educational expansion. Accordingly there is universal agreement upon the point that Pakistan should allocate at least 4% of its GDP on education. It was suggested that children between the ages of 3 to 6 needed attention in special schools but felt that the Government might give a lead in opening a few pre-primary schools, their provision should be left mainly to private agencies. But practically Federal Government is recently establishing ECE classrooms and some of the provincial governments also established a very few number of ECE rooms with the funding and support of different international donors like DFID etc.

Furthermore very critical aspects like, physical development and Madressah education were also discussed and concluded as following.

Our primary schools are gravely deficient, in this respect with the result that the proper physical development of our young national stock is ignored just at the stage where it is in the greatest need of scientific care and supervision. I trust that this deficiency will soon be made good and a rational, well-coordinated programme of compulsory physical training in all stages of education will be introduced and rigorously enforced. It suggested

that steps should be taken to bring Madressah education into line with the existing system of general education. (Education Conference, 1947).

In the given conditions, the task of nation building could not be achieved without an educated and skilled manpower. We can review our status of education in the light of the salient features of the conference that were, i) promised free & compulsory primary education up to class V to be extended to class VIII; ii) trained female teachers for elementary classes; funding to be raised by provincial governments; a uniform national education system. The conference even recommended that universalization of primary education should be achieved within a period of 20 years, but there are 20 million children still out of school in Pakistan. Although since then, universal primary education has remained an important objective of all governments. And to this end, considerable resources have been expended in creating new infrastructure and facilities and various projects and schemes have been launched. Yet, the desired progress has not been achieved, either quantitatively or qualitatively.

2.1.2 Education Commission 1959

The Commission on National Education was appointed by a resolution adopted by the Government of Pakistan on the 30th December, 1958.The Commission was inaugurated by the President of Pakistan, General Mohammad Ayub Khan, on January 5, 1959. The President asked the Commission to suggest measures for making the best possible uses of its available human and national wealth. In framing its proposals, he asked the commission to keep in mind the limited resources of the country. An exhaustive questionnaire covering all aspects of education at its various levels and in its various forms was distributed widely to institutions and individuals throughout Pakistan. The Commission interviewed approximately 622 persons and visited 56 institutions from February 1965 to August 1965.Thus a comprehensive report was submitted in August 1965 and its recommendations were accepted by the Government of Pakistan in April 1960.It has 25 chapters covering the same number of areas of education system in Pakistan, but according to the requirement of the unit, the portion of primary education from the commission report is included here in detail.

The first thing discussed about primary education, was to make clear that a distinction exists between compulsory education and primary schooling. The period of compulsory schooling often goes beyond what is strictly the primary stage so that each child receives a year or more of some form of upper elementary education. There the period a child must spend at school will generally be as long as nine or ten years, more rarely eleven or even twelve. Thus by making primary or elementary education compulsory and gradually extended this period upwards beyond the primary stage depends on resources of the country and the needs of the society. The benefit of the free and compulsory education is an admitted fact according to the commission report, that those countries where significant increase in national wealth was noted, made this betterment along with other factors, is the result of compulsory schooling. Such education is known to be the only certain means by which universal literacy can be attained within a

community and the only way through which the talents of gifted children can be located so that they may be guided into further education in the modern technological society.

A) Compulsory Education up to primary schooling

The commission focused on universal education likewise that is currently in terms of EFA. The achievement of these targets of education would enable individuals of leading full and productive lives and they would behave like citizens who can play an intelligent and constructive role in the working and development of the nation.

Commission report pointed out that in advanced countries the period of compulsory education varies from eight to twelve years. The experience of these countries also is that four years is the minimum period in which the elements alone of functional literacy can be attained by an average child with any assurance that they will not be quickly lost and the efforts and money expended on achieving them nullified. But the elements of literacy, though a decided advantage, are insufficient equipment for a skilled worker, a responsible citizen and a developed individual. There is little time available to the teacher in a four or even a five-year course to nurture the other aspects of a child's personality, introduce him to an understanding of social forces and scientific knowledge, and give some preliminary training in vocational skills. We believe that those objectives cannot be fully attained nor can a sound foundation for the vocational and other courses we are proposing after Class VIII is laid in less than eight years' schooling.

Along with the issue of compulsory education, summary report of recommendations of the commission on admission age, objectives, curriculum, administration and finance of primary education are presented for envisioning you on the past of elementary education in Pakistan.

B) Objectives of Primary Education:

I. Primary education should be designed to:—
   - (i) Make a child functionally literate;
   - (ii) Develop all aspects of his personality, moral, physical, and mental;
   - (iii) Equip him with the basic knowledge and skills required of an individual and a citizen and prepare him for further education*;*
   - (iv) Arouse a sense of civic responsibility, love for his country, and willingness to contribute to its development;
   - (v) Develop the habits of industry, integrity, and curiosity; and
   - (vi) Awaken a liking for physical activity and sports and games.

C) Curriculum:

II. The curriculum should be adapted to the mental abilities of children, aged five to ten and related to the normal situations they are faced with in everyday life. It must be so designed as to develop the basic skills-in reading, writing, and arithmetic, a liking for working with one's own-hands, and a high sense of patriotism.

III. Teaching methods should, as far as possible, use the activity or" project approach, and teachers should show initiative in the use of local materials as teaching aids.
IV. Religious education should be a compulsory subject throughout the primary stage.
V. Due emphasis should be placed on the teaching of the national languages.
VI. The school should open with an assembly at which the national, anthem is sung and, at regular intervals, the national flag is hoisted and talks on patriotism and character building are delivered.

D) Facilities:

VII. School buildings and furniture should be simple, inexpensive, adapted to local style and building materials, and yet neat, clean, and in/ good repair. Plans for buildings should be standardized.

E) Teachers:

VIII. A survey should be conducted immediately to determine the number of teachers required to implement the programme of compulsory primary education, and the training facilities needed to make up the deficiency. Refresher courses should also be arranged for untrained or insufficiently trained teachers.
IX. Women are ideally qualified to teach in primary schools, particularly in the first three classes. Steps should be taken to recruit women teachers by making terms of service acceptable to them and providing ' residential accommodation'.
X. The salary scale of the primary school teacher should be sufficient to give him a reasonable standard of living, and consideration should be given to the question of providing him health, insurance, and retirement benefits.
XI. Consideration should also be given to the recognition of a teacher in society. For example, a few teachers of outstanding merit should be presented to the President or Governors at some appropriate function every year, and wide publicity given to this.

F) Finance:

XII. Funds required for compulsory primary education are so large that special efforts by Government as well as the community will be needed to raise them. They should be raised as follows:
    (a) Land, building, furniture, teaching materials, and residential accommodation for teachers should be provided by the community. Government may, however, give financial assistance to local communities in "special" and economically backward areas.
    (b) For maintenance
    (i) 50% by a special tax on a District basis in West Pakistan and a Sub-Divisional basis in East Pakistan; and
    (ii) 50% from the general revenues of the provincial Government. The grant to each District or Sub-Division should be fixed after taking into consideration its means, the requirements of backward and poor localities being 'given due weight age.

XIII. Compulsory primary education must receive continuous attention at the highest levels of Government. A Committee should be set up in each province with the Governor, or a person designated by him, as Chairman, with five or six members, including two persons with experience and knowledge of revenue laws and taxation structure, to deal with the question of additional funds required for compulsory primary education.

G) Administration:

XIV. The administration of primary education should not be entrusted to local bodies. It should be organized on a District basis in West Pakistan and a Sub-Divisional basis in East Pakistan, through Primary Education Committees, each committee consisting of the Deputy Commissioner Sub-Divisional Officer or his nominee as Chairman, and four other members including the District Sub-Divisional Education Officer.

XV. The District Sub-Division should be further divided into units of 10—15 thousand people, with an area or union committee consisting of three members nominated by the Deputy Commissioner Sub-Divisional Officer, to which certain powers, such as the transfer of teachers, should be delegated.

There are two points to be concluded, one is the compulsory education which was being advocated from the conference on education in 1947 and onward. The other thing was to upgrade the period or level of compulsory education to the complexities of day to day life with the demand of vocation education. All such initiatives need political will as well resources, which unluckily we were short of and could not implement such recommendations which may work as the core of effective education system in Pakistan. Still in most areas of Pakistan at the moment, there are hundreds of schools working as primary schools and instead of the current policy decisions, provision of elementary schools was not ensured to many regions and in some areas a majority of the children who enroll in schools, never complete even primary schooling, and almost 30% are dropping out from the second year of their schooling. Nevertheless, we believe that our first goal should be to make the five-year education a universal and compulsory. Looking beyond this target, we recommend that our in fact our first goal should be to make eight years' schooling compulsory and free to every child of the country.

Although the Article 25-A of the constitution declares "*The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."* It makes clear that education is a fundamental human right and of every child who is entitled to it. It is critical to our development as individuals and as societies, and it helps cover the way to successful and productive future. When we ensure that children have access to equality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come. Unfortunately, Education is one of the deprived fields of country and unable to get due attention by past governments. Current government has initiatives for building concrete educational foundation of the country and gave considerable attention to the betterment of education.

On the Education Development Index, which combines all educational access measures Pakistan lies at the bottom with Bangladesh, in the region, and inconsiderably below in comparison to SriLanka. A similar picture is painted by the gross enrolment ratios that combine all education sectors, and by the adult literacy rate measures. The Global Competitiveness Index (GCI) shows, Pakistan's performance is weak, on the health and education related elements of competitiveness, when compared with other countries in the region like India, China, Bangladesh, Sri Lanka and Malaysia.

The major points that the commission recognized were, the lack of trained teachers both at the Primary & secondary levels and laid emphasis on teacher straining. The commission also emphasized to increase the number of schools at both levels. It also noted the variations in the quality of education in different provinces. Of course both these measure are related directly to conclusion of the consideration of National Conference on Education 1947, which proposed the quantitative as well as qualitative as aspects of education in Pakistan. Similarly the commission report being the most comprehensive document on education in the history of Pakistan, has emphasis on the same two key points, i.e., quantitative aspect by increasing the number of schools in the country while the qualitative aspect by training of teachers because the teachers' quality according to the commission is the quality of education (Commission on National Education 1959).

2.1.3 New Education Policy 1970

Proposals were formulated after detailed studies conducted in education on the directions of the then President. A number of Study Groups were set up in the centre as well as in the provinces. Proposals were circulated for comments of the public. Education Policy took its final shape and was implemented by the 1st of September, 1969.

These proposals contain the findings and recommendations of a study which has recently been carried out in the Education Division of the Government of Pakistan. The objective of the study was to review the existing educational policies with a view to identify their shortcomings and put forward a set of recommendations to overcome them. It was found that if education is to be an effective instrument of national development and consolidation, then we have to provide what is short of, for the requirements of the existing policies. Therefore, whereas the first part of this report contains the argument that there is a need for such a change, and points out the direction in which the change is required the second part contains the proposals for a new policy and a proposed educational plan extending to 1980.

For making the reading material compatible to the unit topic, one aspect of the New education Policy 1970, is to be included which is relevant here, i.e., primary or elementary education or the literacy among the masses.

The policy document declares, 'it is universally accepted, that quality of human resources can be improved through education. In particular, it is now recognized that the most serious hurdle to the economic progress of a nation is the ignorance or unawareness

among its people. It has been found that there exists a strong correlation between the educational standards and the economic wealth of a nation. If the standards of education particularly are scientifically established, then the process and product of education can effectively be improved. We discuss in the following, the changes which are required in the existing educational policies if the development potential of education is to be fully exploited.

The very first thing that is helpful to create awareness and remove ignorance among the people of Pakistan is literacy. That literacy is essential to open the gate of knowledge for further education as well as to bring change in daily life. For this the policy recommended that;

(a) The changes in social attitude which are detrimental to economic progress can be facilitated; and
(b) The analytical and technical skills which are necessary for higher productivity can be imparted through the written word, is a proposition which has not so far been conclusively proved. There are, however, strong arguments for assuming that this must be so and there is circumstantial evidence to support them.

For the primary or the currently the elementary education is for enable the individuals to receive information through using their listening and reading skill. For this it is essential for an individual to be literate so he/she may get new life related and need based information, whenever and from where ever those are available. It is established that literacy or the basic school education is much helpful in developing positive attitudes among students and enhancing their meaningful knowledge. We establish the link between literacy and attitude in the following.

Literacy and Social Altitudes: One of the important impediments to progress in Pakistan has been its inability to mobilize its manpower resources. It would be difficult for any effort at such mobilization to succeed on account of the existing social attitudes towards life and work which include low levels of work discipline, punctuality and orderliness; superstitious beliefs and irrational outlook; lack of alertness, adaptability, ambition and general readiness for change and experiment; contempt for manual work; submissiveness to authority and exploitation ; low aptitude for cooperation; low standards of personal hygiene; unwillingness to understand the importance of family planning; and so on. That these attitudes exist cannot be questioned. That they are difficult to change may be open to argument. What is clear, however, is that ignorance plays a large part in their survival and it's conducive to the spread of all kinds of subversive influences and perverted attitudes. There are various ways in which ignorance can be removed and the most effective perhaps is through the spread of literacy. By teaching a man to read and write, it should be possible to mount an attack on the social attitudes which it is desired to change. Dissemination of knowledge through printed material is only possible in a literate society. And without such dissemination, social change is difficult to induce.

Literacy and Productivity: Labour productivity in Pakistan is amongst the lowest in the world. This is true both in the industrial sector and, more particularly, in the agricultural

sector. In part this is the result of the social attitude prevalent in the nation, which must be changed through the spreading of literacy. In part, also, this is due to the low level of technical and analytical skills possessed by the average worker. The experience of a number of industrial concerns in Pakistan suggests that it is easier for a literate person to acquire technical and analytical skills than it is for one who is illiterate. Experience in the agricultural sector is no different. The most successful farmers are those who can read and understand the pamphlets of the Agricultural Department which explain farming practices useful for improving agricultural productivity. It is, therefore, clear that by facilitating the acquisition of technical and analytical skills, literacy plays an important role in raising productivity.

Literacy in Pakistan: To impart literacy is the primary aim of elementary education. The then time position of elementary education in Pakistan was that out of a total number of 20 million children in the age group 5 – 10, no more than 9 million (45%) were enrolled in schools. The overall literacy in the country was no more than 20% which was amongst the lowest in Asia. Moreover, it is interesting to find that the rate of expansion of educational facilities at the primary level were less rapid over the past than had been the rate of expansion in college and university facilities. How this has come about was explained by the policy document as follows.

Elite vs Popular Education. The objective of the educational system inherited by Pakistan was (that is still continued) "to form a class who may be interpreters between (the British) and the millions whom (they) govern(ed)." The educational system was, therefore, designed to provide education to the ruling elite. The aim was not to use education as an instrument to promote economic development through inducing social change and through imparting the ability to acquire technical and vocational skills. But the emphasis was, therefore, placed more on secondary and higher education than on elementary education which, as has been argued earlier, is essential for development. This policy was continued after the creation of Pakistan. The National Education Commission Report of 1959 also leaned towards this policy by emphasizing Secondary Education as compared with Elementary Education and by suggesting the extension of the degree courses which was an indirect method of weeding out the poorer students. It is considered that this policy is now out of line with national requirements and should be modified. The one resource Pakistan possesses in abundance of manpower. This resource must be developed. Education is necessary to develop this resource both from the point of view of its mobilization through inducing social change and from the point of view of its productivity by enabling it to acquire technical and analytical skills. Although it may be argued by those who oppose the concept of popular education versus education for the elite that the economic return on the latter is higher than that on the former, they are unable to support their argument by facts. Popular education on the other hand has the following advantages:

(a) It makes available a broader base from which talent can be selected for higher development. In fact there cannot be any quality without quantity.
(b) It induces social change in the society as a whole as distinct from that in the "Islands" of the elite.

(c) A marginal improvement of productivity over the entire population can be more meaningful than a marked improvement over a smaller part thereof which, in any case, can produce undesirable social stratification.

It is, therefore, considered that popular education, with the objective of creating a literate population, should be accorded the first priority in educational policies.

The imparting of literacy is the primary objective of elementary education. Experience has shown that 5 years schooling for a child between the age of 5 and 9 is not sufficient to prevent a reversion to illiteracy. It is, therefore, recommended that the existing primary and middle stages of education should be consolidated into one "elementary" stage to which a high degree of priority should be accorded so that illiteracy can be eliminated at source. The results of such a policy, however, would take a number of years lo show results. In the meantime, it is necessary to undertake a special programme to spread literacy amongst adults and the drop-outs of the schools. Unless this is done, the large number of unskilled and illiterate people in the national economy will continue to act at a drag on national development. It is therefore recommended that an Adult Education Programme should be immediately launched.

The policy states that the task of spreading literacy among millions of adults will be so challenging and formidable that it can only be accomplished by a band of dedicated young men and women who can work as missionaries. It is, therefore, recommended that a National Literacy Corps should be formed of youth 18 years of age and over who have passed intermediate or higher examinations and their equivalents in the "Madrassah" stream of Education. The National Literacy Corps should be governed by an Authority which should be established exclusively for the purpose. It is desirable that the leadership of this Authority should itself be entrusted to the youth.

Elementary education related recommendations:

(a) Educational policies should attach a high priority to elementary education;
(b) An Adult Literacy Programme, supported by a National Literacy Corps, should be instituted for the purpose of imparting literacy to millions of adults by 1980. An Authority should be constituted for the purpose.

In conclusion the policy recognized that free &compulsory education has been accepted as stated in commission report in 1959, but not achieved in East or West Pakistan. It was also recognized that there was dropout rate as a problem but showed number of schools &enrollment on the rise of children enrollment. It proposed revision of salaries for non-matriculate teachers. At the time of this policy report it identified that 5 types of schools were running in West Pakistan, namely, Government schools, District Council schools, Municipal Committee schools, private schools and private unaided schools. Hence building on 1959 policy, it proposed the creation of a District School Authority in each district. The Authority was to be autonomous with specific functions tasked to streamline the primary &secondary school system. Provincial governments &districts were to work in close collaboration. Funding & management was to be raised by Local Bodies,

provincial governments & Center was to provide grants &other assistance. The 1970policy recognized the rising level of illiteracy in the country. The policy proposed 7years of compulsory education & compulsory school attendance till the age of 10 years.

2.1.4 National Educational Policy 1972-80

The 1972-1980 Education Policy was drafted in a somewhat matter of fact tone and refrained from philosophical pronouncements. It aimed at "eradicating illiteracy within the shortest possible time through universalization of elementary education and a massive adult education programme" and at "equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular." It declared that "education will be made free and universal up to Class X for all children throughout the country ... in both Government and privately-managed schools. Private schools will be suitably supported for the loss of fees incurred by them." It was anticipated that "primary education up to Class V will become universal for boys by 1979 and for girls by 1984" and further that "elementary education will become universal up to Class VIII ... for boys by 1982 and for girls by 1987." The earlier objective of compulsory education was discarded. The Policy proposed to construct 61,000 additional class-rooms for primary classes, train 150,000 teachers, and recruit an additional 75,000 teachers through the National Literacy Corps.

The 1972 Policy identified 40 million adult illiterates in the country and declared that a "massive literacy programme will be undertaken in every town, and village (and) literacy centres will be established all over the country in schools, factories, farms, union council halls and other community places." A target of establishing 276,000 literacy centres to educate 11 million persons was fixed for the period 1972-80.The 1972 Policy was overtaken somewhat mid-stream by the military coup d'état in 1977, leading to significant shift in priorities. The egalitarian principles enunciated by the ousted government had yet to see the light of the day in practice. However, they were literally "expunged" under the new dispensation. The Fifth Five Year Plan was prepared and launched a year later. However, the new education policy was not announced until two years later in 1979.

There were 11 objectives of the National education Policy 1972-80 and among them two objectives (5, and 6) are directly relevant to elementary education hence quoted here and discussed in the light of policy provisions.

a) Eradicating illiteracy within the shortest possible lime through universalization of elementary education and a massive adult education programme.
b) Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular.

Both objectives show the continuity of compulsory and popular education mentioned in the reports of 1959 and 1970and the provisions of the policy 1972-80 are stated in the following.

Free and Universal Education: The Policy Document Report That;

a) Education will be made free and universal up to Class X to all children throughout the country. However, due to our limited resources, this will be achieved in two phases.
b) In the first phase, from 1st October, 1972, education up to Class VIII will be made free for boys and girls in both Government and privately-managed schools will be suitably supported for the loss of fees incurred by them.
c) In the second phase, starting from 1st October, 1974, free education will be extended to Classes IX and X in all schools.
d) Depending on the response and reciprocity, it is anticipated that primary education upto Class V will become universal for boys by 1979 and for girls by 1984. In a further period of three years, it is anticipated that elementary education will become universal up to Class VIII, that is, for boys by 1982 and for girls by 1987.

Compulsory Education:

Whether education should be made compulsory and, if so, up to what stage and in what manner are questions of a serious nature. Compulsion places a direct responsibility on parents to send their children to school on pain of punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide facilities for their schooling. On account of its far-reaching implications in the socio-economic structure as constituted today, this issue is left for debate and decision by the Assemblies.

As per the above all three provisions of the policy including, free, universal and compulsory education, could not be met in their true letter and spirit. Only some international interventions help to collect data and initiate certain actions for the purpose but could not met as proposed in the policy guidelines mainly due to the lack of political will and scarcity of resources.

The policy described the chapter of elementary education as given in the following.

ELEMENTARY EDUCATION (CLASSES I — VIII)

a) From 1st October, 1972 education in Classes I—VIII will be free in all institutions, both Government and privately-managed, throughout the country.
b) It is anticipated that primary education will become universal for boys by 1979 and for girls by 1984. This will mean an increase in enrolment in primary classes of approximately 50 lakh children by 1980, raising the total enrolment from the present 46 lakhs to an estimated 96 lakhs over the period.

Percentage of Children In Schools:

a) The proportion of children of primary school-age attending schools is estimated as under:

Category	1972		1980	
	Enrolment	% of age-group	Enrolment	% of age-group
	Lakhs	%	Lakhs	%
Boys	35	70	58	100
Girls	11	25	38	70
Total:	**46**	**48**	**96**	**85**

b) In middle schools, that is. Classes VI—VIII, the expected enrolment increase over the period is 23 lakhs. This will raise the total from the present 10 lakhs to an estimated 33 lakhs by 1980.

c) The proportion of children of the middle school-age attending middle classes (VI to VIII) is estimated as under:

Category	1972		1980	
	Enrolment	% of age-group	Enrolment	% of age-group
	Lakhs	%	Lakhs	%
Boys	7.5	30	22	70
Girls	2.5	11	11	40
Total:	10.0	20	33	55

Buildings:

a) To accommodate the increased enrolment, 38,000 additional classrooms for primary classes will be constructed to provide schools within easy walking distance from the children's homes. In addition, approximately 23,000 additional classrooms will be constructed for pupils in classes VI to VIII. The primary schools which have potential for growth will be developed into elementary schools.

b) In order to keep the rate of investment in bricks, and mortar within limits, new school buildings or additional rooms will be constructed only where absolutely necessary. As a rule, maximum possible use will be made of, non-conventional and innovative methods such as the use of school buildings on a double shift basis. Union halls, community centres and other suitable buildings will also be used for school purposes.

c) In providing school facilities, priority will be given to rural and backward areas and lo the education of girls.

d) Standard designs and specifications for low-cost buildings for various types and sizes of schools will be prepared, keeping in view the local conditions and the construction materials available in the neighborhood Teachers:

e) The universalization of elementary education will require about 2.25 lakh additional teachers. The existing teacher training institutions will turn out about 75,000 teachers during the eight year period ending 1980. An additional 75,000 teachers will become available from the general stream of; education where a new

optional subject of teacher education is being introduced at the high stage and the college level. The remaining 75,000 teachers will be provided by the establishment of a National Literacy Corps drawn from:

f) locally available unemployed persons, retired civil servants, *ex-servicemen*, etc.;
g) University and college students through the proposed National Service Corps.
h) The proportion of women teachers, in primary schools will be progressively increased even if this involves lowering the 'minimum academic qualifications in certain areas. This will enable boys and girls to study together in a single school staffed exclusively by women teachers.

Textbooks and Instructional Aids:

a) Textbooks and writing materials will be provided, free to primary school children according to a phased programme.
b) Adequate library books, educational toys and other audiovisual aids will be provided to all schools. Radio sets will be provided to all school and T.V. sets will be installed in; those covered by telecasting facilities.
c) Curricula, syllabi and textbooks will be revised to eliminate overloading, to emphasize learning of concepts and skills, and to encourage observation, exploration, experimentation, practical work and creative expression.

Dignity of Labour:

a) Efforts will be made to develop such attitudes in the students of elementary stage as will create in them motivation for productive service for the welfare of the community. This will be done by organizing student squads for various tasks under the supervision of their teachers.
b) Dignity of labour will be emphasized and school studies will be roads relevant to individual and social needs, Workshops will be provided progressively in all middle schools so that pupils may engage in activities such as weaving, book-binding, wood-work, black-smithy, leather-work, food-preservation, child-care, homo management, etc., related to the local agricultural/industrial environment.
c) The system of elementary education will be so designed that the knowledge and skills imparted, attitudes implanted, and the learning methods employed will ensure that those not proceeding to secondary education can be usefully absorbed into the economy of the local community. For those leaving school after class VIII, special courses of training in the skills of their vocational interest will be provided in the school workshops. It is essential that children who drop out after class VIII should carry with them enough skills to return to their local or ancestral vocation as better farmers or craftsmen.
d) A country-wide motivational campaign to persuade parents to send their children to school will be launched. In this, full use will be made of voluntary agencies, and mass media such as radio, television and the press.

The stated proposal were genuinely needed but the increase in enrollment of the school going children was not very impressive and the required building as well as teachers and free books remained mostly dreams in the papers. Along with it there is no such sign of

the habit of hard work and feelings of dignity of labour development and skills as proposed to be developed through education among the Pakistani students.

To be brief the policy announced free & universal education up to Class X for both girls &boys. It was to be accomplished in two phases. In the first phase October 1972 all public & private schools to provide free education up to class VIII. In second phase starting 1974, free education was extended up to Class X. It anticipated that by 1979 Pakistan would have universal primary education for boys & by 1984 for girls (class V), but could not materialized. Examination system was suggested to be revamped & reformed in terms of avoiding memory testing but still most of the things are on the same pace and mode. For teaching aids, Educational Equipment Technical Center, Lahore was to be strengthened and similar centers promised for other provinces. For curriculum revision Committee of chairman of Boards created. Physical training was to be encouraged at Primary & secondary levels. Proportion women teachers' at primary level were to be increased, which is now to great extent found. Policy silent on sources of funding of the financial needs & management issues in schools and district education system.

2.1.5 National Educational Policy 1992-2010

We begin review of the said policy through a summary stance of the policy began that,

> *"Policy initiatives for guiding educational reforms were proposed as early as 1947 while more comprehensive documents on restructuring of education were those of 1959, 1972and 1979. The reforms have appeared in four areas: educational, social, economic and institutional; but the limitation of financial resources, poor appreciation of educational priorities, inadequate delivery system, and population pressure have never allowed a full expression of the desired change and education, so far, has not been able to assure good life and its ability to build human capital has remained minimal."*

The policy further adds to describe the reasons behind minimal success that:

> *"The participation rates at various levels of education are low. The progress in the direction of universalization of primary education is far from satisfactory. At primary level, the drop-out rates are almost 50 per cent. The women participation in education is minimal…….. The quality of public instruction continues to deteriorate…….. So are the textbooks which do not promote self-learning. It furthers that Pakistan has one of the lowest literacy rates in the region currently estimated at about34 per cent…….. In absolute terms, the number of illiterates in the ten plus age group, which stood at the daunting figure of around 43 million, has risen to an estimated50 million."*

It is generally recognized from the policy that a rather low participation rate of about 66.3 per cent at the primary schools level combined with a high wastage rate estimated at 50 per cent, including drop-outs and repeaters, is the major cause of our low literacy rate. The literacy ratios have been further aggravated because of the absence of meaningful literacy programmes and a rapid population growth. Consequently, all children who are

not enrolled, and those who drop-out early, join the multitude of illiterates every year. Even the neo-literates relapse into illiteracy due to the non-availability of appropriate post-literacy reading materials. The problem of illiteracy is formidable both in its size as well as in its complexity. From a socio-cultural perspective, the traditional prejudices against educating female still linger on, particularly in the tribal and rural cultures. In the economic context, the opportunity cost discourages poor families from sending their children to schools. Non availability of suitable reading materials in the regional languages poses further difficulties for a multi-lingual society. These difficulties are compounded by the non-availability of resources. Even if the target of attaining universal primary education by the end of the next decade is achieved, the existing huge backlog of 50 million people cannot be abandoned to the fate of perpetual illiteracy.

Having thorough review of the previous policies and efforts made by the governments for provision and promotion of education, the Education Policy, 1992-2010 had presented the following 17-point conceptual framework and a 15-point statement of objectives, but here only elementary education related material is presented for your insight.

As it primary objective, the Policy stated thus: "Basic education for all shall be pursued not merely as ascetical target, but as an integral part of human development plan. The ultimate aim is to eliminate disparity -- the drama of under-development the raising of the collective ego of the nation through a facilitated, efficient and effective educational system remains the primary goal of the policy." It hoped that the "measures ... will lift the system to a respectable level of excellence during its growth in the next10 years." Specifically, it proposed "to ensure 100 per cent participation of children in education at the primary level by the year 2002, and to eradicate illiteracy through formal and non-formal methods." It also proposed to "increase the literacy rate to 70 per cent by the year 2002." Primary education was to be made compulsory.

A major shift in strategy also occurred, in the sense that it proposed to shift most of the adult education programmes to non-governmental organizations, to be supported through 'incentive' grants from provincial and federal Education foundations. The Policy proposed what it called innovations as "a tool for quantum jump towards excellence."
Key elements of the Policy were:

1. Opening non-formal education to non-governmental organizations;
2. Achieving 100% literacy in selected districts;
3. Setting up model schools (male and female) in rural areas;
4. Introducing compulsory social service for students;
5. Using general schools as technical schools in the evening shift to capture the drop-outs of general education.

In nut shell, the policy noted that despite promises and calls for universal primary education, the ground reality remained dismal. It pointed out that national drop outrage at primary level stood around 50%. It promised eradication of illiteracy by 2002.Like 1979 policy focused on teacher training and proposed revision of salary structure of primary school teachers& Mosque Imams. Taking cue from 1969 &1972 policies proposed the

formation of Directorates of Primary Education & School Management Committees at village level. Similarly the National Educational Equipment Center was tasked to prepare science kits for middle schools.

2.1.6 National Educational Policy 2009

After having gone through five education policies document, It could be said that half a century down the road, Pakistan remains a largely illiterate country. Close to two-thirds of the population and over 80 percent of rural women are still illiterate. More than a quarter of children between the ages of five and nine do not attend school. And for those who do, the quality of education is seriously wanting. One 1994 study conducted arithmetic and Urdu language tests to grade-3 school children in Lahore and found that only 33 percent of students in government schools passed both the tests. The same test conducted in 1996 to test grade-3 students in 5 districts in Punjab found that only 22 percent of the students in government schools passed both the tests. The same test administered to the teachers did not elicit an encouraging result either (Bangali, 1999). The recent results of AlifAilan report 2015 and ASER report 2015 are also discouraging and demand our attention with all our resources to work on education on emergency basis.

Put all other areas and aspect of education system in Pakistan aside and ponder over the access to Elementary Education to the children living in rural, urban areas belonging from the marginalized families. Elementary education, consisting of primary and middle schooling i.e. Grade-I to VIII is at the centre and heart of a state's obligations to its citizens in the field of education. This is the stage when a child is prepared for life and in him are developed attitudes and approaches that determine the future realization of his potentials and his contributions to his own life and the individual's role in social and nation building. Its importance and centrality to any initiatives in education cannot be overemphasized.

The current education Policy 2009 addresses the chapter of Elementary Education as follows:-

The Policy focuses attention on two large and critical problems facing the sector:

(i) Low participation and narrow base of the sector, and
(ii) Weak quality of provision.

Despite some progress in recent years, access rates remain low, and NER at 66% for primary are the lowest compared to the selected reference countries. Even though these 2005 rates have improved in 2006-07, Pakistan was at the risk of defaulting on EFA 2015 targets. The narrow base is further attenuated through high dropout rates. The survival rate to Grade 5 is 72%. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the secondary level. Pakistan cannot afford to live with the narrow base in the perspective of long term economic and social development of the nation.

Policy Actions:

i) All children, boys and girls, shall be brought inside school by the year 2015.
ii) Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change accordingly.
iii) Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
iv) Wherever feasible, primary schools shall be upgraded to middle level.
v) International Development Partners shall be invited through a well-developed plan for expanding school facilities.
vi) High priority shall be paid to reducing the drop-out rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
vii) Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
viii) Schools shall be made more attractive for retaining the children by providing attractive learning environment, missing basic facilities and other measures.
ix) Government shall establish at least one "ApnaGhar" residential school in each province to provide free high quality education facilities to poor students.
x) Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

Every policy articulation begins with the emphasis on the state's commitment to providing the children of that country with free compulsory primary and middle schooling of acceptable standards. But more often than not the political will has not found the strength that is needed in the implementation of the targets that the state sets for itself. This is a malaise which perniciously retards human resource development in society. Traditionally there has-been emphasis, especially in the public sector, on numerical achievements without concern for quality. The worst sufferer of the degenerating public sector schools has been the elementary and middle schooling.

This sector has received the lion's share of attention and resources, though these have not been of a satisfactory value because of the lack of political commitment to the cause of education and the resultant poor financial allocations for the education sector as a whole. Despite the predominantly infrastructure led approach to education development, the inadequate coverage of primary schools and unsatisfactory provision of infrastructure remain major impediments to access. Quality of public primary schools is another cause for concern when it comes to enrolment and retention of students. The number of teachers and their methods of teaching (e.g. multi-grade teaching in rural schools), the curricula, syllabi and textbooks, and the use of corporal punishment are major reasons for dropouts at elementary level.

Since 1947, and throughout each of the policy interventions, great emphasis has been laid on provision of compulsory primary and middle schooling and ultimately free and universal education up to Class-X for all children in the country. Targets of numbers and dates have been variously set but investment and implementation have lacked far behind.

We have now come to a pass where the state must pause to realize the fundamentality of school education to any subsequent fostering of full realization of potentials, developing responsible citizenship, producing a highly skilled work force and realizing the objective of knowledge based economy. All these wonderful objectives will be no more than a slogan if appropriate investment is not made in elementary education. We need to make investment both in the physical infrastructure and in the intellectual assets required for every school, including both qualified and motivated teachers and teaching aids and environment of the highest standards possible.

2.2 KEY POINTS

1. A Committee on Primary and Secondary Education formed by the Education Conference 1947 "considered it essential that a national system of education should be based on the strong foundations of free and compulsory primary education." It proposed separate pre-primary and primary education stages for children of ages 3 to 6 and 6 to 11, respectively. It also took account of and dwelt on the problems of medium of instruction, teacher training, physical education, etc.
2. Commission on National Education 1959 emphasized on teacher training and increased number of school for easy access to school going children even living in remote areas of Pakistan. Both concerns of the commission were directly relevant to the current drive of education like, all children in schools and quality education, which according to commission, quality of education depends on the quality of teachers.
3. Experience has shown that 5 years schooling for a child between the age of 5 and 9 is not sufficient to prevent a reversion to illiteracy. It is, therefore, recommended that the existing primary and middle stages of education should be consolidated into one "elementary" stage to which a high degree of priority should be accorded so that illiteracy can be eliminated at source.
4. Key elements of the Policy 1992-2010 were:
    i. Opening non-formal education to non-governmental organizations;
    ii. Achieving 100% literacy in selected districts;
    iii. Setting up model schools (male and female) in rural areas;
    iv. Introducing compulsory social service for students;
    v. Using general schools as technical schools in the evening shift to capture the drop-outs of general education.
5. Since 1947, and throughout each of the policy interventions, great emphasis has been laid on provision of compulsory primary and middle schooling and ultimately free and universal education up to Class-X for all children in the country. Targets of numbers and dates have been variously set but investment and implementation have lacked far behind.

2.3 LEARNING ACTIVITIES

i) Keeping in view your own school experiences as a student, and having in mind the points of above text reading, list any five suggestions for quality teaching and learning in an elementary classroom?

_____
_____
_____
_____
_____

ii. Once again revise the brief text of Commission Report, 1959 through in depth reading, and write down briefly on each component of primary education like 'administration' etc.

_____
_____
_____
_____

iii. Re-read the elite vs. popular education, and pen down the three advantages of popular education for common man in Pakistan.

_____
_____
_____

iv. There are three paragraphs quoted from the policy 1992-2010 which present criticism on the previous education policies and their implementation. Which of the criticism is more realistically close to current picture of education in Pakistan. Relate the selected piece of critique to the prevailing conditions of education in your own words.

_____
_____
_____
_____
_____

v. A list of policy (2009) actions, has been given, which of them four you see that have be taken to improve the conditions of elementary education in Pakistan.

_____
_____
_____
_____

2.4 SELF-ASSESSMENT QUESTIONS

Q. 1 Which are the areas that were held important but yet need to be addressed in elementary education system of Pakistan?

Q. 2 What measure you as an elementary school teacher would like to adopt to impart quality education to all those children of the school going age.

Q. 3 Suggest actions to implement any five recommendations of Education Policy 1992-2010 for promotion of elementary education.

Q. 4 Have a review of the whole unit and put the latest facts and figures about the out of school children, participation rate, drop out at primary level and literacy rate in Pakistan.

2.5 ANSWERS TO SELF-ASSESSMENT QUESTIONS

Answer No.1. Following are the important areas that are unattended but you collect your own choice through re- review of the material.

a) Physical education
b) Education for all
c) Quality education
d) Provision of sufficient financial resources
e) Extended infrastructure

Answer No.2. Following are the measures to be taken for quality teaching/education.

a) Enrollment campaign in the feeding area of the school.
b) Parents teacher association of the school
c) Friendly environment of school
d) Interesting books and quality learning
e) Good literacy skills
f) Life relevant education.

Answer No.3. The possible actions to implement the policy proposals are;

a) New primary school teachers are to be trained and recruited.
b) Female teachers need to be recruited for primary schools.
c) The medium of instruction needs to be provincial languages, the national language or English.
d) The 'Primary Kit' may be updated, its guides and work-books prepared in Provincial languages, and provided to all schools.
e) Basic education will extend over classes I-VIII.

Answer No. 4. The facts figures provided in the given unit are;

a) Out of school children 20 million children.
b) Participation rate is 66.3 percent.
c) Dropout rate at primary level30%.
d) Literacy rate in Pakistan_____56%.

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UNIT–3

HISTORICAL BACKGROUND OF ELEMENTARY TEACHER EDUCATION

Written by: Hamid Ali Nadeem

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

Among the issues concerning the quality of education, teacher education has been identified as the single most important variable in any effort aimed at improving the quality of education. The assumption undergirding the emphasis on teacher education is that the quality of, education which children receive is directly linked to the knowledge, attitude, professional skills and beliefs of the teachers. In short if young people are to experience the best education possible, we must provide the best education and training to those who will teach them (Kanu, 1994).

Earlier, teacher-training institutions had been offering a one-year program leading to the Primary Teaching Certificate (PTC) for teachers in grades one to five or the Certificate of Teaching (CT) for teachers in grades six to eight. While the PTC course needs 10 years of education for admission to it, the CT course requires 12 years and an FA/FSc certificate. Currently, teacher education institutions/departments are offering associate degree in education (ADE) and B.Ed 4 years in elementary teacher for elementary school teachers. The Allama Iqbal Open University offers ADE and B.Ed 4 years though distance education mode.

OBJECTIVES

After studying this course, you will be able to:

1. Discuss meaning and scope of elementary teacher education.

2. Describe historical Background of Elementary Teacher Education.

3. Objectives & Scope of Elementary Teacher Education.

3.1 MEANING OF TEACHER EDUCATION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher education means, ―all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus

being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, ―Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education= Teaching Skills + Pedagogical theory + Professional skills.

- **Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- **Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.
- **Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

3.2 NATURE OF TEACHER EDUCATION

1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), ―Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
2) Teacher education is based on the theory that ―Teachers are made, not born in contrary to the assumption, ―Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called ―tricks of the trade.
3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.
4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available

in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct ‗gestalt ‘emerging from the ‗conceptual blending‘, making it sufficiently specified.

7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

It is a system that involves an interdependence of its Inputs, Processes and Outputs.

3.3 VISION OF TEACHER EDUCATION

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of;

1. Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,
2. An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, and social justice as also excellence.

To be able to realize such expectations, TE has to comprise such features as would enable the student teachers to

1. Care for children, and who love to be with them;
2. Understand children within social, cultural and political contexts;
3. View learning as a search for meaning out of personal experience;
4. Understand the way learning occurs, possible ways of creating conductive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
5. View knowledge generation as a continuously evolving process of reflective learning.
6. Be receptive and constantly learning.
7. View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
8. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.

9. Own responsibility towards society, and work to build a better world.
10. Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
11. Analyze the curricular framework, policy implications and texts. Have a sound knowledge base and basic proficiency in language. The objectives of teacher education would therefore be to,
12. Provide opportunities to observe and engage with children, communicate with and relate to children.
13. Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
14. Provide opportunities for understanding self and others.
15. (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
16. Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
17. Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

Self-Assessment Questions

Q. 1 Explain meaning of teacher education.

Q. 2 Discuss nature of teacher education.

Q. 3 What can be vision of teacher education?

Q. 4 Enlist objectives of teacher education.

3.4 ELEMENTARY EDUCATION

Elementary education refers to the first phase of compulsory education that children obtain during the few years of starting schooling. This education has specific goals that meet the special needs that children have. The period taken to complete this primary education differs from state to state, for instance in countries like Canada and the United States, elementary education goes for a period of six to seven years once children have begun schooling. In spite of the fact that this education is compulsory, it can be offered at home by parents. The benefits of this education cannot be underestimated and all efforts are directed at ensuring that this education gets universally recognized (Cohen & Malin, 2010).

Education can be considered to be the most vital asset that the society has because knowledge is the priceless wealth that people will never mislay under any circumstances, and the further the knowledge gets shared, the further it will advance. Therefore, elementary education forms the foundation for gaining basic knowledge without which the dream of children will become impossible. Elementary education can be compared to

the first stride that a person takes in life, it is impossible for people to run without first learning how they can walk (Long, 2000).

Elementary education offers children an opportunity to have a group that is stable to interact. Usually, when children stay away from familiar faces, they tend to suffer for parting anxiety. However, with time and as the children start to attend preschool, they interact with similar faces daily and regularly. This results to attachment with other children of their age, an aspect which is very vital in the growth and development of a child. Therefore, elementary education offers children a stable peer group interaction, playing, and sharing, whereas, adults who are associated with elementary education assists to develop the essential traits in children of trusting older people besides their grandparents and parents. Therefore, elementary education enables children to make friends who facilitate acquisition and development of vocabulary as children attend preschool. As children converse with their peers, they also learn how to make personal decisions, as well as choices. They are also able to participate and enjoy various activities and games with their friends. When in school, their listening ability develops, they also acquire the concept of sharing and turn taking. In addition, when children receive recognition and encouragement from their teachers, it helps them to develop self confidence and set personal goals.

Elementary schools provide children with safe environments to grow in, as well as equipping them with motivation and skills that enable them to handle individual circumstances. Moreover, by children being in school, they are in a better position of being able to explore new ideas, as well as allowing them the chance of spending more time with their peers who help in developing their personality and individual skills. Furthermore, children who successfully grow during their elementary education become socially and emotionally healthy. They become eager to pursue new tasks and challenges with the energy and firmness that children are known to possess. As a result, these children become more serious with their schoolwork and they keep progressing in their academic development. They not only advance in academics, but also socially since they learn to sympathize with others and in the process, they form genuine friendship relations with their peers (Harmon & Jones, 2003).

Elementary education promotes rapid development of fine and gross motor skills in children as they do numerous activities and plays. This includes singing of songs and saying of rhymes that provide children with a sense of direction and space. On the other hand, elementary education enables children to enhance their reading abilities and math skills. However, the quality of the education they get depends on the school chosen; therefore parents and guardians have to look for quality which is an important factor. Furthermore, this education is a lifelong treasure since it determines the future that a person will have. It shapes a person into an effective member of the society because the knowledge obtained at this level is like a form of wealth. When children are in school, it gives mothers an opportunity to be away from their children thus, enabling the children to develop independence. Mothers on the other hand become stress-free as they entrust their children to schools and are not constantly worrying about their children's welfare.

Therefore, by being in school, mothers offer their children an opportunity to gain knowledge, which is the foundation of all other forms of learning that a child gets in life. It therefore enables children to form dreams and work towards achieving them and making them a reality (Harmon & Jones, 2003).

Elementary education is useful in ensuring that people are not illiterate, the quality of primary education they get determines the level of their intellectual capacity even when they are adults. The role and value of a elementary education varies from one culture to another Â nonetheless, it is essential since it is regarded as a venture that pays well. Having access to this basic knowledge helps people in making wise decisions regarding issues that they face later in life. For instance, a mother has to have information on ways of maintaining hygiene so as to prevent spread of diseases among her family members. In addition, people are also able to select effective officials to present in their governments (Cohen & Malin, 2010).

Elementary education is essential since children are the hope of the future and the vital resource that a nation can have. Therefore, they have to be educated so as create a nation that is focused by having citizens who are able to participate in nation building. Many nations focus on investing in other sectors whereas the elementary education is given minimal attention. This is especially common in developing countries. Consequently, the impact becomes adverse when a nation comprises of a population whose greater percentage is illiterate. Illiteracy is the backbone of many errors that people make due to lack of information. Consequently, a lot of suffering occurs when for instance, people do not know their rights due to ignorance and lack of education. They end up suffering in abusive situations like poor working conditions and relationships. There is also the spread of disease like the HIV and Aids due to high levels of illiteracy. All these can be avoided if people get at least the basic education that will enable to read and get informed (Long, 2000).

Elementary education that is poor leads to the creation of negative effects on the learners. For instance, elementary education determines the growth and development of various aspects of a child in regard to the society. Therefore, poor elementary education forms the foundation in which children develop bad habits and behaviors, poor habits of studying, as well as poor academic excellence. Therefore, Â Having poor quality of primary education or the absence of it leads to high levels of illiteracy such that people who work in factories, ministries, farms and hospitals are not efficient due to lack of the appropriate skills and knowledge. Consequently, elementary education is the most crucial step that children take in their educational career since it is helpful during children's formative development. It shapes them into learners, thinkers and social beings. Elementary schools give children opportunities to release their surplus energies through activities and play, create avenues for creativity development and gives outlets for emotions. These institutions also enable children to meet peers and adults who assist them in verbalizing and cultivating the ideas and imaginations that go through their developing minds.

Elementary education forms the basis through which the material that children learn paves way for high school and college material. Usually, the skills, attitudes and knowledge that children gain in elementary schools provide a foundation for success in the future. The majority of student remain unexposed to higher learning , as well careers because they grow in environments where majority of people lack professional careers or college degree. Therefore, the adults who handle children in elementary schools serve as the first exposures of people who have attended college and have a career, hence, offer children with advice in education and career options. Furthermore, some of the elementary schools have counselor who serve as managers in handling cases. They are trained to assist children in three major domains: academic excellence, social/personal development and career selection (Cohen & Malin, 2010).

No one teaches us how to dream. We just do. But dreams can only carry the 61 million children not in school, mostly girls, so far. Educating children no matter where they are is one of the biggest steps we can take toward ending extreme poverty. Education is key to building a society that can overcome poverty in a sustainable manner. Investing in human capital brings about powerful social change and creates opportunities for those in developing countries to realize their full potential and to become leaders of the generation to come. In many developing countries, education is unaffordable for families and there is a shortage of classrooms.

Other barriers to education include:

- **Humanitarian emergencies, especially conflict.** The need to fulfill the right to education is greatest in humanitarian crises. More than 40 per cent of out-of school children live in conflict-affected poor countries, and millions are forced out of school by natural disasters each year. In emergency situations, education can save and sustain lives. A safe school environment can give children a sense of normalcy during a crisis. Schools can also aid in post-conflict reconstruction. Yet only 2 per cent of all humanitarian aid goes into education. Schools should be a higher priority during humanitarian crises, and national education plans should include contingencies for emergencies.
- **Gender discrimination.** Girls face a unique set of barriers to education, such as child marriage, early pregnancy, and expectations related to domestic labour, not to mention unsafe travel and a lack of sanitary facilities. Many countries under-value girls' education, with the result that fewer girls enroll and those who do are more likely to drop out. Some 34 million adolescent girls are out of school around the world, and women make up nearly two thirds (almost 500 million) of the world's illiterate adults. The gender gap has significantly narrowed in primary education but there has been limited progress at the secondary level.
- **Child labor.** Poverty and vulnerability are pushing far too many young children out of school and into the world of work. Some children remain in school, but are disadvantaged doubling up studies with work. For households living in poverty, children may be pulled out of school and into work in the face of external shocks such as natural disasters, rising costs, or a parent's sickness or unemployment. By leaving school to enter the labor market prematurely, children miss a chance to lift

themselves, their families, and their communities out of a cycle of poverty. Sometimes children are exposed to the worst forms of labor that is damaging to their physical, mental and emotional well-being.

Ironically, the same barriers that impede access to education could themselves be eradicated by making education more available.

Objectives of Elementary Education

Elementary education should help pupils form and gradually develop their key competencies and provide them with the firm foundations of general education focusing mainly on situations close to real life and on practical conduct. Elementary education therefore aims at fulfilling the following objectives:

- to make it possible for the pupils to acquire learning strategies and to motivate them to lifelong learning;
- to stimulate creative thinking, logical reasoning and problem solving in pupils;
- to guide pupils towards engaging in effective and open communication on all possible issues;
- to develop the pupils' ability to cooperate and to respect their own as well as others' work and achievements;
- to prepare the pupils to manifest themselves as independent, free and responsible individuals who exercise their rights and meet their obligations;
- to create in pupils the need to express positive feelings in their behaviour and conduct when undergoing various situations in life; to develop in them perceptiveness and sensitive relations towards other people, the environment and nature;
- to teach the pupils to develop their physical, mental and social health actively, protect it and be responsible for it;
- to guide the pupils towards tolerance of and consideration for other people, their cultures and spiritual values, to teach them to live together with others;
- to help the pupils to become familiar with and develop their own abilities according to their realistic possibilities and to utilize them along with their acquired knowledge and skills when making decisions on the their own life and profession orientations.

Self-Assessment Questions

Q. 1 Explain the concept of elementary education in your own words.

Q. 2 What are the barriers to education?

Q. 3 Enlist objectives of elementary education.

Premise, Principles and Goals of Elementary Teacher Education

The basic premise of teacher education rests upon the needs and requirements of school education, which in turn draws from societal and environmental needs and issues. Based on this premise, the broad principles of teacher education would be:

- Conceptualizing pre-service and in-service elementary teacher education progammes.
- Positing teacher development programme as a reflective process involving meta-cognitive tasks to equip teachers to become thinking professionals. Teachers need to work in complex environments, facing multiplicity of situations and diverse contexts. Moreover, teaching and learning by themselves are complex processes. No single programme can empower a teacher to deal with all these complexities, if a prescriptive approach is taken.
- Drawing from adult learning theories, situated cognition, sociological and anthropological perspectives on learning for designing implementing strategies. A teacher's learning has to be seen as an active and constructive process that is problem oriented, grounded in social settings and circumstances and taking place throughout a teacher's life. This would mean teachers take responsibility for their own learning and actions to ensure their proactive participation in Schools.
- Incorporating sensitivity towards and appreciation of diversities among student teachers. These diversities relate to: children from diverse backgrounds; diverse learning contexts in which teacher has to function; and diversity of learning spaces and resources.
- Making inclusion a principled process that not only promotes participation but also opposes all forms of exclusion. A liberal, humanistic teacher education programme would enable putting inclusive values into action in education that should eventually percolate into society. Inclusive values are concerned with equality, rights, and respect for diversity, sustainability, trust, compassion, honesty, courage and joy.
- Ensuring a holistic education wherein a learner is considered as an active, creative and aspiring human being. It values experiential learning, promotes cooperation and partnerships, takes existential concerns seriously, and makes meaningful connections to the world of nature. It directly addresses ecological and sustainable development issues.

The goals of pre-service elementary teacher education in the light of these principles would be:

- To prepare teachers who:
  - respect the learning needs of all children and cater to them
  - Help children gain confidence and challenge them to do better
  - know their subject well and proficient in the language of instruction are reflective practitioners,
- To be vibrant and flexible to meet diverse needs in diverse contexts
- To take a pro-active role in systemic reforms in education
- To create synergy with schools and institutes of higher learning

With these goals rooted firmly, the probable outcomes of pre-service elementary teacher education programme would be to:

1. Create a professional identity among student teachers positioning teacher as a change agent.

2. Assist student teachers to develop their own praxis by linking theory along with field experiences in real contexts.
3. Promote self learning and independent thinking by consciously moving away from 'implementation' mode to 'creation' mode.
4. Provide student teachers with time and opportunities to reflect to help them reconstruct their experiences.
5. Ensure student teachers attain a sound knowledge base and proficiency in Language
6. Promote a view of learning as a search for meaning out of multiple experiences
7. Engage student teachers in analyzing school curriculum and text books with respect to societal needs and children's personal needs
8. Learn to use textbooks as a pretext for organizing meaningful learning experiences within and outside classrooms to help children construct their knowledge
9. Prepare student teachers to care for children, enjoy being with them and being sensitive to their problems and needs
10. Equip student teachers to forge links between school and community
11. Build capacities of student teachers to tap into a variety of learning sites and create a range of resources catering to diverse groups of learners
12. Help student teachers question their own prejudices and dogmas in a non threatening atmosphere
13. Sensitize student teachers to recognize inclusive classrooms with social, cultural and linguistic diversity as a strength and resource
14. Train student teachers in alternative pedagogical skills and classroom management techniques that would promote a culture of peace in classrooms
15. Impart principles of sustainable development to student teachers and foster positive attitudes and values towards environment.
16. Guide student teachers towards commitment to the profession and its ethical code of conduct

The Importance of Elementary Education Teachers

One of the most popular teaching careers is working as an elementary education teacher. It is also one of the most important teaching positions. An elementary teacher has the potential to positively influence both the children and parents they work with every day.

What Does an Elementary Education Teacher Do?

Elementary education teachers have many job duties beyond just teaching children. They must first plan and develop lessons that are age appropriate after assessing each student's strengths and weaknesses. All class assignments, homework and assessments will need to be graded by the teacher and recorded in each student's file in order to monitor their progress. Lesson plans also need to be adapted to accommodate any students with special needs to allow each student the opportunity for success.

Early childhood educators work hard with parents and administrators to assist students to learn in the best way possible. Some students have mental, emotional or physical disabilities. Those students are often on an IEP. These plans include a list of the child's

strengths and weaknesses and explanations of what types of adaptations work best for them. Teachers work with administrators, special needs teachers, parents and students to develop the best plan to present these students with the same or similar education experience as their peers.

In addition to helping children learn, you will be responsible for creating and implementing classroom rules to enforce appropriate behavior in class. Teachers also help prepare students for any standardized tests they are required to take throughout the year. Elementary school teachers generally have self-contained classrooms in which they will teach all of the major subjects. Math, science, history and reading are taught within one classroom by an individual teacher. Students will have different teachers for various special content areas such as art, physical education and music. Just as with any teaching career, you will be required to devote more hours to your work than just the school day. Many teachers stay at school after hours or take some work home to help them complete all their responsibilities.

Why an Elementary Education Teacher is Important

The chief reason an elementary school teacher is crucial to each child is that they are some of the first teachers that a child will encounter. It is sometimes difficult to instill a love of learning in children. Elementary school teachers must be positive and use fun and unique approaches to learning to help keep each student interested and engaged in learning.

As an early childhood educator, you may be the first adult that a child spends their entire day with who is not their parent. It is imperative that you develop a good rapport with your students so they learn to respect and trust you so you both have the best possible outcome. These teachers also help teach necessary learning and study habits. In addition, elementary education teachers help students develop appropriate social skills that will help them throughout their entire education.

Teaching the same group of students all year, it is essential to keep your classroom a fun and exciting place to learn. When you are an elementary education teacher, you will need to include imaginative and original teaching tools in your lesson plans. Doing this every day helps to keep things stimulating and fresh to hold your students' attention and keep them interested in their learning.

Once you decide to become an elementary education teacher, you will discover the many positive aspects about the job for yourself. If you have patience, creativity and the love of working with children, you have the potential for an important rewarding career as an elementary education teacher.

Teacher Education at different levels of Education

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific

teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education.

The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Triangular Basis of Teacher Education

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education.

- The **Philosophical** basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline.
- The **Sociological** basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes.
- The **Psychological** basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

Aspects of Teacher Education

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It

empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

3.5 SELF-ASSESSMENT QUESTIONS

Q. 1 Teacher education holds fundamental and critical position in improving quality of education. Discuss.

Q. 2 Explain vision and objectives of teacher education in Pakistan.

Q. 3 Describe historical background of elementary teacher education in Pakistan.

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UNIT–4

ELEMENTARY TEACHER EDUCATION CURRICULUM

Written by: Dr. Sher Zaman

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

Curriculum is an essential and critical factor that brings consistency in any of the teaching learning process. All instructional programmes require their own curriculum but a curriculum specifically designed for 'student teachers' is somewhat different from those of school curriculum. In schools content and knowledge which is actually a syllabus, is taken as curriculum**.** Teacher education curriculum needs to be productive in terms of developing teaching skills and ways of construction of knowledge rather than acquisition of knowledge. The structure of curriculum for a particular teacher education programme depends on the role of recipient after having gone through the activities designed for their training and education. Thus the role of elementary school teachers is to educate the children having basic education in child friendly environments. A curriculum for elementary teachers is expected to equip prospective teachers with pedagogical skills along with enhanced basic knowledge of languages, mathematics and science etc., so that they can teach effectively to students literacy skills as well as basic science needed for day to day life.

A detail reading material, along with extra readings, for having in depth conceptual understanding of the given areas, is presented in the following.

OBJECTIVES

After studying the unit, you will be able to:

1. Describe concept and scope of curriculum.

2. Explain curriculum in comparative perspective.

3. Discuss elementary teacher education curriculum.

4.1 CONCEPT, NATURE AND SCOPE OF CURRICULUM

Curriculum is described as a "totality of courses that constitute a course of study offered by an institution or followed by a student" (Wood & Davis, 1978), although still it has different interpretations among scholars. You may have already gone through the meaning of 'curriculum', its sources, designs etc. But in the current unit we rather than reading the existing interpretations, would take one step forward, and try to understand them with reference to the views of different experts. According to Kelly (1999), curriculum is negatively viewed as a "syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both". It is insufficient to solely convey content knowledge, to make curriculum an effective one. Curriculum in higher education in general and teacher education curriculum in particular need to be developed more than knowledge-content in order to be a productive one in terms of skills and innovations in the field of education. Further according to Hong Kong Year Book, 2006, a curriculum is more positive in nature, which could achieve the objectives of motivating learning, enhancing knowledge and abilities and developing positive values and attitudes. These elements could help achieve whole-person development of student-teachers especially their attitudes need to be positive towards teaching in the beginning as well or may more be developed to be highly positive towards teaching profession.

Looking at the nature of teachers roles and significance of their attitudes for society, Kelly (1999), has identified three types of curriculum which are appropriate for teacher education. The three types include i) planned curriculum, ii) received, and iii) hidden curriculum. The latter two types of teacher education curriculum are more influential for the in service teachers because through received curriculum, we learn from our experiences which we have had as student and as student teachers, while the hidden curriculum is also helpful in developing prospective teachers' attitudes which are necessary to become intentional teacher who generally teach students with a mission, purpose and are more influential because they like teaching.

Likewise school curriculums, the curriculum for teacher education also need to have its philosophical orientations. In the current scenario of the ever changing world, the more appropriate philosophy seems to be, experimentalism which believes that things are constantly changing, revising and developing. The given philosophical orientation is based on the view that reality is what we experience. Thus the four components of curriculum in teacher education, i.e., objectives, contents, methodology and evaluation need to be built around experiences designed for the elementary school teachers consequently the trainee teachers would go through those experiences, they are provided with during curricular activities and resultantly would be able to solve problems faced in teaching learning process. Thus curricula for teacher education as a

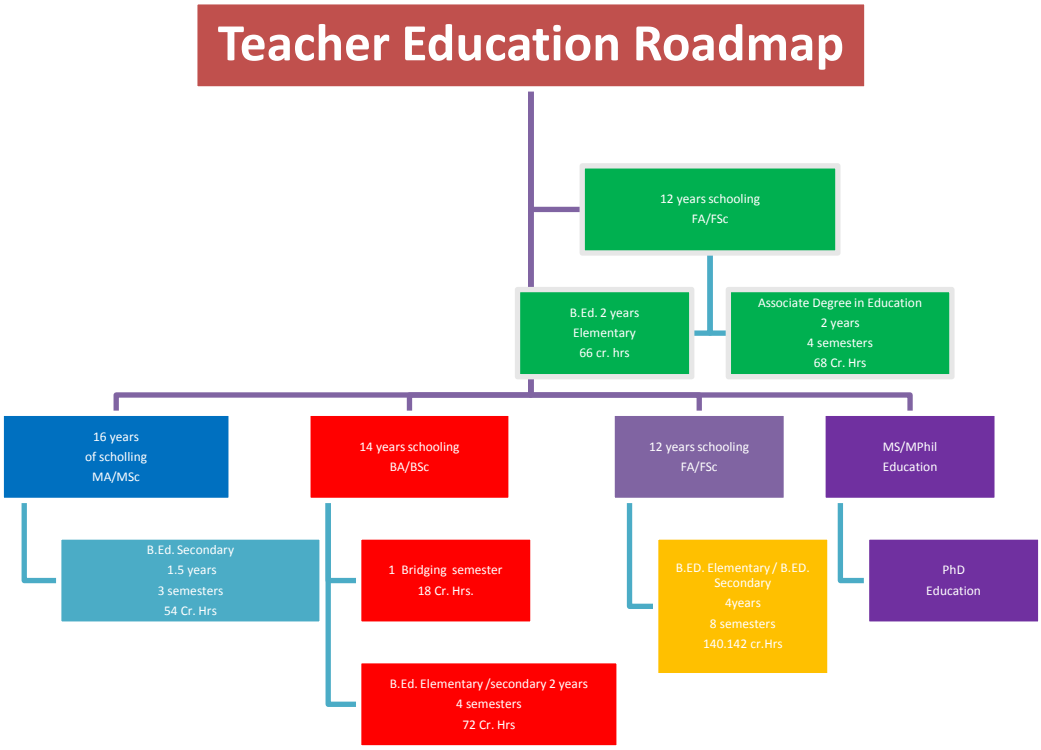
set of experiences is more meaningful, instead of a curriculum formalized as classroom content or prescriptive learning objectives. Conclusively it is more useful to think of objectives of teacher education programme more holistically as programs for experiences. Following the stated concept of teacher education curriculum, one may recall of Marsh (1997) who described curriculum as an interrelated set of plans and experiences which a learner completes under the guidance of an institution. It means relationship between "plans and experiences" is intertwined, where "plans" are attributed to planned curricula in advance and "experiences" refer to unplanned happenings in teacher education program.

Having a brief but comprehensive discussion on the concept of teacher education curriculum, we go through the introductory nature and scope of the curricular provision in teacher education programme. The detail curriculum for elementary teachers in Pakistan, after having comparative view of United States of America (USA) and United Kingdom (UK) teacher education, would be presented at the end of the unit. The overall scope of teacher education curriculum is given in the following:

i) Course work: various courses are designed around key concepts and research from educational psychology, philosophy, management and assessment to engage learners with theoretical concepts and frameworks.
ii) In-built, field-based units of study leading to practicum and assignments and presentations, on child's observations, conceptions of learning and classroom management etc., are included.
iii) Workshops, seminars and assignments are given to student teachers for having opportunities to observe and study children at play and at work in diverse socio-economic, cultural, linguistic and regional contexts observe and analyze learning and thinking processes of children understand children's questions and their observations of natural and social phenomena in order to appreciate the developmental process as a continuum.
iv) Child contact practicum to provide hands-on experience with children learners, to learn to listen to children with attention and empathy, to be with children, interact with them, organize creative activities for them, with the aim to learn to communicate and relate with them. During the child-contact practicum in the classroom discourse, trainee teachers experience consciously in the light of developmental theories of children to draw interconnections, verify and evolve theories and articulate new ideas.
v) Assessment of the teachers in terms of tests, assignments, portfolios and evaluation of model presentations in the classroom.

After studying the scope and provisions of a teacher education programme in general, an illustration is given in the following which presents the teachers qualification framework/ 'teacher education road map' being followed in Pakistan. It would be easy to understand

the linkage between the required qualifications and the curricular scope/provisions in an elementary teachers education programme.



Source: Pakistan Higher Education Commission, 2016, Teacher Education Road map, by National Curriculum Review Committee

Hopefully after reading the above paragraphs, you have had a comprehensive concept of teacher education curriculum: nature and scope, and qualification frame work of teacher education in Pakistan. Now we review the curricular practices for elementary teachers in USA for our comparative understanding of the elementary teacher education program.

4.2 CURRICULUM IN COMPARATIVE PERSPECTIVES

It is wise to review and observe the systems of teacher education rendering successful results across the world. There is a long list of the countries whose teacher education systems are affective in terms of producing efficient and skilled teachers. Among these countries, USA and UK are playing leading role in teacher education. Thus we learn from the experiences of the developed teacher education programme being offered in these two countries. Their experiences, revisions and improvements in teacher education are useful resource through which we can save our time, resources and efforts in trial and error.

Hence the following readings are helpful in understanding teacher education specifically at Elementary level, in the comparative perspective.

4.2.1 Elementary Teacher Education in USA

The most important factor in enhancing students' achievement is high qualification of teacher. Research shows that teachers' subject matter knowledge is greatly associated with students' enhanced learning. To USA, in the age of standardization, quality teachers with high qualification are essential to meet the standards fixed for schooling. The high qualification is interpreted by U.S. Department of Education, 2008, as following;

a) Teachers must have bachelor degree, best if in the subject taught.
b) They must have a full state certification.
c) Teachers must demonstrate content knowledge of the subjects they teach.

There is special emphasis on the qualification of teachers in 'No Child Left Behind, and for this US School education department ensures by appointing almost 95% highly qualified who are teaching in the lower grades. They after that also arrange teachers' development through innovative ways including performance pay, and alternate certification. The given initiatives build teachers morale and they perform according to their standards, thus system gets effective and productive results at all level and particularly in early schooling. For having good teachers, the following basic standards for beginning teachers have been introduced, which are inclusive for elementary teachers.

4.2.2 Model Standards for Beginning Teachers

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in

the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

Source: Council of Chief State School Officers (www.ccsso.org/intasc.html retrieved on 12.10.2016)

For fulfilling the requirements of the above standards, following initial qualifications, with little variations from state to state are supposed to be possessed by the prospective teachers.

(i) Have at least a bachelor's degree; some states require a fifteen year or master's degree;
(ii) Complete an approved, accredited education program;
(iii) Have a major or minor in education (for elementary education);
(iv) Have a major in the subject area in which they plan to teach (for middle- or high-school teaching);
(v) Have a strong liberal-arts foundation;
(vi) Pass a state test, the widely used PRAXIS exam, or another exam.

4.2.3 Process of Teacher Education in USA

There is a great concern in USA for having quality teachers in elementary classroom because children are legally placed in the care of teachers for a significant portion of their lives. In this regard, a seminal report was published by National Commission on Excellence in Education, 1983, as, 'A Nation at Risk', which targeted teacher quality as one of the central problems facing schools in the United States. In response, the Federal government in 2002 enacted the most significant educational reform in the United States in recent years— the No Child Left Behind Act. In addition to new standards for student achievement, this legislation set a new and unprecedented goal—to ensure that the nation's public elementary and secondary students all are taught by highly qualified teachers. For this first focuses on inadequacies in the qualifications of teachers; the second focus was on inadequacies in the quantity, or supply, of teachers. The first view holds that a major source of low-quality teachers and teaching is inadequate and insufficient pre-service preparation, which to critics and reformers need more rigorous coursework and entry standards for the teaching profession.

After having universal agreement in the United States that teachers do matter, that student learning is affected by the quality of teaching, and that teachers ought to be qualified. Consequently a question became central to debate, which kinds of courses, preparation and qualifications teachers ought to have to be considered adequately qualified. One of the key areas of this debate include initial qualification—the degrees—required of teaching candidates and the occupation-specific training required of those entering in teaching profession. Some argue that academic content or subject knowledge— knowing what to teach— is of primary importance for one to be a qualified teacher. Advocates of this view often hold that professional degrees in education are overloaded with required courses in pedagogy to the neglect of coursework in academic subjects. The given viewpoint assumes that training in teaching methods is unnecessary and that having an

academic degree in a subject is sufficient to be a qualified teacher in that subject. On the other end of this continuum are those who argue that professional, pedagogical and methodological knowledge— knowing how to teach—is of primary importance to be a qualified teacher. In this view, in-depth knowledge of a subject is less important than in-depth skill at teaching. At its extreme, this viewpoint holds that "a good teacher can teach anything." (Kane, 1994; American Educational Research Association/American Psychological Association/National Council on Measurement in Education, 1999). Conclusively, a substantial number of studies have found teacher education, preparation or training, of one sort or another, to be significantly related to increases in student achievement (Greenwald, et al., 1996).

4.2.4 Teacher Preparation Requirements and Standards

Having two different views of those critics in teacher education in USA, as a solution to teacher quality problems, USA has shaped a system of teacher education which in line with standards for teachers gives responsibility to states to regulate entry into the teaching profession in their respective school systems. Entry, training, testing and licensing requirements for teachers are largely set and controlled by the 50 individual states. The result is an occupation with a diversity of entry routes, requirements and standards. One thing additional to it is that the entry requirements of teacher occupation are low as compared with other occupations as engineers, physicians and attorneys etc., hence wide entry gate. Especially in the latter, entry standards are very selective and occupational. But as discussed earlier that, 'No Child Left behind Act', defines a "highly qualified" teacher as someone who has completed a four year baccalaureate degree, who holds a state-issued teaching certificate or license, and who has established competency in the academic subjects he or she teaches.

4.2.5 Standard Certification Models

Traditionally, teachers are licensed after completing a teacher-education program at a state-sanctioned college or university. These programs usually expect a significant degree of commitment from prospective teachers, requiring physical attendance at the college or university for classes. For example, according to the California Commission on Teacher Credentialing, an individual interested in becoming a traditionally certified teacher must satisfy the following criteria to receive a Five Year Preliminary Credential:

(i) Bachelor's or higher degree
(ii) Approved professional-preparation program including student teaching
(iii) CBEST (California Basic Educational Skills Test)
(iv) Completion of course work in the teaching of reading
(v) Course work in the teaching of the U.S. Constitution
(vi) Subject-matter competence (via program or exam)

Teaching certificates usually are issued for a particular field, such as mathematics or English. Obtaining teaching certification usually requires completion of undergraduate-level coursework in the subject matter of a particular field, and also in professional knowledge, such as pedagogy and teaching methods. Certification also usually entails passage of written examinations in both pedagogy and content knowledge. Finally,

certification also usually requires completion of a program of practice or student teaching. After completing teaching a previously fixed number of years, the given certification in teaching expires and renewal requires the completion of additional college level coursework as well.

Conclusively, in USA there are different modes of teacher preparation that attract various types of individuals toward teacher education. Generally, college- and university-based traditional teacher-education programs attract those who have planned to teach since early in their educational careers and those who have the necessary time to become certified teachers. Conversely, alternative programs generally attract older individuals with career experience in other fields as well as individuals who do not have time for or interest in completing a college- or university-based teacher-training program. For the latter individuals, the opportunity cost of pursuing an alternative method of teacher certification is relatively low and therefore more attractive than traditional teacher-education programs. Those individuals who are already engaged in careers or who have vocational responsibilities that prevent them from returning to school full-time often can afford neither the necessary time nor the reduction in income that would result from enrolling in a teacher-education program.

4.2.6 Elementary Teachers Education in UK

England has its long history in education as well as in teacher education, but for comparing the teacher education particularly elementary teacher education system of Pakistan and of UK, the contemporary period begins after the establishment of Pakistan in 1947. In the same period, the teacher education in England was pursuing the McNair Report, (1944) the title of which was *Teachers and Youth Leaders*. It dealt comprehensively with the recognition, supply, and training of teachers for Primary and Secondary schools. The said report could not properly be implemented and an alternate Robins Report was presented in October 1963, which was concerned with higher education and consequently paid attention to teacher education. The Robins Report expressed concern about the lack of recognition given to teacher education and aimed through its recommendations to remedy the situation.

Under the Robins recommendation, Teacher Training colleges were to be rapidly expanded to respond to the growing demand for teachers and were to be brought into the higher education system and courses were to be made degree worthy. The Committee‘s vision of a professional teacher was of someone who had a strong personal education; they therefore believed that such personal education should take priority over practical training. Following the report, not only was the Bachelor of Education (BEd) introduced in late 1960s but also the Postgraduate Certificate of Education (PGCE) was made compulsory for all graduates wishing to be teachers. Teacher training colleges were renamed as Colleges of Education. These developments offered for the first time in England‘s history the prospect of an all graduate profession. The first BEd degrees were awarded in 1968, by the Universities of Keele, Leeds, Reading, Sheffield, and Sussex. In 1969 all the twenty-one universities with Education Departments made awards.

According to Wilkin (1996) the Robins Report‘s conception of professional education was not implemented fully in practice. There were significant unresolved epistemological difficulties concerning the relationship between theory and practice and in the context of practice the majority of lecturers and students remained skeptical about the value of an overly academic approach to professional preparation. Later on another Committee‘s report published in February, 1972 which offered a novel and ingenious, but extremely controversial scheme of education and training. The most important of its proposals was the introduction of the concept of three cycles of teacher preparation (Reid, 2000), consisting of: the personal education of the teacher; initial training and induction (professional education of the teacher); and in-service education.

Cycle 1, prospective teachers intending to teach one or two subjects to a relatively high level would take a degree course lasting ordinarily three years. All others would take a two year course of academic study leading to a Diploma in Higher Education. Cycle 2 would last two years. Students would spend the first year in an education department, doing studies concentrated upon ―preparation for work appropriate to a teacher at the beginning of his/her career rather than on formal courses in educational theory. The second year would be spent in the school. During this year students would have the status of licensed teacher, which meant that they would be salaried teachers but under supervision. Cycle 3, comprehends the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques. Reaction to the report was extremely varied; but in general Cycle 3 was warmly welcomed, Cycle 2 was totally rejected and Cycle 1 was mixture of liking and disliking.

Reid (2000) argues that, the implementation of this report was partial, and this was due to lack of political will to provide the necessary resources and to a radical change in the targets for teacher recruitment. Since the 1980s, the government has increased its control over colleges of education and universities and over the content of teacher training courses. Before 1984, teacher educators in universities and colleges controlled the education and training of teachers independently. They determined the knowledge base of teacher education courses, and they controlled the curriculum and assessment of teacher education. However, this freedom of teacher educators has changed as the government has taken over these responsibilities.

In the mid 1980s, teacher training was not at the top of the public policy agenda, although recent reforms had been imposed on providers of teacher education. The creation of the Council for the Accreditation of Teacher Education (CATE) set up in 1983 was intended to monitor teacher education in England and Wales, and had responsibility for ensuring that certain standards were maintained and through a relatively gentle approach recommended to the minister responsible for education. The content of Initial Training was published in 1983 as a consultation document following much informal discussion the previous year about the ways in which teacher education could best be improved.
Under the 1988 Education Reform Act (ERA), the state school curriculum is organised into different divisions according to the age of children. Primary schools include key

stages 1 and 2 for junior level, 7-11 years, and secondary schools include key stages 3 and 4 for those aged of 11-16/18 years. The same was reflected in teacher education, as primary school teachers had two routes to follow: either a four year undergraduate programme or a one year Postgraduate Certificate Course in education. Secondary school teachers also had two routes to follow: either a four year undergraduate programme, (only a minority followed this route) or a first degree in a relevant subject, that followed by a one-year Postgraduate Certificate course in education. The relative success of the National Curriculum and other initiatives from the 1988 Education Act had given policy-makers confidence that reforming teacher training to improve standards was achievable.
The Licensed Teacher Scheme also launched in 1989 which allowed mature entrants with a minimum of two years of higher education to be recruited directly to positions in schools and provided with any necessary training by their employers on the job. Requirement for a teacher entering employment to have a recognized teaching qualification was waived in this scheme. This scheme was different from the former scheme that was school-based teacher education and this route provided a legitimate way to gain qualified teacher status without a degree and without taking part in a training programme organized through higher education (Furlong, et al., 2000). In 1995, there was another change when the secondary school teachers were required to spend 80 per cent of their time in school, thus significantly curtailing the role of higher education in the training process. Universities and other initial teacher training institutions were to develop partnerships with local schools. This led to the involvement of experienced teachers in the planning and evaluation of training courses, and in the selection, assessment and supervision of beginner teachers. As a response to educationalist critics who argued for an equitable balance for the PGCE, the course was divided into two-thirds of student time being spent in schools, with the remaining third in higher education institutions. Schools were to have a leading responsibility for training students to teach their specialist subjects, to assess pupils and to manage classes, and for supervising and assessing their competencies in these respects. Higher Education Institutions (HEIs) by contrast were merely to be, responsible for ensuring that courses meet the requirements for academic validation, presenting courses for accreditation, awarding qualifications for successful students and arranging student placements in more than one school.

The new millennium began with the establishment of General Teaching Council for England (GTC) in September, 2000. GTC is an independent professional body for teaching which provides an opportunity for teachers to shape the development of professional practice and policy, and to maintain and set professional standards. A new version of the training standards was published jointly by the Teacher Training Authority and Department for Education and Skills in 2002, as an attempt to put forward a more holistic vision of teacher professionalism through the introduction of a section on "professional values".

After all having discussion on the long history of UK teacher education system in general a specific model of Elementary Teacher Education (2012-2013) of University of Kentucky, UK is presented in the following.

The modern early elementary education program is aligned with the national standards for elementary education approved by the National Council for the Accreditation of Teacher Education. The model for the early elementary education program presumes a collaborative relationship between school and university personnel focused on ensuring a high level of individual attention to the mentoring and socialization of teacher candidates. The faculty recognizes that this is a labour-intensive process, requiring sustained time and effort by all parties. Work in early elementary education must be guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth for teacher candidates as well as school and university faculty.

To receive the B.A. degree in Early Elementary Education, students must: 1) complete the UK core requirements; 2) complete the program related studies courses; and 3) complete the professional education component.

Admission to the program is based on a selective admission process that generally occurs after students have completed 45 hours of university course work. At the point of entry students must present an admission portfolio which includes the following: a) a "best piece" sample of writing which demonstrates ability to research a topic in some depth; b) evidence of multicultural/cross-cultural experience with written reflection on the experience; c) evidence of having completed 30 hours of community service with early elementary age children, including a written reflection on the experience; d) a written autobiography. Also at the time of entry, students will be required to complete an on-demand writing task.

Assessment of progress in the professional introduction semester includes assessment strategies specific to individual courses, but also includes an overall "Professional Introduction Portfolio." This portfolio is intended to be an extension of the admissions portfolio, adding the following exhibits: a) philosophy of education statement (this will be modified as candidates move through the program); b) "best piece" samples from course work that show evidence of content knowledge, pedagogical content knowledge, and effective practice (given the students' level of experience); and c) evidence of competence in instructional applications of technology and systems of information management.

There are assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students' Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students' Professional Development Plans. Each student develops a Professional Development Plan (PDP) in cooperation with UK faculty and school-based

faculty. The PDP includes reflections on the student's strengths and areas that need further work. This document serves as a planning tool for student teaching. Students also continue the development of their teaching portfolio, adding information that demonstrates competence on tasks related to the New Teacher Standards for each Professional Block course.

Students are assessed in a variety of ways during this semester. Student assignments include: observations reports, developing a thematic unit, critiquing their own teaching using videotapes, completing two solo weeks, and further developing their teaching portfolios. Students in the early elementary education program complete 16 weeks of student teaching, concentrating on primary grades. The UK Core Requirements are listed in the following.

The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity
   Choose one course from approved list 3
II. Intellectual Inquiry in the Humanities
   Choose one course from approved list 3
III. Intellectual Inquiry in the Social Sciences
   Choose one course from approved list 3
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
   Choose one course from approved list 3
V. Composition and Communication I
   CIS/WRD 110 Composition and Communication I 3
VI. Composition and Communication II
   CIS/WRD 111 Composition and Communication II 3
VII. Quantitative Foundations
   MA 111 Introductions to Contemporary Mathematics. 3
VIII. Statistical Inferential Reasoning STA 210 Making Sense of Uncertainty:
   An Introduction to Statistical Reasoning 3
IX. Community, Culture and Citizenship in the USA
   Choose one course from approved list 3
X. Global Dynamics
   Choose one course from approved list 3
   UK Core Hours 30

Program Related Studies (47 hours)

A-E 200 Workshop in Design Education for Elementary Teachers 3
MUS 266 Teaching Music in Elementary Grades 3
MA 201 Mathematics for Elementary Teachers 3
MA 202 Mathematics for Elementary Teachers 3
PSY 100 Introductions to Psychology 4
GLY/EES 160 Geology for Teachers 3

PHY 160 Physics and Astronomy for Teachers 3
BIO 103 Basic Ideas of Biology 3
BIO 111 General Biology Laboratories 1
HIS 104 A History of Europe through the Mid-Seventeenth Century and
HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present OR
HIS 108 History of the United States Through 1876 and
HIS 109 History of the United States Since 1877 6
Choose one of the following courses:
HIS 580, PS 456G, APP 200, GEO 322, HIS 240 3
LIS 510 Children's Literature and Related Materials 3
EDC/ENG 509 6
Free Elective 3

Select two courses from the following:
MA 310, MA 241, EDC 334, ENG 205, ENG 207, ENG 211, ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281,
Professional Education Requirements (48 hours)
EDP 202 Human Development and Learning 3
EPE 301 Education in American Culture 3
KHP 380 Health Education in the Elementary School 2
KHP 382 Physical Education for Elementary School Teachers 2
EDC 329 Teaching Reading and Language Arts 3
EDP 303 Teaching Exceptional Learners n the Elementary Classroom 2
EDC 323 Classroom Management and Discipline 3
EDC 322 Elementary Practicum 3
EDC 326 Teaching Social Studies in the Elementary School 3
SEM 328 Teaching Science in the Elementary School 3
SEM 337 Teaching Mathematics in Elementary Schools 3
EDC 339 Designing a Reading and Language
Arts Program for the Elementary School 3
EDC 317 Introductions to Instructional Media 1
EDS 447 Strategies for Including Students with Disabilities in the
Elementary Classroom 2
EDC 433 Student Teaching in the Elementary School 12
These courses require admission to the Teacher Education Program.
Electives
Electives for 120 total credit hours chosen with the help of an advisor.
TOTAL HOURS 120

After having detail discussion first on USA teacher education where it is pursuing teacher standards for producing quality teachers. Afterwards the teacher education in UK has been presented for fuller understanding for those who are the stake holders of teacher education in Pakistan. Both teacher education programmes are leading the whole world in preparation of teachers. There have been certain revisions in the history of teacher education systems of USA and UK for meeting the instruction needs of schools with ever

changing curriculum and infrastructures. In Pakistan there have also been developments in teacher education for enhancing the standard and quality of education being rendered by teachers. There are also certain initiatives being planned for teachers' standards, licensing and certification for quality teachers to meet the local as well as global demands of education being provided in Pakistan schools.

In the following we go through the teacher education developments in Pakistan but the focus would remain on the current curricula, and practices of elementary teachers' education in Pakistan.

4.2.7 Elementary Teachers' Education in Pakistan

Teacher training in Pakistan is primarily a provincial responsibility. The curriculum of teacher training and education had been developed first by Federal Curriculum Wing, and later it was prepared by Directorate of Staff Development (for Government Colleges for Elementary Teachers) .Thus the primary school teachers seeking employment in government schools were trained in three ways:

(i) through Government Colleges for Elementary Teachers (GCETs) and Regional Institutes for Teacher Education (RITEs);
(ii) through the distance education programmes of the Allama Iqbal Open University, Islamabad; and
(iii) through the teacher training courses administered in high schools under the supervision of the Directorate of Staff Development. The graduates of these institutions were taught a similar curriculum, and receive the Primary Teaching Certificate (PTC) at the end of the course, which lasted one year.

Since independence, there has been a significant expansion in teacher education institutions. Currently, in Pakistan, 270 teacher education/training institutes exist of which 227 are run by the government sector and 48 are operated by the private sector
Table 5.1 shows the provincial distribution of Teacher Training institutes which have been function for producing teachers for primary and elementary schools.

Provinces	Government	Private	Total
Punjab	75	07	82
Sindh	56	24	80
NWFP	39	08	47
Balochistan	28	02	30
Federal Area	08	02	10
FATA	05		05
FANA	03	02	05
AJK	13	03	16
Total	227	48	270

Source: Academy for Educational Development (2005). Directory of Teacher Education/Training Institutes in Pakistan.

In the continuation of said expansion in teacher education, the present National Education Policy (1998-2010) has introduced certain improvements in teacher education. According to this policy, there is an imbalance in teacher training programmes among the courses pertaining to academic knowledge of the subject, content of school curriculum, teaching methods, teaching practices and curricular activities. The policy emphasises higher education, education in technology and science and teacher education. The policy gives a comprehensive list of quality inputs, i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure, and a system of awards and incentives. The policy also proposed to increase the educational qualification for primary teachers from Matriculation to Intermediate, revising the curricula of content and methodology, and upgrading the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels, i.e. introduction of programmes after FA/FSc education and BA/BSc education. The frequency and depth of in-service training courses would be increased by institutionalizing in-service programmes through school clustering and other techniques. It was suggested to use both formal and non-formal means to provide increased opportunities of in-service training to working teachers, preferably at least once every five years. The policy also proposed to create a matching relationship between demand and supply of teachers. It was also recommended that future teacher training would emphasize creativity and productivity, and development of professional competencies through knowledge and skills.

There are different titles under which teachers' training and preparation has been done in education colleges and institutes. Some of the programmes have been phased out and replaced with the updated programmes. The following table presents the training programmes of past and present and against each one the required qualification and the grades are given, for which the specific certified teachers and eligible to teach.

Training Programme	**Qualification For Admission**	**Duration**	**Classes to Teach**
Primary Teaching Certificate (PTC)	Secondary School Certificate (SSC)	01 year	I-V
Certificate in Teaching (CT)	Higher Secondary school Certificate (HSSC)	01 year	I-VIII
Diploma in Education (DIE)	Higher Secondary School Certificate (HSSC)	18 months	I-VIII
B.Ed (Hons-4 years)	Higher Secondary School Certificate (HSSC)	03 years	VI-X
BEd (14+1)	B.A/B.Sc	01 year	VI-X and supervision
M.A Education	BEd	02 years	VI-XII and supervision.
MEd	B.Ed.	01 year	VI-XII & supervision

But recently in light of the education policy and keeping in mind the global perspective, the qualification and competency level of the teachers has been enhanced. The developments in are with variations among different region of the country because of the local condition and provisions for availability of the teachers ready for certification and the needs of the region. The areas where there is shortage of the qualified candidates, extensions in policy implementation have been recommended to enhance the qualification of required teachers for certain time. In this regard, Higher Education Commission is playing its role with the support and guidance of international agencies to update and standardize teacher education programmes. Now after 2008, there is shift and teacher education is becoming the responsibility of Higher Education Institutions. HEC has availed this opportunity and in collaboration with different international donors has revised teacher education curriculum and introduced BEd (Hons) elementary education programme along with the prevailing ones which are recently being phased out.

Higher Education Commission having focus on education of teachers felt need to strengthen and stress upon the main attributes of teaching profession, such as the systematic theory, rigorous training over a specified extended duration, generating knowledge through research. He further stressed 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 communicated to a code of conduct. In fact, any change in the nature, purpose, quality and character of the school demands a concomitant change in teacher education, especially in its curriculum. Keeping in view the task of bringing qualitative change in institutional efficiency of the teacher education system is not only a big task rather a huge and challenging one.

An overview of the context, courses and perceived characteristics of the B.Ed Elementary 4 years curriculum were analyzed. Curriculum of core courses, foundation courses, professional and specialized components were interwoven to improve the quality of teacher education. Through this attempt, a more meaningful direction was expected. The current teacher education curriculum was introduce with almost following courses and credit hours:

Total Credit Hours: 127

Core Courses	**Credit Hours**
1) Islamiat/Ethics	2
2) Pakistan studies	2
3) Computer Literacy	2
4) Functional English-I & II	6
5) Communication Skills	6
6) Critical Thinking	3
Total Credit Hours	**21**

Foundation Courses

1) Development of Education in Pakistan	3
2) Sociological and Cultural Issues	3
3) Child Development	3

4) Educational Psychology 3
5) Philosophy of Education 3
6) Society, School and Teacher 3
7) Contemporary Issues and Problems 3
Total Credit Hours: 21

Professional Courses

1) Classroom Assessment 3
2) Teaching and Learning Strategies 3
3) Curriculum Development 3
4) Educational of Research 3
5) Research Project and Report Writing 3
6) Inclusive Education 3
7) School Management 3
8) Comparative Education 3
9) Reflective Practices 2
Total Credit Hours: 26

Specialization Courses

1) Content (Two majors) 18
2) Pedagogy (Two majors) 06
3) Short Term Internship 09
4) Long Term Internship 12
Total Credit Hours: 45

After having a thorough review of the development, structure and improvements in teacher education in Pakistan, USA and UK, particularly at elementary level, the kind of teacher and teacher education we have envisioned calls upon us to look at teacher education as a holistic enterprise involving actions of different kinds and from multiple fronts aimed at the development of the total teacher – knowledge and understanding, skills, attitudes, habits and values. We need teachers who care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their problems, treat all children equally do not treat knowledge as a 'given', embedded in the curriculum and accepted without question, perceive children not as passive receivers of knowledge. They develop their capacity to construct knowledge, discourage rote learning, make learning a joyful, participatory and meaningful activity o critically examine curriculum and textbooks, contextualize curriculum to suit local needs, organize learner-centered, activity based, and participatory learning experiences. They promote values of peace, democratic way of life, equality, justice, liberty, and the zeal for social reconstruction.

We believe that teacher education should provide appropriate opportunities to the would be teacher for observing and engaging with children, communicating with and relating to children. Understanding the self and others (one's beliefs, assumptions, emotions and

aspirations); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation; self-learning, reflection, assimilation and generation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work collaboratively in groups. Content enrichment to generate understanding and knowledge, examine Disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking. Developing professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

4.3 KEY POINTS

a) A curriculum for elementary teachers is expected to equip prospective teachers with pedagogical skills along with enhanced basic knowledge of languages, mathematics and science etc., so that they can teach effectively to students literacy skills as well as basic science needed for day to day life.

b) A curriculum for teacher education is somewhat different from that of school curricula, because it consists of a set of experiences instead of a curriculum formalized as classroom content or prescriptive learning objectives. In teacher education programme, it would be more useful to think of objectives holistically as programs for experiences.

c) In USA, an individual interested in becoming a traditionally certified teacher must satisfy the following criteria to receive a Five Year Preliminary Credential:
   i. Bachelor's or higher degree
   ii. Approved professional-preparation program including student teaching
   iii. CBEST (California Basic Educational Skills Test)
   iv. Completion of course work in the teaching of reading
   v. Course work in the teaching of the U.S. Constitution
   vi. Subject-matter competence (via program or exam

d) The National Education Policy (2009) gives a comprehensive list of quality inputs, i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure, and a system of awards and incentives. The policy also proposed to increase the educational qualification for primary teachers.

e) We need teachers who care for children and love to be with them, perceive children not as passive receivers of knowledge, develop their capacity to construct knowledge, discourage rote learning, and make learning a joyful, participatory and meaningful activity.

a) Good teachers are critical. The research is clear—the single most important thing that a school can provide to ensure the success of students is a skilled and knowledgeable teacher. Good teachers—those who know what to teach and how to teach it—produce successful students. But teachers who are under qualified or ill-equipped do not produce successful students.

4.4 LEARNING ACTIVITIES

1) You know that 'curriculum' is generally described to have four major components. You are required to go through related reference material and build your comprehension that how the key four components of curriculum are inter related?

2) What are the essential qualities ensured among elementary teachers in USA? Which of these you think to be developed among Elementary school teachers in Pakistan?

3) Discuss the nature and importance of three cycles of teacher education as proposed in Committee report? Which of the cycle is more critical for improving teachers professionally?

4) What type of teachers we need to make Pakistan a peaceful and progressive state in the current world scenario?

4.5 SELF-ASSESSMENT QUESTIONS

1. What was the step taken in late 90s in UK that recently is being considered to implement in Pakistani teacher education system?

2. According to Department of Education of USA in 2008, what was the qualification for teachers to meet standards set for schools?

3. What were criteria to be certified teacher, according to California Commission on Teacher Credentialing?

4. What are the major categories of courses being offered in Pre service Elementary teacher's education curriculum in Pakistan?

5. What are essential qualities needed to be in teacher teaching to early graders in elementary schools in Pakistan?

4.6 ANSWER TO SELF-ASSESSMENT QUESTIONS

1. Licensing in teacher education

2. The qualification was
   * Teachers must have bachelor degree, best if in the subject taught.
   * They must have a full state certification.
   * Teachers must demonstrate content knowledge of the subjects they teach.

3. The criteria to be initial certified teacher in USA was
   * Bachelor's or higher degree
   * Approved professional-preparation program including student teaching
   * CBEST (California Basic Educational Skills Test)
   * Completion of course work in the teaching of reading
   * Course work in the teaching of the U.S. Constitution
   * Subject-matter competence (via program or exam)

4. The categories of the courses are;
   i. Core courses
   ii. Foundation courses
   iii. Professional courses
   iv. Specialization courses

5. The qualities to teach children are;
   i. Caring
   ii. Loving
   iii. Sensitive
   iv. Active and joyful

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UNIT–5

ELEMENTARY TEACHER EDUCATION: (A COMPARATIVE PERSPECTIVE)

Written by: Sehrish Khalid

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

Development of any education system depends upon the teachers abilities. Teachers are basic part of educational system, consider as a backbone of complete system. Good teacher is able to produce good students. Teacher qualities, skills knowledge etc have great influence on students learning. If teacher is trained and had potential to teach in vary ways and able to use the new methods of teaching to teach the learners, he/she has develop the influential nation.

Teacher education is a central part in development of every educational system. For the professional development of teachers, worldwide efforts are being made about enhancement of teacher education programs. Teacher training is a boundless ground of academic action. Among these aspects teacher' education has been recognized as the absolute most key variable for improving the quality of education. The importance of teacher training cannot be underestimated. The better trained teachers are able to better educate the new generation.

Elementary school students have different level of development and needs. So, there is highly need to trained elementary teachers to teach the elementary level students who have different needs of education. Worlds all developed and developing countries are focus to develop and promote the elementary teacher education in their countries.
Sir Michael Sadler firstly defined the comparative education as:

> "In studying foreign system of education we should not forget that the things outside the schools matter even more than things inside….the practical value of studying in a right spirit with scholarly accuracy, the working of foreign systems of education is that it will result in our being better fitted to study and understand our own."

In comparative perspective, while looking the teacher education, example will be taken for the developed countries are USA and UK on the other hand Pakistan is included in developing countries. These countries give their much attention towards teacher education especially elementary teacher education. The purpose of the comparative education is to recognize how the teacher education system of some countries are progressive and of others, rearward.

OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1. Define and explain the concept of comparative education

2. Describe the elementary teacher education

3. Have an overview of the elementary teacher education in comparative perspective

4. Compare and contrast the elementary teacher education of:
   (a) USA
   (b) UK
   (c) Pakistan

5.1 COMPARATIVE EDUCATION

Comparative education is a fully recognized educational program of field that observes education in one state by using information and facts from the process and practices in another countries.

Edmund J. King (2002) stated,

> "Comparative Education is a discipline, which systematizes our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies. Comparative education serves this purpose to a considerable extent, at least in the world of education."

Wolhuter (2013) defined Comparative Education as "three in one" perspective on education: an education system; a contextual; and a comparative perspective. Comparative Education concentrates on the system of education. The center of Comparative Education is more extensive than must the instruction framework as such. The system of education is concentrated on inside of its societal setting and is viewed as being formed by, or similar to the result of, societal powers (geographic, demographic, social, financial, social, political, and religious). At last, Comparative Education does not battle with concentrating on one educational system in its societal connection in confinement. Different training frameworks, molded by their societal connections, are analyzed; thus the relative point of view.

Different authors have defined comparative education but the common view almost in all definitions is the prominence on the use of data/information from another educational system. Getao (1996) characterized Comparative Education as teach, the investigation of system of education in which one looks to comprehend the comparisons and contrasts among system of education.

Comparative education normally happens as a feature of teacher training programs. Just like the case with some other part of the educational system, a general stocktaking and appraisal of educator training projects, for this situation the event and employment of comparative education in such projects, is a wholesome practice. Restricted of undertaking such an activity of stocktaking and evaluation is to hold up the condition of Comparative Education at university level broadly in the advancements' mirror globally.

Mugo, P. & Wolhuter, C.C. (2013)	Definition and Purpose of Comparative Education In: Wolhuter, C.C., Kamere, I. & Biraimah, K. A (eds.). *Student Textbook in Comparative Education.* Potchefstroom: Platinium Press. pp. 1–21	5-1

5.2 ELEMENTARY TEACHER EDUCATION

In past decades, significance was not at teachers training. Teachers training refers to the arrangements and procedures expected to get ready future teachers with the mindfulness, methodologies, behaviors and capacities they include to execute their occupations proficiently in the classroom and school.

As an elementary school teacher, you might likewise confront some difficult assignments. For instance, you may need to examine the physical or mental issues of an understudy with heads and community members (parents), or encourage the students to go along with others in classroom exercises. Teachers' training is a piece of a nation's system of education. It has its own particular spot inside of the institutional structures and has an in number connection with schools, as it trained their teachers.

The part of an elementary teacher is to put the establishment for the most extreme advancement of students and furnish them with a safe and positive learning environment. An elementary teacher has a ton of effect in the lives of the youthful learners in light of the fact that a child preschool experience is his or her experience into the universe of training. Elementary teacher ought to motivate youthful learners to add to an enthusiasm for learning and to do as such they should be completely prepared in the educating techniques. Pre elementary educators preparing projects concentrate on lesson arranging and timetabling abilities get ready delightful materials for the youngsters who could be occupied with perky exercises like art and drawing. Accordingly, it is vital that the instructors get appropriately prepared before they begin filling in as an elementary teacher and give adequate learning open doors that encourage greatest development and improvement. The preparation of elementary school teachers began at the same time with the rise of free systems of elementary education. Its start in nineteenth century, while the necessity of given that some training had been commonly acknowledged prior.

Developed and developing countries both work eagerly to improve their teacher education programs. Elementary school teachers teach various subjects to student, like, written work, reading comprehension, English, science, math and social studies. They arrange lessons, convey guideline, students' assessment and evaluation and compare the student progress with state standards. Daily working with children can be hectic and frustrated but when get their academic progress it can be like reward.

5.3 ELEMENTARY TEACHER EDUCATION IN USA

Elementary educating is compulsory in the United States and students are legitimately put being taken care of by instructors for a noteworthy part of their lives. The nature of teacher and teaching are without a doubt among the most critical components molding the learning and development of students. on the other hand, much level headed discussion over how to best characterize a "qualified teacher" and what satisfactory

showing capabilities involve. Despite the fact that there is practically all inclusive assertion in the United States that educators do make a difference, that student learning is influenced by the nature of teaching, and that instructors should be qualified, there is a lot of discussion and much incredulity concerning which sorts of courses, readiness and capabilities instructors should must be considered satisfactorily qualified.

Ingersoll, R. M	A Comparative Study of Teacher Preparation and Qualifications in Six Nationspp. CPRE. pp 95-97	5-2

Since there is such variety in the act of teacher preparation in the United States, extending from secondary school to the universities, it is difficult to accomplish more than present a general picture.

The remarkable partiality at present, because of the increment in educators' pay rates during the previous decade, is the continuous end of the lowest kind of the training. The training in the secondary schools comprises of a couple of basic courses in instruction not withstanding scholastic subjects; in the nation instructional courses the real piece of the year's work taking after, when in doubt, graduation from secondary school is dedicated to the proficient investigation subjects. Teachers training thusly secure occupation in rustic schools of which they are in sole charge responsible for the work of the considerable number of evaluations.

Kandel, I. L. (1933)	Studies in Comparative Education. London: George G. Harrap & Co. Ltd. pp. 600–605	5-3

Contrasted with the United States, screening criteria are more thorough and are connected before in the teachers training and confirmation pipeline in the vast majority of the nations studied. Dissimilar to the United States, the greater part of the nation’s utilized secondary school GPA and scores on national way out examinations taken in secondary school to choose students' for teacher training projects, including graduate projects. In the United States, the secondary school record is ordinarily unessential to section into teachers training projects, despite the fact that it is normally a component in admission to advanced education.

Wang, A. H., Coleman, A. B., Coley, R. J. & Phelps, P. R. (2003)	Preparing Teachers Around the World. Educational Testing Service. pp. 4–7	5-4

5.4 ELEMENTARY TEACHER EDUCATION IN UK

UK is a created nation with the 6th biggest economy of the world by GDP and with one of the most noteworthy education rate, i.e. 99%. It burns through 5.3 % of its GNP on education.

Teacher training at UK, watched that the current circumstance of the study and practice has come to this stage by means of a long procedure of improvement. The procedure was one of the extension, investigation and experimentation. The first fixing in the nineteenth century endorsement course was extremely small for sure and firmly connected to the present practice: class and school administration and techniques for showing different subjects. Before nineteenth century's over, rudiments of Psychology likewise discovered spot in the teachers training project. With the start of twentieth century the syllabus headings included 'Hypothesis of Teaching', 'Standards of Education', alongside new regions of Psychology, "Human science" and 'Reasoning'. He watched that this development of the teachers training educational modules likewise prompted the union of Universities and Teacher Education schools. Endeavors were made to develop solid connections between the expert and the scholastic, and between the expert and the liberal parts of training.

Khan, S. M. (2011)	Comparative Analysis of Teacher Education Programmes in Pakistan & UK. Doctoral Thesis. pp. 81–83	5-5

Teacher training is a piece of a nation's instructive framework. It has its own place inside of the institutional structures and has an in number connection with schools, as it instructed their teachers. In this way, educator training reflects the qualities of national instruction frameworks. In this segment, we concentrate on the institutional structure of teacher training, on the national degrees and on the national required educating licenses. Detail data on instructor training frameworks in the different nations in UK can be found in the database of Eurydice, an institutional system for social affair, observing, handling and circling dependable and promptly practically identical data on training frameworks and arrangements all through Europe. Eurydice keeps Euryale the data database on training frameworks in Europe and completes near exploration on instruction frameworks in Europe, including teachers training.

Swennen, A. & Klink, M. V. D. (2009)	Becoming a Teacher Educator; Theory and Practice for Teacher Educators. Springer. pp 13-14	5-6

Training in the UK has a fluctuated and complex history. Changes in the instruction framework have unavoidably prompted changes in teacher education and preparing on the grounds that instructor training, obviously, assume a significant part in educating. there has been a movement from considering teachers to be conveyance specialists of a characterized assortment of information, to considering them to be facilitators and pioneers in realizing why should prepared assist students with creating transferable individual learning and thinking abilities supported by subject learning. This has unavoidably prompted the requirements for a more extensive attention to the part of teachers and the context inside which they are working.

In England in the mid-1800s, for instance teachers were relied upon to import information to students instead of skilled in teaching methods and how student learn. State funded schools would expect a high state of subject information in their educators, usually requiring the base of degree level experience, regularly from Oxford and Cambridge.

5.5 ELEMENTARY TEACHER EDUCATION IN PAKISTAN

Teachers' training assumes key part in transforming and fortifying the educational system of any nation. In Pakistan, Government Colleges for Elementary Teachers (GCETs), Colleges of Education (GCEs) and University Departments of Education/IERs are real establishments that grant teacher preparing through different scholarly projects.

In Pakistan, teacher preparing endured because of deficient preparing framework. it is trusted that preparation of educators will fulfill both hypothetical and handy needs of instructing environment. Yet, it can't be guarantees that educators will have the capacity to apply hypothetical learning to functional issues consequently without express guidelines.

The nature of training is specifically identified with the nature of direction in the classroom. The educator is viewed as the most urgent element in executing all instructive change at the grass roots level. The scholarly capabilities, information of the topic on the instructing learning procedure, perceiving the falling apart nature of training at different levels. The instructor training framework has subjectively extended to keep a sensible harmony in the interest and supply circumstance. Despite what might be expected, the quality measurement of educator instruction project has gotten just minimal consideration bringing about large scale manufacturing of instructors with shallow comprehension of both the substance and system of training.

In Pakistan, Educational policies emphasized to universal the primary education in the country. So, it is necessary to provide the trained teachers to the institution of elementary education. Different programs of teacher training are worked in different institution of teacher education.

Zaman, T. & Muhammad, G. R. (2000)	Teacher Education in Pakistan. Islamabad: Allama Iqbal Open University. pp 78-80	5-7

Pakistan's federal level of government likewise assumes a part in educator preparing through its Curriculum Wing, which is additionally in charge of instructor training foundations. Grade teachers looking for job in government schools are prepared in three routes: through Government Colleges and Elementary Education (CGETs), the separation instruction system of the Allama Iqbal Open University, and instructor instructional classes directed in secondary schools. The alumni of these establishments are taught a comparable educational program, and get the Primary Teaching Certificate (PTC) toward the end of a course that keeps going one year. Around 12,000 educators are prepared in the 76 GCETs consistently, and near 8,000 are prepared through the separation learning system. In a few regions, intensive lessons have likewise been organized to lessen the excess of educators who are not prepared for their employments.

As far as the nation's tuition based schools, some of the real ones have their own instructor preparing system. To be acknowledged into the PTC course, a candidate must have at least ten years of educating. On the other hand, the area's legislature of Punjab raised this bar as of late and altered the base to12 years of educating for admission to the PTC course. Despite the fact that the PTC course is for one and only year, as a general rule is normally much shorter. An extra issue is that the educational module for pre-administration preparing is over-burden. As a rule, the courses don't altogether enhance an instructor's learning of a specific topic or educating aptitudes.

A study directed in the area of NWFP found that participants had poor capability in math and science. Considerably all the more stunning, there was little contrast in educators' execution in the wake of finishing the course. Another study uncovered there was no significant contrast in the showing practices of PTC educators and untrained instructors, or between alumni of the PTC course from diverse frameworks. It is clear then that pre-administration preparing of instructors in Pakistan is painfully inadequate with regards to during a period when training for a country in a globalized world is more vital than any other time in recent memory.

5.6 ACTIVITIES

1. Create the Definition of Comparative Education

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_____
_____
_____

2. Write down the significance of elementary teacher education

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_____
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_____

3. Enlist the developed and developing countries in comparative education perspective:

_____
_____
_____
_____
_____

4. Group discussion in classroom about USA, UK and Pakistan elementary teacher education.

5.7 EXERCISE

1. Define the comparative education.
2. Explain the concept of teacher education.
3. Describe the role of teacher at elementary level.
4. Discuss the importance and trends of elementary teacher education in Pakistan.
5. Compare the teacher education of USA and UK.

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UNIT–6

ELEMENTARY TEACHER EDUCATION PROGRAM IN PAKISTAN

Written by: Hamid Ali Nadeem

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

The National Education Assessment System, Pakistan- NEAS (2008) also indicated a severe quality deficit in schooling system in Pakistan. This quality deficit is mainly attributed to the lack of qualified and well-trained teachers. This also reveals that these one-year teacher education courses such as P.T.C and C.T do not appear to be quality programs preparing quality elementary teachers to develop students' literacy, numeracy, and life skills including critical thinking, conflict resolution, problems-solving and decision-making skills. Likewise, there is a need for bringing about improvement in teacher education program such as B.Ed to prepare upper elementary school teachers. Taking a serious call on the deficits of existing pre-service teacher education programs, the National Education Policy (Pakistan, 2009) recommended that, 'A Bachelor degree, with a B.Ed, shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed, shall be ensured by 2018. PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. Diploma in Education (B.Ed) may be used as an intermediate qualification till B.Ed teachers are available universally' (pp 42-43). In order to implement this policy imitative, the Government of Pakistan has developed quality assurance mechanism to raise professional standards of teacher education. Entrusting heavily on its teachers, the Government of Pakistan is committed to improve the quality of teaching. The Policy and Planning Wing of the Ministry of Education (MoE) in collaboration with UNESCO has implemented Strengthening teacher Education in Pakistan (STEP) project with financial support of the United States Agency for International Development. Under STEP project, "Professional Standards for teachers" have been developed in consultation with stakeholders in all provinces /areas which have been officially adopted by all provinces /areas. The United States Agency for International Development (USAID) working in Pakistan has launched a Pre-Service Teacher Education Program (Pre-STEP) to assist Government of Pakistan in its efforts to meet the objectives of the National Education Policy. Pre-STEP focuses on the improvement of pre-service teacher education by developing framework/strategies for the policy action, teacher-educators' training in 15 universities and 75 government teacher education colleges for technical support and staff development (Fact Sheet, USAID, March 2009). To delineate the vision and objectives of Pre-Step program, it is felt that for improving teacher education in the country, there is need for developing an able leadership cadre in teacher education. Capacity building for the teacher educators is essential. Improvement of pedagogical aspects, science, technology, English and Mathematics and research skills are also important. A proper human resource development and management structure on needs based is also highly desirable in the education sector. (Fact Sheet, USAID, March 2009). In order to meet the goals set in the National Education Policy (2009) and objectives of the PreSTEP program, a four-year Bachelor in Education (Honors) teacher education program is being introduced in various universities. It also made several recommendations that include, offering two-year Associate Degree Program of 4 semesters, linking teacher education courses to school realities and developing professional networking among teacher educators.

OBJECTIVES

After studying this unit, you will be able to:

1. Describe some pre service teacher education programs for elementary teachers in Pakistan

2. Discuss eligibility criteria for admission and subjects of study for different teacher education programs

3. Explain some in service teacher education programs in Pakistan

6.1 BACKGROUND OF TEACHER EDUCATION IN PAKISTAN

On 14th August 1947, Pakistan became a sovereign State, carved out of the two Muslim-majority wings in the eastern and northwestern regions of British India. The West wing comprising four provinces: Punjab, Khyber Pakhtunkhwa (previously known as the North West Frontier Province), Balochistan and Sind, and East wing comprising East Bengal. Its West and East wings were separated by more than 1,000 miles which created political disturbances in the country, especially, in East Pakistan. Modern-day Pakistan (West wing) came in existence in 1971, after a civil war in the distant East Pakistan and emergence of an independent Bangladesh. Whilst teacher education and training in Pakistan is primarily a provincial responsibility, Pakistan's federal government also plays a role through its Curriculum Wing, which is responsible for teacher education institutions. Each province has a distinct centralized organizational structure to prepare teachers for primary, middle and secondary school levels. Currently, in Pakistan, 300 teacher education/training institutes exist in public and private sectors and offer a variety of ITE programmes ranging from primary school certificate courses to PhD in education (MoE, 2009; USAID & UNESCO, 2009). These teacher training institutes are under the administrative and curricular control of the provincial Departments of Education. Primary school teachers seeking employment in government schools are trained in Government Colleges for Education (GCEs); Government Colleges for Elementary Teachers (GCETs) and Regional Institutes for Teacher Education (RITEs). These institutions are supervised by the provincial Bureaus of Curriculum in Balochistan and Sind. In the province of Khyber Pakhtunkhwa the Directorate of Curriculum and Teacher Education (DCET) is responsible to provide pre-service teacher education through RITEs. In Punjab, since 2004 Directorate of Staff Development (DSD) is accountable to design and implement both pre-service education and continuous professional development (CPD) programmes for primary school teachers in all 35 Government Colleges of Teacher Education (GCTEs). However, common provincial features include the pre-service curriculum and a provincially centralized structure with most of the institutions, functioning under Education Departments rather than the provincial governments. A full programme of pre-service teacher education includes common courses, disciplinary courses, education

specialization courses, and one and a half month or more teaching practicum. Those who meet the programme requirements and pass the examination for teacher qualification obtain a diploma/degree. These courses prepare student teachers to teach common subjects in primary (classes 1-5) and middle (classes 6-8) schools, and this kind of training is not subject-specific.

6.2 TRANSFORMATION OF TEACHER EDUCATION 2009

The Draft of new National Education Policy (2009) has been prepared in 2008 following a lengthy process of consultations. The review exercise was conducted in close cooperation with all stakeholders, particularly the Provincial and District governments. The policy recommended that teacher education curriculum will be adjusted to the needs of the school curriculum and scheme of studies. The curriculum will include training for student centered teaching, cross-curricular competencies, and an on-site component. Previously there was no separate cadre for teacher educators the policy suggested developing the separate cadre of specialized teacher educators. Moreover, teacher training arrangements, accreditation and certification procedures will be standardized and institutionalized.

A Bachelor degree, with a B.Ed., is the requirement for teaching at the elementary level, a Masters level for the secondary and higher secondary, with a B.Ed., is to be ensured by 2018. PTC and CT are to be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring will be based on the advanced criteria (MoE, 2009). The policy also recommended providing the opportunities for professional development through a training programme to all teachers and training needs will be assessed on the basis of research and training programmes. The provincial governments would aim to draw upon resources from the private sector through public-private partnerships in the areas of teacher education and professional development programmes (MoE, 2009). More than 2 years have passed since the education policy 2009 was announced but no concrete measures have been taken yet to put the policy recommendations into action. The Government of Pakistan is committed to improving quality of education and quality of teacher education. The quality assurance requires professional standards of teacher education and an effective mechanism of accreditation of teacher education institutions and programmes (MoE, 2009). The Draft National Education Policy 2008, considered National Professional Standards for Teachers as an important pillar. As a signatory of the world initiative on Education for All", the Government of Pakistan launched a project „Strengthening Teacher Education in Pakistan" (STEP). Its prime objective is to improve the quality of teacher education through policy formulation, dialogue with stakeholders and strategic frameworks focusing on standards, certification and accreditation procedures for teachers. Under STEP Project, 'Professional Standards for Teachers' have been developed in consultation

with stakeholders in all provinces and were launched in 2009. Although, the professional standards are aimed for primary level beginning teachers, these standards can be adapted and used for secondary level teachers and teacher educators (MoE, 2009). This standards-based movement in teacher education is the development of international, national and regional agreements to improve the professional knowledge and skills of teachers to enhance the student learning. A national system of accreditation for all teacher education programmes based on the proposed standards needs to be implemented in all the provinces. This will homogenize curricular content, critical pedagogical learning outcomes, performance skills and dispositions of teachers. The salient features of standards according to Ministry of Education (2009) are: Subject matter knowledge; Human growth and development; Knowledge of Islamic ethical values/social life skills; Instructional planning and strategies; Assessment; Learning environment; Effective communication and proficient use of information communication technologies (ICTs); Collaboration and partnership; Continuous professional development and code of conduct; and Teaching of English as Second/Foreign language (ESL/EFL). The development and implementation of National Professional Standards for beginning teachers, proficient teachers, subject specialists, educational leaders and teacher educators is a priority to qualitatively reform the existing system of teacher preparation in Pakistan (MoE, 2009). These proposed competency standards demand phased elimination of the existing teacher certification (PTC, CT & DIE) programmes and their replacement with a four year undergraduate programme of teacher education (MoE, 2009) in Government Colleges for Education (GCEs), Regional Institutes for Teacher Education (RITEs) and University departments of teacher education. Although the National Professional Standards for Teachers have been launched, much work is still required to assure their presence and use in the classroom. The launched standards have to set a framework for the national vision on teacher professional performance, but still there is a need to plan their operationalization. Therefore, it would be too early to assess the effectiveness of these professional standards.

6.3 NATIONAL EDUCATION POLICY 2009

NEP 2009 suggested specific measures in respect of teacher's professional education and training e.g. it suggested that:

1. A Bachelors degree, with a B.Ed., shall be the minimum requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a Bachelor degree in education (B.Ed), shall be ensured by 2018. Primary Teaching Certificate **(**PTC) and Certificate in Teaching (CT) shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. Diploma in Education (D.Ed) may be used as an intermediate qualification till B.Ed teachers are available universally.

2. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centered teaching, cross-curricular competencies, and an on-site component.
4. A separate cadre of specialized teacher trainers shall be developed.
5. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
6. All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.
7. In-service teachers training in mathematics shall be provided, with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
8. In-service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.
9. Teacher allocation plans, likewise, shall be based on school needs and qualifications of teachers. Over the next two years, Governments shall develop a rationalized and need based school allocation of teachers, which should be reviewed and modified annually.
10. Provincial and Area Administrations shall develop effective accountability mechanisms, including EMIS data on teacher deployment, to control absenteeism and multiple jobholding.
11. Institutionalized and standardized in-service teacher training regime shall be established in those provinces where it has not already been done.
12. In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.
13. Training needs shall be assessed on the basis of research and training programmes.
14. Governments shall take steps to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.
15. Incentives shall be given to teachers in rural or other hard areas, at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.
16. The teaching workforce shall be managed on a truly professional basis, organized as a specialized function.
17. In-service teacher training institutions shall emphasize developing the capacity of teachers and school managers for school development plans, to overcome low achievement scores.

18. Special short term courses for improvement of language skills for rural area teachers shall be designed.
19. The voice of teachers associations shall be given due consideration in decisions on collective issues affecting teachers.
20. Government shall aim to draw upon resources from the private sector through public private partnerships, especially in the areas of teacher education and professional development programmes.
21. International Development Partners' resources shall be harnessed within a broad national programme of teacher improvement for the country as a whole through inter-tier collaboration.
22. Maximum age limit shall be waived off for recruitment of female teachers.

6.4 PRE-ENTRY PROFESSIONAL QUALIFICATION THROUGH VARIOUS INSTITUTION IN PAKISTAN

In Pakistan teachers are required to get professional qualification and in-service training which is considered necessary for their professional development. The situation of pre-service training is as under:

Pre-service Teacher Training Programs in Pakistan

Nomenclature	Duration	Pre-requisite Edu. Qualification	Eligible for Basic Pay Scale
*Associate Degree in Education (ADE)	3 Years	FA/F.Sc	16
B.Ed (Hon)/ Elementary	4 Years	FA/F.Sc	17
	2 Years	ADE	
B.Ed	1 Year	BA/B.Sc	17
M.Ed	1 Year	B.Ed	17
M.A. (Education)	2 Years	B.Ed	17
Drawing Master Course	1 Year	FA/F.Sc	9
		B.A./B.Sc	14
Diploma in Physical Education	1 Year	FA/F.Sc	14
		B.A./B.Sc	16
OT (Language)	1 Year	FA/F.Sc	14
		BA/B.Sc	16
M.Phil (Education)	2 Years	MA (Education)	17
Ph.D (Education)	2 Years	M.Phil (Education)	17/18
Ph.D (Education)	5 Years	M.Ed	17/18

Existing P TC and CT Teachers are required to do ADE by 2018.

The aforementioned pre-service training programs are offered to prospective teachers in the country. However, in Sindh and Punjab other programs are also offered to the teachers as pre-service programs. For example in Sindh Province and in Balochistan Province Primary Teaching Certificate (**PTC**) and Certificate in Teaching **(CT)** are still being offered by the Elementary Colleges whereas in other provinces after National Education Policy 2009 these both programs have been stopped as per direction of this policy. Similarly in the Punjab some other pre-service programmes are being offered to the teachers. Detail of these pre-service training programs is as under:-

- M.A. Education (Secondary), 2 Years
- MA Education (Elementary), 2 Years
- MA Education (Islamic), 2 Years
- MA Early Childhood Education, 2 Years
- Master of Business Education (MBE), 2 Years
- Master of Science Education (MS Ed), 2 Years
- Master of Technology Education (MTE), 2 Years
- Master of Educational Research and Assessment, 2 Years
- Master of Edu (M.Ed) Elementary (Evening), 2 Years
- Master of Edu (M.Ed) Secondary (Evening), 2 Years
- Diploma in Educational Leadership and Management Studies which is a one year program offered by University of Education, Lahore
- DSD Lahore also started one year Arts and Craft program for Drawing Master
- DSD has also started Diploma in Health & Physical Education in whole of Pakistan a person is required to get.

Self-Assessment Questions

Q. 1 Elaborate transformation of Teacher Education programs in Pakistan.

Q. 2 What are specific measures in respect of teacher's professional education and training? Reply in the light of NEP 2009

6.5 DIFFERENT PRE-SERVICE PROGRAMS

6.5.1 Associate Degree in Education (ADE) (Two Year)

The National Education Policy of 2009 states that to improve the overall quality of education in Pakistan, the standard of teacher education must be raised. The policy calls for reforms in pre-service training and standardization of professional qualifications.

As a step towards improvement in educational standards new National Scheme of Studies for school education was developed. It was notified by the Ministry of Education (MOE) in 2006. Major objectives of new scheme included teaching of school subjects using interactive student centered methods focusing on development of higher order cognitive skills. The new scheme suggests a paradigm shift in learning from teacher centered, rote learning to student centered and active learning. Better educated and trained teachers are required to implement the scheme effectively. ADE and B.Ed (Hons.) programs have been introduced with the focus on nurturing those aspects in teachers that correspond to the basic requirements of National Education Policy 2009, National Scheme of Studies

2006, National Professional Teaching Standards 2008 and National Accreditation Council for Teacher Education 2009.

ADE is a transitional two year program of 72 credit hours linked with and leads to B.Ed (4 year) and will replace the existing diploma, PTC and CT programs providing an opportunity to prospective teachers to enhance their academic qualifications and acquire a professional degree.

Aims & Objectives

- To equip the prospective teachers with adequate knowledge of subject matter, contemporary pedagogy techniques, communication skills, critical thinking, and dispositions to be an elementary school teacher.
- To offer students a teacher education program that allows them to move through a four year B.Ed., by completing part of the degree (ADE) and completing the remaining two years of the program immediately, or by completing the additional year(s) at a later date.

Eligibility Criteria (ADE)

1. FA/F.Sc/A levels with 45% Marks
2. Applicants with A Level or other certificates will submit equivalence certificate.

Duration:	2 Years (4 Semesters)
Semester Duration:	16–18 Weeks
Semesters:	04
Course Load per Semester:	18 Credit Hours
Medium of Instruction:	English/Urdu

Short Term Internship (Workshop & Teaching Practice)

1. **Two Weeks Workshop**

a) Development of Lesson Plans
b) Development of A.V Aids/No Cost – Low Cost A.V Aids
c) Development of Assessment Tools
d) Preparing School Records, Applications, Letters etc.

2. **Teaching Practice Four Weeks**
3. **Two Final Lessons**
   (Workshop &Teaching Practice)

Semester-Wise Breakup of Scheme of Studies

Semester-I

1. English compulsory-1
2. Islamic studies/ethics
3. Pakistan studies
4. General methods of teaching
5. Urdu
6. Basics of information and communication technology

Semester-2

7. English compulsory-II
8. General mathematics and statistics
9. Educational psychology & guidance
10. Classroom management
11. Teaching of Urdu
12. Teaching of English

Semester -3

13. General science
14. Education in Pakistan
15. Curriculum development
16. Classroom assessment
17. Teaching of Islamic studies & Islamic studies
18. Teaching of Maths

Semester-4

19. Arts Craft & Calligraphy
20. Foundations of Education
21. School Society & Teacher
22. Introduction to inclusive education
23. Teaching of General Science
24. Short term Teaching Practice

6.5.2 Associate Degree in Education (In-Service) One Year Programme Description

The Associate Degree in Education (In Service) is a new Teacher Education Program designed for in-service teachers. Major objectives of the scheme are to facilitate in service teachers to utilize their teaching potential and further develop their teaching skills. The program is the first step towards developing and strengthening a community of well trained teachers at elementary level. The program is developed for in-service teachers having twelve year education with PTC, CT and Diploma in Education with 05 years teaching experience. The focus of the program is to enhance general education and content knowledge of the practicing teachers alongside inculcating effective and innovating teaching skills to upgrade the essential competencies of the teachers.

While most of the universities/DAIs across the country have already successfully introduced Associate Degree in Education for prospective teachers but a larger number of elementary level teachers are yet either inadequately prepared, under qualified or both. Besides, after 2018, the career progression opportunities for most of these practicing teachers will be closed as ADE or B.Ed (4 years) degree will be mandatory for induction as well as for promotion.

It is, therefore, critically essential that new avenues for career development are opened for practicing teachers as well and opportunities are created for them to develop their teaching skills and professional competencies. Besides, the dream of bridging about a country-wide qualitative change in education cannot be translated into reality unless these

massive numbers of elementary level teachers are also initiated into the newly envisaged education system as pointed out in Higher Education Commission report.

In addition, the introduction of in-service program side by side with pre-service program, already being implemented, augurs well for the wider qualitative change intended and will go a long way in enhancing the degree of motivation in practicing teachers for keeping pace with the new changes and securing opportunities for their career advancements.

Program Objectives

The objectives of program are to:

- → Upgrade the content knowledge.
- → Increase pedagogical skills and knowledge of the practicing teachers at elementary level.
- → Raise the practicing teachers to be in a competitive position for career progression.
- → Equip practicing teachers will essential professional skills and competencies.

Entry Qualification/Eligibility Criteria

- PTC + FA + Minimum 5 year teaching experience

OR

- CT/ Diploma in Education + Minimum 5 year teaching experience

SCHEME OF STUDIES

Duration:	1 year (2 Semester)
Semester Duration:	16 weeks
Semester:	2
Credit	36
Maximum Course Load per semester	18 Credit Hours
Medium of instruction	English/Urdu
Mode of delivery:	Distance learning
Pass Marks 50 %	

Teaching Practice

The In-service ADE Program waives the 3 credit hours in teaching practice which is required in the pre-service ADE scheme of studies. This policy takes into account that students in the In-service ADE must have at least 5 years teaching experience and they will be required to design and implement lessons in the professional courses.

Semester-Wise Breakup

Semester-1

1. English-1
2. Islamic studies/ethics
3. Basics of ICT
4. Pakistan study
5. General methods of teaching
6. Educational psychology & Guidance

Semester-2

7. Classroom Management
8. Classroom Assessment
9. Arts Craft & Calligraphy
10. School Society & Teacher

Professional Courses

Select any two courses from following:

- Teaching of Maths
- Teaching of general science
- Teaching of English
- Teaching of Urdu
- Teaching of Islamic studies/Pakistan studies

6.5.3 Associate Degree in Education (ADE) 3 Year

Scheme of Studies

Duration	3 years (6 Semesters)
Semester Duration	16-18 weeks
Maximum Course load per semester	18 credits
Total credit hours	108
Medium of Instruction	English/Urdu
Passing marks	50%

Eligibility Criteria (ADE):

1. FA/F.Sc/A levels with minimum 2nd division
2. Applicants with A Level or other certificates will submit equivalence certificate.

Semester-I

1. English (Core)
2. Islamic Studies / Ethics (Core)
3. Pakistan Studies (Core)
4. General methods of teaching (Professional)
5. Urdu (Core)
6. Basics of ICT

Semester II

1. English II (Core)
2. General Math and Statistics (Core)
3. Child development (Foundation)
4. Classroom Management (Professional)
5. Teaching of Urdu (Pedagogy/specialization)
6. Teaching of English (Pedagogy/specialization)

Semester III

1. General Science (Core)
2. Curriculum & Instruction (Foundation)
3. Classroom Assessment (Professional)
4. Teaching of Islamic Studies & Pak. Studies (Pedagogy/specialization)
5. Teaching of Maths (Pedagogy/specialization)
6. Education in Pakistan (Foundation)

Semester IV

1. Arts Craft & Calligraphy (Core)
2. School Society & Teacher (Foundation)
3. Introduction to inclusive education (Foundation)
4. Teaching of general science (Specialization/Pedagogy)
5. Teaching Strategies at Elementary Level
6. Perspective of Education

Semester V

1. English III, Basics of Technical English
2. M-1, C-1
3. M-2, C-1
4. M-1, C-2
5. M-2, C-2
6. Educational Research & Statistics

Semester VI

1. M-1C3
2. M-2 C3
3. Long Term Internship/Teaching Practice

- **B.Ed (One and Half Year) Programme**

Duration	1.5 year (3 Semesters)
Total credits	54
Maximum load	18 (per semester)
Medium of Instruction	English/Urdu
Mode of Delivery	Open Distance Learning
(Assignment/Exam)	50%

Introduction

The emerging needs and shortage of human development resources mixed with higher qualities of leadership in the field of education at national level demand personnel who have sound professional and academic background in the field teacher education. This program provides such academic opportunities to teachers. It aimed at providing education and training facilities to teachers, administrators and master graduates in the country.

Following are the objectives of this program:

1. To acquaint the prospective teachers with latest curricula, teaching techniques and methodologies.
2. To enable teachers to use instructional technology in the classroom.
3. To enable the prospective teachers to manage classroom environment.
4. To meet country increasing demand for trained personnel.

Eligibility Criteria:

16 Years of Education (Academic Disciplines Other than Education) MA/MSc/BA (4-year)/ BS (4 years) with minimum second division or equivalent

Semester-Wise Breakup of Scheme of Studies

SEMESTER-I

1. General Methods of Teaching (Professional)
2. Educational Assessment and Evaluation
3. Curriculum Development (Foundation)
4. Research Methods in Education
5. Educational Leadership and Management
6. Citizenship Education and Community

SEMESTER-II

1. Teaching Practice I (Professional)
2. Critical Thinking and Reflective Practices
3. Area of Specialization (Course-I)
4. Area of Specialization (Course-II)
5. Area of Specialization (Course-III)
6. Area of Specialization (Course-IV)

SEMESTER-III

1. Teaching Practice II (Professional)
2. Philosophy of Education (Foundation)
3. Human Development and Learning
4. Professionalism in Teaching (Professional)
5. Research Project (Content Embedded)
6. Educational Statistics (Professional)

Specialization Courses:

Area 1: Leadership and Management

1. Management Strategies In Educational Institutions
2. School Administration And Supervision
3. Plan Implementation And Educational Management
4. School Leadership

Area 2: Educational Technology and Evaluation

1. Educational Technology
2. Computers in Education
3. Broadcast media
4. Non Broadcast media

Area 3: Teacher Education
1. Elementary Education
2. Secondary Education
3. Higher Education
4. Teacher Education in Pakistan

Area 4: Science Education
1. Foundation of Science Education
2. Assessment in Science Education
3. Laboratory Organization, Management and Safety Methods
4. General Science in Schools

Area 5: Inclusive Education
1. Introduction to Inclusive Education
2. Introduction to Special Education
3. Inclusive Education: Adaptations in Curriculum
4. Inclusive Education: Adaptations in Instruction and Evaluation

Area 6: Reading
1. Foundations of Reading
2. Teaching Reading
3. Reading Difficulties
4. Reading Assessment

6.5.4 B.Ed (Hons) 4Years Degree Program (Elementary)

Eligibility Criteria

- FA/F.Sc / A level or equivalent with minimum 2nd Division.
- FA/F.Sc / A level with school subjects.

Duration:	4 years
Semester Duration:	16-18 weeks
Semesters:	8
Course Load per Semester:	15-18 Credit Hours
Number of Courses per semester:	5-6 (not more than 3 lab/ practical courses)

Structure of the Scheme

Courses	**Credit Hours**
Compulsory Courses	19
Professional Courses	51
Foundation Courses	24
Content Courses	26
Teaching Practice	15
Total Credit Hours:	**135**

Year / Semester wise Scheme of Studies of B.Ed (Elementary) 1st Year

SEMESTER I

1. Functional English-I (Compulsory)
2. * Islamic Studies/** Ethics (Compulsory)
3. Child Development (Foundation)
4. Urdu / Regional Languages (Content)
5. General Science (Content)
6. General Methods of Teaching (Foundation)

SEMESTER II

1. English-II (Communication Skills Compulsory)
2. Computer Literacy (Compulsory)
3. Classroom Management (Foundation)
4. General Mathematics (Compulsory)
5. Pakistan Studies (Compulsory)
6. Methods of Teaching Islamic Studies (Professional)

2nd Year

SEMESTER III

1. Teaching Literacy Skills (Professional)
2. Art, Crafts and Calligraphy (Content)
3. Teaching of Urdu/ ** Regional Languages(Professional)
4. Teaching of General Science (Professional)
5. Instructional and Communication Technology (ICT) in Education (Professional)
6. Teaching Practice (Short Term)

SEMESTER IV

1. Classroom Assessment (Foundation
2. Teaching of English (Professional))
3. Teaching of Mathematics (Professional)
4. School, community and Teacher (Foundation)
5. Teaching of Social Studies (Professional)
6. Teaching Practice

SEMESTER – V

1. English – III (Technical Writing & Presentation Skills) (Compulsory)
2. Foundations of Education (Foundation)
3. Content Course – I (from selected discipline – I)
4. Content Course – I (from selected discipline – II)
5. Curriculum Development (Foundation)
6. Educational Psychology (Foundation)

SEMESTER – VI

1. Contemporary Issues and Trends in Education (Professional)
2. Content Course – II (from selected discipline – I)

3. Content Course – II (from selected discipline – II)
4. Comparative Education (Professional)
5. Introduction to Guidance and Counseling

SEMESTER-VII

1. Content Course – III (from selected discipline – I)
2. Content Course – III (from selected discipline – II)
3. Pedagogy – I (Methods of Teachings related to specialization – I)
4. Pedagogy – II (Methods of teaching related to specialization – II)
5. Research Methods in Education (Professional)
6. Teaching Practice (Short Term)

SEMESTER –VIII

1. School Management (Professional)
2. Test Development and Evaluation (Professional)
3. Teaching Practice (Long Term)
4. Research Project (Professional)

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

Self-Assessment Questions

Q. 1 Explain need and scheme of studies of ADE program
Q. 2 Discuss need and scope of ADE (in-service program)
Q. 3 What is the difference between different ADE programs?
Q. 4 Compare different B.Ed Programs, their eligibility criteria for admission.

6.6 IN-SERVICE TRAINING

In-service Teachers Training Programs in Pakistan

The professional qualification training programs are being offered to the Teachers and Education Managers through the following Government Institutions of Teacher Education in Pakistan

- AEPAM, Islamabad
- Directorate of Staff Development, Education Department, Lahore
- Directorate of Curriculum and Teacher Education (DCTE), Abbottabad
- Provincial Institute for Teacher Education (PITE), Peshawar
- Provincial Institute for Teacher Education (PITE), Sindh
- Provincial Institute for Teacher Education (PITE), Quetta
- Education and Literacy Department, Bureau of Curriculum and Extension Wing Sindh, Jamshoro
- Education Directorate, Bureau of Curriculum and Extension Centre (BoC & EC), Quetta
- Aga Khan University

- Institute of Teaching in GB
- Agha Khan University Karachi
- GCET AJK
- Universities in private sector
- Ali Institute of Teacher Training
- AIOU
- University of Education.

All these institutions are providing in-service training to the teachers and education manager who are directly dealing school administration. Detail is as under:

In-service Teachers Training

After getting professional qualification teachers are eligible to get specific positions in Education Department. The in-service training is provided for professional development of serving teachers and education managers. Almost in all the provinces including Gilgit Baltistan, AJK, these in-service-training facilities are being provided with the financial assistance of the international donor agencies. These include USAID, GIZ, DFID, CIDA, UNESCO, and UNICEF and Save the children etc. for example CIDA provided in-service training to teachers in **KPK** in various subject which include English, Mathematics, General Science, Social Studies, History/Geography and English and they have trained more than 5000 teachers in 2012. In almost all the provinces including Gilgit Baltistan and AJK there is in-service training program for primary/elementary teachers for two to four week duration in the following subjects.

In Punjab Province, DSD has started regular In-Service Training Program for Primary/Elementary Teachers financed by the Punjab Government in the following subjects:-

- English
- Urdu
- Islamiyat
- Maths
- Science
- Social Studies
- General Knowledge

After the completion of this Training Program of the Teachers, the performance in the schools is monitored by the Heads. After one month performance of his/her students is assessed and they are worked who are heads of schools etc, grades e.g. (A, B, C, D, E) are allocated to the teachers in the light of his/her students. Those teachers who are awarded low grade are provided training again for their improvement. The DSD conducted impact study of in-service training 2012. Accordingly to this Study 29.24% teachers could not report to DSD, whereas 56.53% teacher has improved their teaching skills, whereas 14.17% did not improve. Presently DSD has again designed in-Service Training facility to those 14.17% teachers for improvement. DSD also provide in-service training to Education Managers who are directly in interact with teachers.

In Punjab province some other initiatives have been taken for the improvement of in-service training program which include:-

- Computer labs and e-labs having access to HEC library
- Use of Skype for monitoring by DSD in Elementary colleges
- Database Management
- Development of website
- Monitoring of activities on SKYPE during classrooms
- Development of web content
- Development of website of GCETs
- Research work in collaboration USAID on Teacher Recruitment
- Preparation of material for Boucher
- Data Base of GCETs
- Connecting class Rooms in collaboration with British Council
- Follow ups of trainings and meetings
- Data collection for nominations ,ranking

Monitoring System

Monitoring of teachers by:

- District Training Education Support Centre (Under DSD) (DTESC)
- Assistant Education Officers (AEOs)
- Deputy District Education Officers (DDEOs)
- District Education Officers (DEOs)
- Executive District Officers (EDOs)
- Head of cluster of schools.

6.6.1 Initiatives for Professional Development of Teachers

The successive provincial governments have taken various initiatives for teachers' professional development which are over viewed below:

Education Sector Reforms in Sindh

The Sindh PRSP was launched in 2003 with the multi-pronged strategy to improve educational outcomes that include providing adequate resources and improving their utilization, strengthening governance and accountability, ensuring the participation of communities and increasing the role of the private sector. To improve quality and accountability, the provincial government has: (i) expanded the role of parent/citizen Community Board member chairs School Management Committees to monitor teacher attendance and school budgets, (ii) appointed new teachers on contract specific schools, (iii) made new teacher recruitments based on merit, (iv) started testing the competency of teachers and providing remedial training, and (v) launched a 5 year rolling budget to improve school infrastructure.

Education Sector Reforms in Punjab

The Government of Punjab (GOP) reorganized the existing teacher training institutions in 2004. Consequently, the Directorate of Staff Development (DSD) was set up in August 2004 with a restructured organizational structure and redefined roles and functions.

Through a GOP notification, the DSD was later designated as the sole agency for coordinating activities that relate to teacher development - be they initiated within the public sector or the non-public sector. The overall mandate of the DSD is to enhance the professional capacity of teachers, head teachers, teacher educators, and various categories of education personnel whose work affects the quality of learning in schools directly or indirectly (Directorate of Staff Development Punjab 2006). Its mission is to establish a system of professional development for teachers and educational personnel and create an enabling environment for enhancing the quality of learning in the public sector.

Education Sector Reforms in Balochistan

Balochistan Instructional Material Development and Training Cell (BIMDTC) were established in 1993 under the Directorate of Primary Education. The objectives of the BIMDTC were to (i) develop, test, and produce gender sensitive, quality instructional materials for all primary classes (K-5); (ii) provide on-the-job training to teachers in curriculum development, text writing, and desktop publishing; and (iii) based on National Curriculum Documents develop and/or select primary textbooks appropriate supplementary materials. Besides, several primary teachers were hired by BIMDTC on a contractual basis to write new books. Through rigorous in-service and cluster training sessions, teachers' confidence in understanding and subsequently utilizing the new books in class has developed. The Mobile Female Teacher Training Units were also established provide in-service training to female teachers. These new training programs provide training to teachers at their working place instead of bringing them to the training center.

Education Sector Reforms in KPK

The five pillars of the Provincial Reform Programme (PRP) constitute:

- Fiscal reforms
- Public financial management reforms,
- Reforms to accelerate human development and improve service delivery of social services,
- Governance reforms, and
- Establishing an effective and transparent enabling environment for private sector development to accelerate economic growth.

The focal areas of interventions in human development are expressed in the Government of KP's medium- term objectives of the education sector reforms, including improving access to primary education and its quality, reducing gender and rural-urban disparities, and expanding the capacity at the secondary school level for continuing education beyond primary level.

Education Sector Reforms in Azad Jammu & Kashmir

AJK's priority for the improvement of elementary education also focuses on the quality aspect. In order to achieve this, the government's strategy included the elements of: (i) maximizing the use of training opportunities at GCETs in order to reduce the percentage of untrained teachers; (ii) offer in-service training courses in integrated curriculum and other subject areas for both primary and middle school teachers; (iii) reducing posts of

teachers under training at GCETs and shifting to single-teacher schools; (iv) developing and distributing training packages, instructional materials and teacher guides among the teachers; (v) strengthening education extension centers and curriculum research development centers will be through the provision of additional staff and other resource; (vi) providing training in textbook development and evaluation to curriculum development staff; (vii) establishing an in-service Education Committee to effectively coordinate on training, curriculum development, and examinations; (viii) providing regional and international training to selected personnel; and (ix) improving the system of assessment and examinations both for students and teachers under training.

6.7 ROLE OF TEACHER TRAINING INSTITUTIONS AFTER 18TH AMENDMENT IN CONSTITUTION

At the time of collection of information, the respondents were requested to explain the situation after 18th amendment in the constitution. They were of the opinion that their role has been increased. Now they are responsible to:-

- Development of curricula
- Development of scheme of studies
- Development of Strategic Plan for Curriculum Reforms, Review and Approval of Textbooks
- Development of supplementary materials
- Reforms in examination system
- Preparation of policies and plans in the field of Curriculum Development and Teacher Training
- Up-dating curricula and training methodology for both pre- service and in-service Teacher Training

Strengths of Teacher Professional Development (TPD) in Pakistan

The infrastructure to impart teacher training already exists throughout the country. The various government institutions have been in the business of provision of teacher professional development (TPD) for several years. What is required is the up-gradation of these facilities as per the changing needs and the redressing of the teaching programs. The government is aware and acknowledges the importance of effective teacher training as a vital part of lifting the education standard of the country. A policy and plan to tackle the issue at hand and implement the adequate policies and programs is the next step in solving this equation.

As part of the teacher-training component of the Community Support Program initiative in Balochistan of process was introduced and teachers are screened by given test in Urdu and Mathematics. After establishing their competency level, they were then accordingly placed at the appropriate training level. As a result of this recruitment policy, the training program proved to be beneficial for the trainees and enhanced their skill and knowledge. Here is an example where a selection process was successfully employed to establish training needs, and eventually proved beneficial for the trainees.

6.8 PROBLEMS AND CHALLENGES

- ***Capacity Building:*** Capacity building of human resource in the provinces Writers, Reviewers etc as the revised curriculum is focused on higher order thinking skills and Professional Development.

- ***Assessment System:*** Uniform Assessment system based on curriculum be initiated for quality instructions and effective delivery mechanism.

- ***Constitutional Amendment:*** After 18th Constitutional amendment some new responsibilities are assigned to Directorate of Curriculum and Teacher Education (DCTEs), for which capacity building of the relevant staff is required

- ***Lack of Policy and Standard:*** Lack of Policy & Standards: To date, all teacher-training programs are operating without a viable policy framework.

- ***Professional Standard:*** Professional standards have to be set up as professional standards constitute the 'critical knowledge, skills and attitudes needed to perform a particular role effectively'.

- ***Accreditation:*** Accreditation system has to be evolved. Accreditation is an evaluation process that determines the quality of an institution or program using pre-determined□ □standards. Accreditation is normally carried out on a peer review basis by competent, □nongovernmental agencies such as national, regional, and/or local associations.

- ***Core Competencies:*** Teachers have invariably lagged behind in developing core competencies fundamental to their profession. These core competencies are the pillars on which subsequent knowledge and skills are built upon.

- ***Recruitment:*** Not selecting the teachers on merit, lack of proper screening and relaxing of qualification requirements have jeopardized the end objective of providing quality education.

- ***Curriculum:*** The current curricula do not focus on nurturing a creative and learning environment involving questioning and problem solving. Subject matter is not regularly updated to keep pace with recent subject advances. There is no attempt to integrate subject knowledge with pedagogical skills. For most programs, teacher trainees employ rote learning to pass the examinations. Not enough emphasis is given to learning practical teaching skills; instead the emphasis remains on theory. Also, there is hardly any focus on making teachers efficient in improvising and creating low cost learning aids. Familiarity with use of modern information and communication technologies is also not given due importance.

- ***Teacher Educators:*** The various levels of teacher educators themselves are caught in the same cycle of poor teacher quality and delivery. They administer their

classes in the traditional teaching style of lecture giving, dictation and notes. Trainers fail to cultivate any creative thinking, inquiry and problem solving among their trainees.

- ***Pre-Service Programs:*** According to independent research studies, the content knowledge of pre-service and in-service teachers in Pakistan is low Moreover, very little resources are earmarked for follow-up.

- ***In-Service Programs:*** Courses are not designed according to the requirements of in-service teachers. No effort is made to modify and tailor the syllabus as per the requirements of the class/trainees.

- ***Support System and School Management:*** Teachers require a strong support structure within their schools to cater to their needs and professional development. A healthy and facilitative teaching environment, encouragement from peers and administration, efficient internal processes, easily available teaching aids and mentoring by senior faculty all add up in helping the teacher grow and focus on his job. This aspect needs to be taken care of.

- ***Incentives and Career Path:*** Promotion is currently based on seniority rather than performance. Low salaries characterize the profession.

6.9 SELF-ASSESSMENT QUESTIONS

Q. 1 Discuss the role of Teacher Training institutions after 18th amendment in Pakistan

Q. 2 What are the problems and challenges in teacher training field in Pakistan?

Q. 3 Compare Education Sectors Reform programs in Different providences in Pakistan.

Q. 4 Discuss in service teacher training mechanism in different provinces in Pakistan

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UNIT–7

ELEMENTARY TEACHER EDUCATION PROGRAMS IN COMPARATIVE PERSPECTIVE

Written by: Sehrish Khalid

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

During the time period of King Akber and King Aurangzeb, teaching profession got a significant improvement. The researchers of oriental studies, theory and dialects were running restricted teaching foundations, where students from great distances abroad came for studies. The capable and promising students were chosen as monitors of a class by the teachers from whom these monitors scholarly class control, and educating. They were taught scholastics and were guided to assist and with directing different students for the learning of Persian, Arabic, Mathematics and Religious Studies. Those monitors all around got prepared as future educators through informal preparing about the central substance of the fundamental subjects, by watching seniors and rehearsing their techniques for instructing. That genuinely powerful indigenous instructor training framework couldn't be proceeded as it was not legitimately used by the British rulers; but rather it did contribute in the advancement of the English model of educator training, later executed by the British in India.

Khan (2011) cited Fenstermacher (1996), highlighted the requirement for good educator instruction programs and gave some valuable rules to outlining the exercises for good instructor training projects, which would advance viable practices and encouraging successful learning. He contributed, the objective of teacher education is not to inculcate or to prepare instructors to carry on in recommended courses, however to teach the teachers to reason soundly about their instructing and additionally to perform skillfully. Sound thinking requires both a procedure of contemplating what they are doing, and a sufficient base of realities, standards and encounters from which to reason. Instructors must figure out how to utilize their insight base to give the grounds to decisions and activities. In this manner teacher training must work with the convictions that guide educator make.

It is recommended by researchers that to make the teacher training programs as innovative as possible and teacher education programs not develop for just present demand but for upcoming times in which their students would be driving contributive lives. This requires educator instruction including new learning, abilities and mentalities to be viable in a future portrayed by interconnected social issues and expanding association among countries.

Khan, S. M. (2011)	Comparative Analysis of Teacher Education Programmes in Pakistan & UK. Doctoral Thesis. pp. 99-107	7-1

OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1. Explain the elementary teacher education programs

2. Outline the elementary teacher education programs in comparative perspective

3. Compare and contrast the elementary teacher education programs of:
   (a) USA
   (b) UK
   (c) Indonesia

7.1 ELEMENTARY TEACHER EDUCATION PROGRAMS

Dilshad & Iqbal (2010) stated in their research study:

> "Teacher education plays vital role in reforming and strengthening the education system of any country. In Pakistan, Government Colleges for Elementary Teachers (GCETs), Colleges of Education (GCEs) and University Departments of Education/ IERs are major institutions that impart teacher training through various academic programs. As far as pre-service teacher education is concerned, 135 institutions with 36563 teacher educators are operating in Pakistan. Of them, 114 institutions are established in public sector and 21 are set up in private sector (International Reading Association [IRA], 2008). Total numbers of students enrolled in B.Ed. programs are 16196; 13629 students are studying in public institutions. On the other hand, enrollment in M.Ed. at private institutes is 800, compared to 9453 at public institutions" (pp.401).

The New Education Policy (2009) goes for renewing the present teacher education with specific spotlight on making so as to expand get to and enhancing training quality it significant to monetary needs. The late advancement from the Council is plan of "National Standards for Accreditation of Teacher Education Programs" which are identified with taking after seven angles: Curriculum and instruction; evaluation and assessment system; physical foundation, academic facilities and learning resources; HR; Finance and Management; Research and grant; and community links and outreach' (National Accreditation Council for Teacher Education, 2009).

Dilshad, M. & Iqbal, H. M. (2010)	Quality indicators in teacher education programs. *Pakistan Journal of Social Sciences,* 30, 401-411	7-2

Different studies and reports have as of now been attempted to investigate educator professional advancement in Pakistan. Every one of them have referred to that educator execution and quality is most remarkably influenced by: teaching capability of instructors; merit recruitments; sufficient teachers performance checking; motivating forces (incentives), up degree of educator abilities and development situated profession structure.

An absence of models for instruction in Pakistan has brought about the test of harmonization of school training with educator training as the required skills of instructors have not been characterized. Besides, the measures of evaluation have likewise not been resolved because of this crevice. A proposed structure of principles for training and guidelines of instructor training has been as of late created by Shami (2006).

Key aspects of the standards of teacher education being proposed are: (i) professional knowledge; (ii) education system and professional responsibilities; (iii) principles and perspectives; (iv) professional skills and abilities; (v) classroom organization and management; (vi) pupil assessment; (vii) professional reflection and communication; and (viii) professional values and personal commitment.

UNESCO & USAID. (2006)	Situation Analysis Of Teacher Education In Pakistan: Towards a Strategic Framework for Teacher Education and Professional Development. pp. 44-45	7-3

7.2 ELEMENTARY TEACHER EDUCATION PROGRAMS IN USA

Teacher's instigation programs for new teachers in the United States are divided because of wide variety in enactment, approach, and kind of support accessible. Such projects are required in England, Singapore, Japan, and Australia. Korea and the Netherlands don't give support projects to new instructors. Professional advancement for instructors/ teachers is common and shifted crosswise over U.S. school regions and is once in a while utilized for declaration recharging. All nations reviewed gave professional improvement either through their providing so as to train services or educators leisure time or remuneration to take an interest in the offerings of other providers.

In many states in the United States, educators are recompensed a beginning showing authentication after they have finished the course necessities of their instructor training program and have effectively passed the state teacher licensing exam.

Britain is the main nation other than the United States that requires a licensure examination notwithstanding the examinations given by the instructor training foundation. Britain and the United States (most states) were the main nations reviewed that require a test for confirmation after the educator's finish training project.

The United States has a decentralized system of instructor training and confirmation, in that every state is in charge of initial qualification achievements of its educators. A few states allude to this starting qualification process as confirmation/certification. Accreditation necessities fluctuate significantly over the states, depending upon neighborhood needs and accessible assets. Be that as it may, there are most likely a greater number of shared characteristics than contrasts in state teachers training and confirmation/certification frameworks. This is expected, to some degree, to the presence of national accreditation bodies like NCATE that have set up models for educator training and confirmation programs. NCATE has been perceived by the U.S. Bureau of Education and the Council for Higher Education Accreditation as the expert certifying body for educator instruction programs. NCATE's expert principles for passage into the system incorporate exhibiting content information, pedagogical substance learning, and an emphasis on students learning.

Over the states, there are around 1,500 teacher training programs, and every one of them gives arithmetic and science training projects. Most are four-year undergrad programs, yet some five-year projects exist that add a fifth year to a standard undergrad human sciences program.

Graduate-level educator instruction programs in the United States require no less than a four year certification. Contrasted and alternate countries reviewed, these projects have the slightest stringent and most fluctuated necessities for subject substance dominance.

Wang, A. H., Coleman, A. B., Coley, R. J. & Phelps, P. R. (2003)	Preparing Teachers Around the World. Educational Testing Service. pp. 4–7	7-4

7.3 ELEMENTARY TEACHER EDUCATION PROGRAMS IN UK

Teacher Education in the United Kingdom has a long authentic foundation. It has some acquired divisions, both between curricular examples of instructor training, basic philosophies and between sorts of foundations. These divisions, made in the nineteenth century, must be comprehended in the chronicled setting. These depend on the unmistakable kind of educating common in those days. On one hand was open rudimentary instruction and on the other was optional training gave just to an advantaged minority. Genuine and professional instructor training was predominantly worried with the arrangement of educators for open grade schools.

Until 1870 elementary schools were taken care of by willful religious bodies, with an expanding backing and association of the State. A large portion of the educators working in those schools were neither completely qualified nor authorized, however money related impetuses were given to the individuals who chose to work for accreditation.

There is a wide range and variety of teacher training projects being offered at UK. These days admission to instructor training projects has turned out to be exceptionally competitive. In order to be selected, wishful candidates, along with confirmation of academic excellence, have to show mastery of different abilities/skills, like, communication skills, critical thinking, working with students, and working in gatherings effectively in a formal instructive environment.

There are distinctive courses for getting qualified as an educator. These can be separated into three primary categories. To begin with those that are agent at England and Wales, second is the Northern Ireland class, and the third is the set of projects being keep running at Scotland. So, the basically required and prominently obtained proficient capabilities for educators of Primary and Secondary schools are PGCE (Post Graduate Certificate in Education) and B.Ed. (Bachelor of Education) with QTS (Qualified Teacher Status). A QTS title is viewed as fundamental for instructing at all State schools of UK, aside from autonomous schools, and is acquired by finishing an endorsed course of initial teacher training (ITT), like PGCE or B. Ed, that are controlled by the colleges and universities.

Khan, S. M. (2011)	Comparative Analysis of Teacher Education Programmes in Pakistan & UK. Doctoral Thesis. pp. 125-157	7-5

7.4 ELEMENTARY TEACHER EDUCATION PROGRAMS IN INDONESIA

Statistics from the Ministry of National Education (MONE, 2008) demonstrate that teachers in Indonesia have a generally lower level of scholarly qualification than those in neighboring countries. More than 60 percent of the aggregate 2.78 million educators have not achieved the level of scholarly qualification of a four-year bachelor college education (S1/D4). In this group of instructors, the dominant part have either a D2 (two-year diploma) or a senior secondary certificate qualification. Most educators from this group (around 70%) instruct in the elementary schools.

In opposition to different callings in Indonesia, the level of instruction of educators does not have a positive connection with the level of income. Investigation of the Labor Force Survey (Sakernas) in 2004 found that instructors with moderately low instructive levels are relatively overpaid. In contrast, instructors with moderately higher instructive levels are come up short on contrasted with different sorts of occupations.

During the period between 1951-1960, the rate of absence of education in Indonesia was extremely high, with around 65 million individuals not able to peruse. This required an administration system to destroy absence of education. There was a deficiency of educators to support the formal instruction framework around then. Besides, proceeded with population development added to the requirement for an expanded supply of educators. Existing teacher preparing institutions could just deliver around 4,000 educators for every year. During this period, essential educator's qualified through the SGB (or Sekolah Guru B) program, and, later the SGA (or Sekolah Guru A) project, both like the Sekolah Menengah Bawah (SMB) and Sekolah Menengah Atas (SMA) programs. Moreover, secondary teachers were given a B1 (for junior secondary teachers) or a B2 (for senior secondary teachers) preparing project. These projects were later to wind up the premise for teacher preparing schools called IKIP. The government started these accident programs for educators' training with a specific end goal to understand the instructor deficiencies.

The 1989 change of primary educator training levels raised the obliged qualification to the D2 level (post-secondary diploma of 2 years) and was planned to enhance the nature of elementary school instruction. Nonetheless, the educator preparing institutions around then teacher and education studies institutions had little involvement in elementary teachers training. The sudden execution of the change without a general arrangement for rebuilding teacher and education studies institutions implied that the new D2 (post-secondary diploma of 2 years) projects were not all around incorporated into the general teacher and education studies institutions structure.

Jalal, F., Samani, M., Chang, M.C., Stevenson, R., Ragatz, A.B. & Negara. S. D. (2009)	Teacher Certification in Indonesia: A Strategy for Teacher Quality Improvement. Indonesia: Department Pendidikan Nasional Republik. pp.17-24	7-6

7.5 ACTIVITIES

1. Organize a discussion in classroom about teacher education programs need and development.

2. Suggest the ways how to improve the teacher education programs in Pakistan?

   _____
   _____
   _____
   _____
   _____
   _____

3. Enlist the teacher training institution in Pakistan

   _____
   _____
   _____
   _____

4. Compare the programs of teacher training and teacher certification of USA, UK and Indonesia:

   _____
   _____
   _____
   _____

7.6 EXERCISE

1. Describe the importance of elementary teacher education in Pakistan.

2. How much teachers training institutions are worked in USA? And what are the criteria of teacher certification in USA?

3. What are the basic requirements of teacher certification in United Kingdom?

4. Describe the effectiveness of teachers training in Indonesia.

5. Compare the elementary teacher education programs of USA, UK and Indonesia.

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UNIT–8

SERVICE STRUCTURE OF ELEMENTARY SCHOOL TEACHERS

Written by: Dr. Muhammad Saeed

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

"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"

Muhammad Ali Jinnah
Ministry of the Interior, Education Division (1947)

Teaching and learning are fundamental elements of human societies. The desire and necessity for education is inherent in all human beings and modern societies have established schools to facilitate this process. In fact, the very survival and advancement of humanity depends on the ancient and noble profession of teaching.

The importance of teachers and the societal expectations placed on them can be seen the formidable task of translating into reality the vision outlined in the 1990 World Declaration on Education for All (EFA) and reaffirmed in the 2000 Dakar Framework for action.

OBJECTIVES

After studying this unit, it is hoped that you will be able to:

1. Explain an elementary or primary (in UK, China and Indonesia perspective) school teachers.

2. Discuss the roles of elementary school teachers in nation building.

3. Specify the service structures of teachers in Pakistan, UK, China and Indonesia.

4. Differentiate between their service structures of the four countries.

8.1 EDUCATION SYSTEM IN PAKISTAN

The development of an effective system in Pakistan has been marked by a slow growth pattern. There are many reasons though an important one is that the pivotal role of teachers as key players in the development of a quality education system has not been sufficiently recognized. Whilst it is accepted that there are many hardworking and dedicated teachers in schools in Pakistan, the situation is such that their efforts are largely unrecognized because overall status of teachers is low (Rashid, 2001).

The school education in Pakistan is three-tier i.e. Elementary (grade 1-8), Secondary (9-12) and Higher Education. All three levels of education are catered in public as well as private sector educational institutions in the country (National Education Policy, 1998-2010).

8.1.1 Social Status of Teachers

Teachers' commitment to their work is a major factor in determining the social status of the teachers. Whilst there are many highly committed teachers. A great misfortune in the immediate past in Pakistan has been a lack of honesty in profession. A pre-requisite for enhancing professionalism is an improvement in the standards of honesty and integrity and on this basis other reforms are made.

Elementary Teachers in Pakistan are rarely given representation in administration, developmental or legislative bodies. To enhance teachers' social status, a two-track approach is needed to provide teachers with effective training, decent working, commitment and dedication for them (Zafar, 1966, p. 139).

8.1.2 Economic Status of Teacher

There are thousands of graduate teachers in the elementary schools who have long been struggling to make both ends meet while facing up to the responsibilities a difficult and demanding job. Bright and young people are not choosing teaching as a career because conditions of life and work in the primary schools in Pakistan are unattractive. There is a considerable shortage of able and qualified teachers to fill growing requirements of education at all levels. Without adequate improvement in salary scales for teachers, the better or even tolerable types of recruits will not be drawn to the teaching profession. Without improving the quality of teachers the numerical expansion of schools is extremely unlikely to meet the needs.

8.1.3 Elementary School Teachers

Elementary school teachers play an important role in the education and development of children. According to the Bureau of Labor Statistics, employment for elementary school teachers will grow by 17 percent between 2010 and 2020. The median annual salary for elementary school teachers was $52,840 in 2011, reports the BLS. (http://work.chron.com/tasks-responsibilities-elementary-school-teachers-3868.html retrieved on 12th of October, 2015)

8.2 SERVICE STRUCTURE OF ELEMENTARY SCHOOL TEACHER

Pakistan is a state where education system has been decentralized after the 18th Amendment. This gave more rights at provincial level and the federal ministry lost its power. Now each province of Pakistan has their own curriculum and their own recruitment policy for elementary school teachers but fortunately these policies share almost the same criteria. So, here a cumulative comparison is given under different categories.

Quality of Education

The Government of Pakistan has introduced a two-pronged approach to improve the quality of education. First is to hire teachers with better qualification for which different pre-service degree programs have been introduced i.e. a two / three years' Associate Degree in Education (ADE) that leads towards a four year B.Ed (Hons.). Second is to upgrade professional qualification, levels of motivation and skills of the in-service teachers.

Professional Qualification of the Serving Teachers

This is more challenging task. The Government's standpoint to attract young and bright people to the teaching profession and upgrade the professional qualification of the in-service teachers is very much reflected in the National Education Policy of Pakistan, 2009. Different strategies are adopted by the government to improve the qualification of teachers such as; incorporation of reform priority area in the Provincial Education Sector Plans across Pakistan, revision of teachers' service rules, the criteria of teacher selection, process of recruitment and formulating a human resource policy.

For further details, please read the below mentioned material:

Ministry of Education Government of Pakistan (2009)	National Education Policy	4-2

Teachers' Service Rules

The service rules for teachers have been revised in all the four provinces and the professional degrees of ADE and B.Ed (Hons) have been incorporated as eligibility criteria for the recruitment of the teachers. The teachers' hiring on contractual basis has also been introduced in the provinces. The pre-requisites for teachers' selection are age limit, minimum required post-specific qualification, NTS test scores and training.

8.3 SERVICE STRUCTURE OF ELEMENTARY SCHOOL TEACHERS IN FEDERAL GOVERNMENT SCHOOLS IN PAKISTAN

At federal level, National Testing Service generally conducts the entry test for the recruitment of teaching and non teaching staff in Ministry of Defense, Federal Government Educational Institutions (FGEIs) Rawalpindi (Cantt/ Garrisons). Residents of Punjab, Sindh, Sindh Rural, Balochistan, KPK, AJK, GB and FATA are also eligible to apply for all teaching and non-teaching posts under FGEI either screened through NTS or Federal Public Service Commission Islamabad.

The Federal Directorate of Education, Islamabad has issued notification No. 9(6) R-I/2014-165 dated 14th of May, 2014 in connection with Up-Gradation of Teaching Staff in FGEI in effect from 1st of January, 2011. In reference to the Ministry of Defense's O.M No. 4/3/D-22/2010 dated 28th of April, 2014 on the subject matter and is conveyed the approval of the Up-Gradation of the posts of Elementary Teaching Staff along with other teaching staffs in FGEI (Cantt/ Garrison), subject to the amendment in recruitment rules and filling up the up-graded effect from 01-01-2011 i.e. the date from which these posts were up-graded in FGEIs under Federal Directorate Education (FDE).

Name of Post	Existing Pay Scale	Revised Pay Scale	Qualification
Matric Trained Teacher (BPS-09) to Elementary School Teacher (BPS-14)	BPS-09 (6200-3080-17600)	BPS-14 (8000-800-26300)	At least 2nd class F.A/ F.Sc with CT or equivalent with CT

Source: Government of Pakistan, Finance Division (Regulation Wings), (2014). Office Memorandum, Up-Gradation of the posts of teaching staff FGEIs(C/G) setup.

8.4 SERVICE STRUCTURE OF ELEMENTARY SCHOOL TEACHERS AT PROVINCIAL LEVEL

Government of Sindh (2014), Education and Literacy Department

In Sindh, a three year fixed term contractual recruitment has been offered to the candidates with extension and regularization possibility after successful completion of the trial period according to Sindh Teacher Recruitment Policy (2002). The competent authorities for higher posts are Sindh Public Service Commission and PITE where as the applicants for Junior Elementary School Teachers (JEST) are required to take a competitive test (No. SO (B&F) E&L/RE-DESIG-POSTS/2014-2015(DISTRICT)/2014).

The service structure of Elementary School Teachers of Sindh is given as:

i. School Executive Service (SES)

S. #	Name of posts with BPS	Method of Appointment
1.	Director of Elementary Education (Elementary, Secondary & Higher Secondary) BPS-20 Additional Director (Elementary, Secondary & Higher Secondary) BPS-20	50% by promotion from amongst District Education Officers (BPS-19) belonging to School Executive Service cadre having at least 17 years service in School Administration in BPS-17 and above and have completed mandatory Training through PITE, University or any Institution on the approved panel list. 50% by transfer from amongst cadre officers of PAS/ Secretariat/ PCS (ex-PCS/PSS).
2.	Director Education Officer (Elementary, Secondary & Higher Secondary) BPS-19 Deputy Director BPS-19, Directorates of School Education (Elementary, Secondary & Higher Secondary) Admn. / Co-Curricular Activities/ Quality Assurance/ Planning & Development.	50% by promotion from amongst Deputy District Education Officers (BPS-18) having at least 12 years service in School Administration in BPS-17 and above and have completed mandatory Training through PITE or any Institution on the approved panel list. 50% by transfer from amongst cadre officers of PAS/ Secretariat/ PCS (ex-PCS/PSS).
3.	Deputy District Education Officer (BPS-18) (Primary, Elementary, Secondary & Higher Secondary) Admn. / Co-Curricular Activities/ Quality Assurance/ Planning & Development.	20% by initial appointment through Sindh Public Service Commission. 80% by promotion from amongst taluka education Officers/ Assistant Education Officers (BPS-17) having at least 5 years service as suchmand have completed mandatory Training through PITE or any Institution on the approved panel list on seniority-cum-fitness basis.
4.	Taluka Education Officer (male-female) (BPS-17) (Primary, Elementary, Secondary & Higher	50% by initial appointment through competitive examination by Sindh Public Service Commission.

	Secondary). Assistant Education Officer (male-female) (BPS-17) (Primary, Elementary, Secondary & Higher Secondary) Co-Curricular Activities (male-female) / Quality Assurance (male-female) / Planning & Development (male-female).	50% by transfer from amongst cadre officers of PAS/ Secretariat/ PCS (ex-PCS/PSS).

ii. School Management Service (SMS)

s. #	Name of posts with BPS	Method of Appointment
1.	Senior Head Master/ Headmistress (BPS-18) Elementary/ Secondary Schools.	50% by promotion from amongst Headmasters/ Headmistress (BPS-17) Campus Cluster/ Primary School Teachers. 35% by promotion from amongst Senior Elementary School Teachers. (BPS-17) 15% by promotion from amongst Senior Secondary School Teachers. (BPS-17) All having 5 years of service as HM/SEST/SSST and have completed mandatory training through PITE or any Institution on the approved panel list on seniority-cum-fitness basis.

iii. School Finance Service

S. #	Name of posts with BPS	Method of Appointment
1. 2.	Director Finance (Elementary, Secondary & Higher Secondary) BPS-19 Deputy Director Finance BPS-18, Directorates of School Education (Elementary, Secondary & Higher Secondary) Director Finance BPS-17, Directorates of School Education (Elementary, Secondary & Higher Secondary)	by promotion from amongst Deputy Director (BPS-18) having at least 12 years service n in BPS-17 and above have completed mandatory Training at National Institute of Management. By promotion from amongst Assistant Directors (Finance/Audit) (BPS-17) having at least 5 years service as such and have completed mandatory Training through PITE or any Institution on the approved panel list on seniority-cum-fitness basis. 75% by initial appointment through competitive examination by Sindh Public Service Commission.

		25% by promotion from amongst Superintendents (BPS-16) having at least 5 years service as such and have completed Subordinate Accounts Service (SAS) and on seniority-cum-first basis.

iv. Other Category Teachers

S. #	Name of posts with BPS	Method of Appointment
1.	Senior Elementary School Teacher (SEST) (BPS-17)	By promotion from amongst Elementary School Teacher (ESTs) having at least 7 years service as such and have completed Subordinate Accounts Service (SAS) and on seniority-cum-first basis.
2.	Elementary School Teacher (SEST) (BPS-16)	25% by initial appointment through Sindh Public Service Commission. 50% by promotion from amongst Junior Elementary School Teacher (JESTs) having B.Ed (Hons.) Elementary at least in 2nd division and minimum 7 years service as JEST and on seniority-cum-first basis. 50% by promotion from amongst Primary Elementary School Teacher (EPSTs) having B.Ed (Hons.) Elementary at least in 2nd division and minimum 10 years service as PST and on seniority-cum-first basis.
3.	Junior Elementary School Teacher (JESTs) BPS-14	75% by initial appointment through competitive examination by Sindh Public Service Commission. 25% by promotion from amongst Primary School Teacher (PSTs) (BPS-09) having ADE at least in 2nd division and minimum 7 years service as PST (BPS-09) and on seniority-cum-first basis.

For further details, please read the below mentioned material:

Reform Support Unit, Education and Literacy Department, 2012	Sindh Teacher Recruitment Policy	1-2

In Punjab, the change predates decentralization of education service delivery mechanism. Punjab offered a five years fixed term contract to the educators (Teacher Recruitment Policy, 2014) which leads to possible permanent employment after successfully completing the probation period. To be eligible to apply for the elementary school posts,

the candidates are required to achieve more than 45% scores in NTS test. Similar procedures are being used by the Governments of Balochistan and Khyber Pakhtunkhuwa to recruit elementary school teachers.

The basic recruitment criterion for Elementary School Teachers of Punjab, Balochistan and Khyber Pakhtunkhuwa is given under the following recruitment policies:

- Recruitment policy-2014 for Educators, Government of the Punjab, School Education Department
- Recruitment policy-2014 for Educators, Government of Balochistan
- Recruitment policy-2014 for Educators, Government of Khyber Pakhtunkhuwa

1. Terms and Conditions

A) Post-wise Recommending and Appointing Authorities for Elementary Level

Name of Post	BPS	Recommending Authority	Appointing Authority
Elementary School Educators For Boys Schools	09	District Recruitment Committee	District Education Officer (EE-M)
Elementary School Educators For Girls Schools	09	District Recruitment Committee	District Education Officer (EE-W)
Senior Elementary School Educators For Boys Schools	14	District Recruitment Committee	District Education Officer (EE-M)
Senior Elementary School Educators For Girls Schools	14	District Recruitment Committee	District Education Officer (EE-W)

B) Age Limit for Fresh and In-Service Candidates

i. Minimum age limit 20 years.
ii. Maximum age limit 30 years.
iii. Five years general age relaxation in maximum age limit across the board for male and female candidates.
iv. Three year special age relaxation across board for female candidates only, over and above 5 years general age relaxation.
v. In case of working Government servant, the period of his continuous service as such, shall be excluded from his/her age, for the purpose of upper age limit (30 years). Provided the upper age limit shall not exceed 35 years for male and 38 years for females.
vi. No further age limit is allowed in any case.
vii. Age limit is determined from the Matriculation certificate.

C) Bonafide residents of the District are considered for the recruitment of the Educators. Married female candidates can apply only on the basis of their domicile or their husband's domicile and Nikkah Nama duly verified by the Secretary Union Council is produced for claiming in the District merit.

D) Reserved Quota

i. 2% statutory quota of the total allocated posts of each category is reserved for **disabled persons** on district basis. Their disability certificates is issued by District Officer (Social Welfare) concerned.

ii. 5% of the total number of advertised posts in each category of Educators for Minorities (Non-Muslims) is fixed.

E) The educators have no right to demand or claim any change in terms and conditions.

F) Entry Test

i. Post specific entry tests are conducted for Educators to assess the competency of the candidates through the Department, any recognized Testing Service or any other means. Tests should be conducted at neutral venues like Universities, Colleges, DPS Campuses, and BISE Examination Halls etc. The entry test results are placed on website.

ii. Those candidates who score at least 45% marks in the post specific Entry Test, qualify and are called for interview by the District Recruitment Committee.

iii. **The post specific Entry Test (100 Marks) for ESE and SESE will be as under:**

a)	Core subjects	85 Marks
b)	Instructional planning, strategies, Assessment, learning environment (pedagogy)	10 Marks
c)	Current Affairs/ General Knowledge	05 Marks

For further details, read the material given below:

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	4-6

iv. The **teaching standards** adopted by Pakistan i.e. Subject matter knowledge, Human growth and development, Knowledge of Islamic/ ethical values, Instructional planning and strategies, Assessment, Learning environment, Effective communication, Proficient use of information and communication Technology, Continuous Professional Development, code of conduct and teaching of Urdu, English, Math, Computer and Science subjects are observed during the recruitment process i.e. interview, paper setting, training, and Continuous Professional Development Program (CPDP).

2. Academic and Professional Qualification

The candidate must have done B.Ed, M.Ed or M.A (Edu) along with academic qualification in the field of the particular post in at least 2nd division. The candidates with BS (Hons) in the prescribed subject can also apply. Both type of candidates with academic qualification and professional qualification or without professional qualification can apply but have a criterion to be followed.

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	10-11

3. Ranking Criteria

Interview		**05**
Professional Qualification		**05**
Academic Qualification		
Marks allocated for Matric	15	**80**
Marks allocated for Intermediate	20	
Marks allocated for Graduation	20	
Marks allocated for M.A/MSc	20	
Marks allocated for M.Phil or Ph.D	05	
Marks allocated for Entry Test		**10**
Total Merit Marks		**100**

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	11-13

4. Steps for Recruitment

i. The candidates may obtain prescribed Application Forms for each post from the office of the respective Appointing Authority or down load from website www.schools.punjab.gov.pk.

ii. In-Service Government employees shall submit permission certificate from their employer / Appointing Authority along with application on or before the closing date of submission of applications.

iii. All degrees, certificates, result cards, disability certificates, permission certificate and Nikkah Nama duly verified by Union Council (in case of female married candidates) should be issued by the competent authority on or before the closing date of submission of applications and the same shall be attached with application.

iv. Submission of Application Forms for Elementary School Teachers

   a) For the posts of ESE (all categories) and SESE (all categories) in Govt. Boys Schools, candidates (Male & Female) will apply to DEO (EE-M);

   b) For the post of ESE (all categories) and SESE (all categories) in Govt. Girls Schools, only female candidates will apply to DEO (EE-W)

   c) The In-service teachers and employees can apply through proper channel for higher post/grade;

   d) In case of not advertised post in the domiciled Tehsil of the applicants, their applications shall be received and considered for district.

5. Recruitment Committee

District Recruitment Committee (Drc)

i.	District Coordination Officer	Chairman
ii.	Executive District Officer (Edu)	Member
iii.	Executive District Officer (Ff&P)	Member
iv.	District Monitoring Officer	Member
v.	One Rep. of Provincial Government to be nominated by A.D.	Member
vi.	Appointing Authority	Member/Secretary

All the committee members will equally be responsible for smooth and transparent recruitment process.

6. Advertisement

The advertisement will be issued by the Chairman, District Recruitment Committee / District Coordination Officer with clear indications.

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	15

7. Allocation of Posts

The Executive District Officer (Education) and District Monitoring Officer (DMO) will jointly identify the vacant posts of all categories and will notify the schools and markaz for the allocation of posts with the approval of District Government.

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	16

8. Rationalization of Schools and Marakiz in Tehsil

a) Assistant Education Officers (AEOs) are unable to pay 100% effective school visits in each month due to unrealistic number of schools (50 to 140 schools) in their Markaz. Due to this, governance, supervision, retention of enrolled students and quality education are badly affected. Therefore, it is necessary to rationalize the number of Schools and Marakiz in Tehsil.

b) The Committee under the Convenership of EDO (Edu) has been constituted as under:

i.	EDO (Education)	Convener
ii.	DEOs (EE) concerned	Member
iii.	DMO	Member
iv.	Dy. DEO (EE) concerned	Member

The posts are then allocated according to the fixed criteria as given in the recruitment policy-2014. The candidature for the recruitment of Educators will not be considered who do not fulfill the conditions of the recruitment policy.

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	18-20

9. Merit Lists

The District Recruitment Committee generates first and second merit list in descending order of the highest marks and in case of two candidates have the same marks then, the senior age is given preference. Both the lists are signed by all the members of District Recruitment Committee and are placed on the website and Notice Boards in the office of EDO (Edu), DMO and DEOs. The Appointing Authorities in the districts furnish the merit lists of disabled and minorities quota against each category of posts at district level separately. The merit list is valid for a period of 190 days.

10. Remaining Process

The selected candidates are placed according to the inter-se merit of the respective category of the post. The DRC provides the approved copy of the merit lists, draft Letter of Agreements, personal files of the selected candidates and all the other applications / record to the concerned Appointing Authorities for issuance Letter of Agreements**.**

Read the detail in the material given below**:**

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	22-24

11. Degrees and Certification

The degrees and certificates are considered according to the given criteria in the policy. After the verification, the Drawing Officer submits their pay bills along with all the relevant record of the Educators to the Accountant General/ District Accounts Officer for payment of their salary.

12. Complaints Redressal Cell

A Complaint Redress Cell at Divisional Level for Redress of complaints is constituted by the Department comprising the following:

- Retired Judge of High Court or Sessions Court Chairman
- One nominee of the School Education Department not below Member Grade-19
- Commissioner or his nominee not below the rank of Member/ Additional Commissioner Secretary

For further details, please read the below mentioned material:

Government of the Punjab School Education Department, 2014	Teacher Recruitment Policy	1-26

Government of the Balochistan Elementary Education Department, 2014	Teacher Recruitment Policy	1-9

Incentives for Teachers

The quality of human resource has been made attractive and the in-service teacher workforce has been motivated by offering satisfactory wages in all the provinces of Pakistan by planning restructuring and incentivizing teachers' service to varying extent. A two Basic Pay Scale (BPS) upgrade on an average was planned for all school teachers. A change in their salaries may help them focused on their teaching instead of seeking other means of earning e.g. private tuitions etc. the teachers may also enhance their satisfaction level, improve their standards of living and adapt their social status considerably.

Table 8.1 Teaching posts and basic pay scales (BPS)

Provinces	Teaching posts and basic pay scales (BPS)			
	PST (BPS)	EST (BPS)	SST (BPS)	
Punjab	9	14	16	(Notification.No.SO(SE-IV)2-6/2012
Sindh	SECT (BPS 16) ECT (female) (BPS 15) JEST (BPS 14)	16	16	(Notification.No.(B&F) E&L/RE-DEIG-POSTS/2014-15(DISTRICT)/2014
Balochistan	JEST & EST 15		17	Vide minutes of the 3rd meeting of 2013 Service Rules Sub-Committee dated May 16, 2013.
K-P	Senior Primary school teacher 14 PST 5 to 12	14	16	(Notification, No. SO (B&A)/1-18/E(&SE/2012 Notification no-SO(PE)4-5/SSRC/).

Source: Rizwan (2015), Teacher recruitment and compensation, Express Tribune.

Revamping of Elementary Education Foundation (EEF), KPK:

- In order to make EEF more vibrant and proactive, the restructuring is in process.
- The foundation will be managed by the educationist with least Government role as majority of members of board of Directors will be from private sector.
- Revised EEF law has been tabled in the Provincial assembly and will be enacted soon.
- Service rules are being revised for recruitment of EEF staff including managing Director from private sector. (http://www.khyberpakhtunkhwa.gov.pk/education.php)

8.5 SERVICE STRUCTURE OF TEACHERS IN UK

England and Wales

Public schools known in England and Wales as maintained schools are bound by centrally determined pay scales common for all levels of education, which are set on an England and Wales basis. The average number of years that a reference teacher must complete to get the maximum basic legal salary is 10 years (six years on the main salary scale and an additional four years on the upper salary scale after positive assessment against national standards). Data is taken from the Department for Education, School Teachers' Pay and Conditions Document 2013, https://www.gov.uk/government/uploads/system/uploads/attachment data/file/ 271275/130806_2013_st pcd_master_final.pdf.

Northern Ireland

Public schools known in Northern Ireland as grant-aided schools are bound by centrally determined pay scales common for all levels of education, which are determined by the Department of Education Northern Ireland but are guided by the arrangements in England and Wales. The average number of years that a reference teacher must complete to get the maximum basic statutory salary is 10 years (six years on the main salary scale and an additional four years on the upper salary scale after positive assessment against national standards).

Scotland

Teachers' basic legal salaries in all public schools in Scotland are set at national level by the Scottish Negotiating Committee for Teachers (SNCT). The average number of years that a reference teacher must complete to obtain the maximum basic statutory salary is 6 years. Ref. year: 2013/14.

For further details, read the material given below.

European Commission (2013-2014)	Teachers' and School Heads' Salaries and Allowances in Europe	88-93

Teaching workforce

These demographic characteristics are of great significance for the future of the teaching workforce. The proportion of teachers over 45 years of age is high. The Teacher Training Agency (TTA) is an administrative non-departmental public body established by the Education Act 1994. It works mainly in England, but also has some role in Wales. Its purpose is to raise standards in schools by attracting able and committed people to teaching and by improving the quality of teacher training. Thus, it has responsibility for the teacher training curriculum and the standards for Qualified Teacher Status (QTS) and induction. The TTA works closely with the Department for Education and Skills (DES) to support its delivery plans. In Wales the Welsh Assembly Government works alongside the TTA in respect of the promotion of teaching as a career to ensure information and assistance is made available to those wishing to train and teach in Wales, and funds this work, media campaigns and other related matters (including a Teacher Recruitment Adviser for Wales Post) within the TTA.

In Scotland the Scottish Higher Education Funding Council allocates numbers for teacher training on the advice of the Scottish Executive Education Department. In Northern Ireland the Department of Education sets numbers. The work of teachers has been evaluated as part of the inspection of schools by central and local government since the inception of state education in the 19th century. Her Majesty's Inspectors of schools (HMI) have had a status independent of the various government departments responsible for education, and were established separately in England, Wales and Scotland.

Requirements to Qualify For Employment as a Teacher

In all four constituent countries the requirements to qualify for employment as a teacher in the maintained sector are broadly similar that involves achievement of a qualification to teach, normally through undergraduate or postgraduate training; this involves achieving the standards or competences for a newly qualified teacher set out by each country during the last decade; registration with the appropriate General Teaching Council (GTC); clearance in checks against criminal records. England has also introduced skills tests in literacy, numeracy and ICT (information and communications technology) that have to be passed in addition to the teaching degree or postgraduate certificate.

The system in Wales is similar to that in England. Standards to achieve QTS are set out in Welsh Office Circular 13/98 (1998) under four broad headings: knowledge and understanding; planning teaching and class management; monitoring, assessment, recording and accountability standards; and other professional requirements. The requirement to pass skills tests in numeracy, literacy and ICT does not apply in Wales. The system in Scotland differs in that those completing teacher training are provisionally registered with the GTC Scotland, and full registration is achieved only after successful completion of the probation period. Teachers have to have full registration before they can apply for permanent posts in Scottish education authority nursery, primary, secondary or special schools. Those trained outside Scotland can apply for exceptional registration. Teaching qualification is needed to qualify for employment as a teacher in Scotland. This differs from QTS in England in that it is specific to an age phase (primary or secondary), and at secondary level, the teacher is only qualified to teach the specific subject or subjects that were covered in training. Unqualified teachers are not found in Scottish schools. The Teaching Qualification involves representing specified competences, but these are assessed only within recognized teacher training courses. These relate to subject and content of teaching; the classroom; the school and education system; and the values, attributes and abilities integral to the profession.

Teachers employed in grant-aided schools must have qualifications approved by the Department of Education. These include recognized teaching degrees and postgraduate certificates awarded on completion of a teacher education course at a higher education institution in the UK. The qualifications awarded in Northern Ireland are equivalent to those awarded in other UK higher education institutions. Teacher education gives central place to the attainment of teaching competences, and identified a common profile of competences to underpin training courses, induction and early professional development.

These are grouped under five headings: understanding the curriculum; subject knowledge and subject application; teaching strategies and classroom management; assessment and recording of pupils' progress; and foundation for further professional development.

Arrangements for Teacher Evaluation

Appraisal Regulations were introduced in 2000 that form part of the performance management system for all teachers in schools in England. Individual teachers agree objectives and priorities with their head teacher or team leader on an annual basis. While arrangements for threshold assessment apply in Wales as in England, arrangements for teacher appraisal are transferred to the National Assembly for Wales. In Scotland, annual appraisal was introduced on a voluntary basis in 1998. It is largely limited to the identification of continuing professional developmental needs of the individual teacher, rather than the achievement and evaluation of performance objectives.

A non-statutory teacher appraisal scheme, Staff Development and Performance Management (SDPM), is being developed in Northern Ireland. It is based on the English scheme. This provides a 2-year review cycle of structured interviews of teachers by their line managers about classroom practice, professional issues (including performance), professional development and career progression. It gives teachers and principals the opportunity to reflect regularly on their work.

Retirement policy

Teachers across all four countries may normally access their pensions at the age of 60, but may work and contribute to their pensions up to the age of 70. Teachers may retire for reasons of ill-health at any age, provided that the national authorities agree that the teacher is unlikely to be able to work as a teacher before reaching the age of 60.

Policies to retain effective teachers

Two major policies are being developed in UK to help retain effective teachers. The first of these is a restructuring of career progression, linking the identification of effective professional practice to a salary scale that recognizes the value and contribution of the profession. This was described in the previous. The second is the restructuring of teachers' work allowing them to concentrate on the professional aspects of teaching, and enhancing the school workforce with a wide range of support staff, who will relieve teachers of routine administrative tasks and take on roles of assisting the teacher in the classroom. All four countries share these policies, to a greater or lesser extent. Wales tends to adopt the same policies as England, as explained earlier, because of its proximity, and fears that teachers may be attracted across the border into England.

8.6 A VIEW OF SERVICE STRUCTURE OF TEACHERS IN UK (2014-2015)

There is increasing evidence of a crisis in teacher recruitment and retention just as the number of pupils and the demand for new teachers begins to increase sharply. Excessive workload and attacks on pay are driving away teachers and deterring new recruits.

Teacher training

Initial Teaching Training figures also shows that in the year 2014/15 more than 2300 additional places needed to be filled in order for the Teacher Supply Model recruitment target to be met. This constitutes the largest recruitment shortfall since 2008/9.

Read here:

DFE – Statistics: initial teacher training. Available at https://www.gov.uk/government/statistics/ initial-teacher-training-trainee-number-census-2014-to-2015.

Crisis of Teachers' Recruitment in UK

DFE figures show that in the 12 months to November 2014 (the most recent year for which statistics are available) almost 50,000 qualified teachers in England left the state sector. This equates to one in 10 teachers leaving the profession – the highest for 10 years, and an increase of more than 25 per cent over five years. The number of teachers leaving as a proportion of the total number of teachers in service, known as the 'wastage rate', is 10.4 per cent. The same figures reveal that more than 100,000 potential teachers have never taught, despite finishing their training.

Read here:

DFE – Statistics – national statistics - School Workforce in England: November 2014. Available at https://www.gov.uk/government/statistics/school-workforce-in-england-november-2014 (Additional Tables)

The DFE statistics also highlight the growing number of teaching posts that schools are not able to fill; the number of teaching vacancies in 2014/15 had increased by a third within twelve months. The total number of vacancies was over 1000 in November 2014, whilst in November 2013, this stood at 750. In addition, there were over 3000 temporarily-filled teaching posts in November 2014, and over 20,000 teachers without QTS; both of these figures had substantially increased since the year previous.

Read here:

TES (2015) *'Six new statistics that suggest teacher shortages are increasing'*. Available at: https://www.tes.co.uk/news/school-news/breaking-news/six-new-statistics-suggest-teacher-shortages-are-increasing

The crisis in teacher recruitment means that whilst schools are struggling to fill vacancies, more and more pupils are being taught by teachers who do not have a relevant qualification in the subject. In 2014/5 less than 80 per cent of math lessons were taught by teachers with a relevant post A-level qualification, a decrease of 3 per cent within one year. Similarly, 83 per cent of English lessons in 2014/15 had an appropriately qualified teacher; a figure which was nearly 85 per cent in 2013/14.

Read here:

NUT commissioned YouGov poll of 826 teachers carried out in December 2013. NUT (January 2014). *Teachers' New Year Message* [online]. Available at: http://www.teachers.org.uk/node/20172

In January 2014 the head of Ofsted Sir Michael Wilshaw, said that it was a "national scandal" that around two-fifths of teachers had left the profession within 5 years and that serious questions needed to be asked about the current teacher training system.

Read here:

The Guardian (2014), *Ofsted Chief: two-fifths of teachers quitting within five years is a 'scandal'*. Available at http://www.theguardian.com/education/2014/jan/15/ofsted-chief-teachers-quitting-scandal

Changes in Teachers' Pay

Recent changes to teachers' pay such as ending prescribed pay scale points, extending PRP to all pay ranges and introducing school-based pay determination are likely to damage still further teacher recruitment and retention, and the same could well be said of the effects of the Government's detrimental changes to the Teachers' Pension Scheme. The Chancellor announced in the 2015 Summer Budget that the 1 per cent limit on public sector pay increases, including for teachers, is to be extended. This decision will further increase the crisis being experienced in teacher recruitment and retention.

This is borne out by the results of a YouGov survey (January 2014), which found that 52 per cent of teachers said they were less likely to stay in teaching as a result of changes to their pay and pensions and three-quarters said their morale had declined since the last General Election.

Read here:

TES (2015) *'Six new statistics that suggest teacher shortages are increasing'*. Available at: https://www.tes.co.uk/news/school-news/breaking-news/six-new-statistics-suggest-teacher-shortages-are-increasing

The Government can ill-afford to lose valuable teachers at any time, but especially not in the present context of sharply rising pupil numbers. Securing teacher supply for the future and preventing teacher wastage requires action to make teaching an attractive profession in comparison with other graduate occupations, in particular by offering professional levels of pay and by reducing workload to manageable levels.

8.7 SERVICE STRUCTURE OF TEACHERS IN CHINA

The scope of the teacher education system in the People's Republic of China is extensive. In numerical terms, teachers in China form the largest teaching force in the world. In 1998, there were 229 training institutions at various levels with 138,745 education majors enrolled. Yet this massive training system has barely met the demand for the number of teachers required to sustain the even larger school system in terms of both quantity and quality. A range of serious policy problems, organizational barriers, and socioeconomic factors undermine the ability of the teacher education system to make adequate contributions to the nation.

Categories of teachers in China

There are two main categories of teachers in China, distinguished according to the source and structure of their pay. The first category is the *gongban* (state-paid) teachers who are regarded as state employees and earn a regular monthly salary comparable to other civil servants or workers in state-owned enterprises. The second category is the *minban* (community-paid) teachers who are paid by the local community. Their monthly income depends on the economic conditions of the local community.

Teacher Job Satisfaction in China

During the past ten years or more, a majority of research on teacher job satisfaction in China have mainly focused on urban areas rather than on rural areas (Xiao & Li, 2003). With more and more emphasis on education in rural areas, especially in areas of high poverty, recent studies have paid more attention to teacher job satisfaction in rural areas. Feng's (1996) research can be regarded as a significant step in exploring teacher job satisfaction in China. In his study, five clusters of factors were taken into consideration: zi wo shi xian (self-fulfillment), gong zuo qiang du (job stress), gong zi shou ru (income), ling dao guan xi (relationship with administrators), and tong shi guan xi (relationship with colleagues). In order to get a better understanding of teacher job satisfaction, Bao (2002) made a comprehensive survey on teachers' xin tai (feelings and thoughts) across the country, taking more social and cultural contexts into account. In general, most teachers (83.1%) in China thought of teaching as one of the best occupations. Less-educated, older, and primary school teachers were more satisfied than their counterparts. Concerning expectation of life, unlike 29.1% of those who claimed to enjoy a simple and humble life, 40.2% of teachers preferred pursuing a rich and superior life. Regarding job stress, 78.6% of teachers, especially younger, female, low-ranked teachers and teachers in urban areas, felt quite stressful. With respect to career development, most teachers were dissatisfied. In addition, most teachers were concerned with the national policy on teacher recruitment. On the whole, however, teachers participating in the survey expressed their satisfaction and zhi ye ze ren gan (responsibility) with teaching, although they felt not that satisfied in some aspects. This may be explained by the role of teacher and the meaning of education in Chinese culture rooted in Confucian, in which the teacher was highly respected and treated as an authority. More recently, according to Xiao & Li (2003), teachers in urban areas in China tended to feel less satisfied with their salary, but more satisfied with their job security, working environment, and self-accomplishment. Meng (2004) analyzed the difficulties of retaining teachers in public high schools, and he suggested that low salary and few benefits, job stress, lack of self-fulfillment, and familial factors (e.g. time to spend with family members, care for children's education, etc.) accounted for teachers leaving. Sargent & Hannum (2005) conducted an in-depth research on teacher job satisfaction in rural Northwest China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Furthermore, economic development was negatively connected with teacher job satisfaction. Liu & Tu (2005) conducted

research in rural areas in Middle China, and they reported that the most negative factors that demolished teacher satisfaction were low salary, heavy duty, few opportunities of training and development, and difficulty to advance in teacher ranking.

Teacher Education Bureau

The education of teachers is directly supervised by the State Education Commission. The Teacher Education Bureau is one of the 23 bureaus in the SEC and is immediately responsible for formulating policies on teacher education and supervising the development of the teacher training system, including the goals of teacher education, curriculum structure, recruitment of teacher trainees, and accreditation criteria. It also directly administers six key normal universities, namely those in Beijing, East China, Central China, Northeast China, Southwest China, and Shanxi. Provincial education commissions and education bureaus in the prefectures and counties are responsible for teacher education under their purview, and they are expected to implement the policies formulated by the central government.

Pre-service and In-service Teachers

The system of teacher education comprises two distinct subsystems: pre-service and in-service. Pre-service education is housed in monotechnic colleges or *shifan xueyuan* (specialized teacher education institutions), which enjoy a unique status within the overall education system. The lowest level of the pre-service subsystem recruits trainees from among junior secondary school graduates who are trained to be kindergarten and primary school teachers. This structure originated from the teacher education system that was first established in 1897 and heavily influenced by Japanese and German models. Because of the need for large numbers of teachers at various levels of schooling, the Chinese government, in different periods, still favored the hierarchical, monotechnic, and specialized teacher education system. In 1953, the Ministry of Education stipulated a three-tier system of pre-service teacher education: normal universities for the large administrative zones, teachers colleges in provinces and metropolitan cities, and junior colleges and secondary normal schools of various types at township and county levels.

The in-service teacher education is designed to provide unqualified teachers with appropriate training and education credentials. It is organized into four levels: provincial college of education; county or City College or teachers' Advancement College; county teachers' school; and town and village teachers' supervisory center. Every level has specific target trainees. Provincial colleges are responsible for training senior high school teachers; county or city colleges for junior high school teachers; county teachers' school for primary and kindergarten teachers; and town and village teachers' center for teachers for their own geographic areas. The in-service courses are offered on a part-time basis and are more flexible in length and format. They also tend to accommodate the needs of individual groups of teachers. Sometimes, in-service institutions also organize research to address local problems.

Teacher Examination

Unlike the United States and many other countries, China traditionally has had no system of teacher certification. It was assumed, rather, that teachers were qualified by the

professional training they received in their teacher education program. However, due to dramatic influx of untrained teachers in the Cultural Revolution decade, many teachers have not received pre-service preparation and have no claim to technical qualifications. Thus, in the mid-and-late 1980s, the government tried to directly reshape the teaching force through a system of teacher examinations and credentials.

The Five Grade System of Teachers

The state-paid teachers are categorized into grades according to their years of service and their standard of performance. In 1980, the Chinese government introduced a five-grade system. The highest grade is the super-grade teachers, who occupy 5 percent of the teaching force. The other grades, in descending order, are the senior, first, second, and third grade teachers. In 1990, only 6 percent of secondary teachers belonged to the senior grade, while the majority of secondary teachers were in the second grade. Most primary teachers were in the senior grade and first grade. This pattern of distribution of grades of teachers illustrates that the teaching force at the primary level is more experienced and older than that of secondary school teachers.

The Teacher Law

In China, since enactment of the Teachers Law in 1993, educational backgrounds are no longer the top priority. Instead teachers' educational techniques and general knowledge are considered to be more important. For China, it took nearly 30 years of development to establish a relatively complete teachers' qualification system. In the process, the role of central government was crucial in mandating and implementing the Education Law.

Teacher Certification

The teaching profession is gradually climbing up the occupational ladder. In the twenty-first century, China has planned to implement system of teacher certification. After having their diploma and teaching experiences reviewed, current teachers should obtain their certificates quickly. For those who plan to choose teaching as their career, they will need to pass examinations on several education related courses, such as education, psychology, and Mandarin.

Incentive Systems

Teacher management system in China is supported by incentive systems. These incentive systems can be grouped into two types: honorary and reputational incentives, and financial incentives. In the 1980s, the Chinese government restored the badly damaged reputation of teachers' caused by the Cultural Revolution. In addition, since then, the Teachers' Festival has been established and outstanding teachers have been publicly acknowledged and fated. Besides the reputational incentives, financial incentives are provided to cover the housing and salary needs of teachers. However, the main financial incentive comes from salary reform, in which the level of salaries is determined according to a teacher's working experience, majors and positions. In this arrangement, teachers' salaries may reflect their personal ability and contributions.

For further Details, read the material given below:

World Bank in cooperation with Institution of Education, Tsinghua University (2008)	The Current Situation and Management System of Teaching Force in China

Read more: China - Teaching Profession - Teachers, Education, Teacher, and System - StateUniversity.com http://education.stateuniversity.com/pages/277/China-TEACHING-PROFESSION.html#ixzz3oNCkCZBP

Also read:

Jalal, Samani, Chang, Stevenson, Ragatz, & Negara (2009).	Teacher Certification in Indonesia: A Strategy for Teacher Quality Improvement.

8.8 SERVICE STRUCTURE OF TEACHERS IN INDONESIA

TEACHERS IN INDONESIA

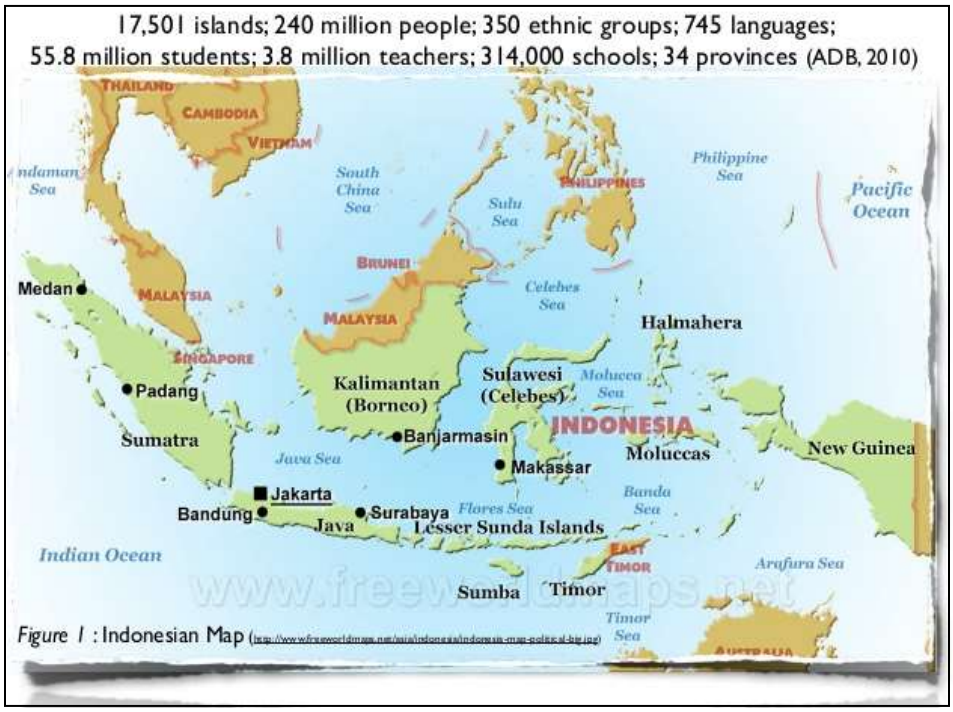


Figure 1 : Indonesian Map

Criteria for recruitment

A certified teacher in Indonesia must first hold a four-year degree from a recognized college or university. New teachers are required to take an additional two-semester course in teacher certification, while more senior teachers can replace this with a portfolio assessment.

Quality of Teachers

If one accepts the premise that quality teachers produce quality students, then the poor achievements of students can be attributed to the poor quality of teachers in Indonesia (Baumgrat & Neil, 2007). Thus, students' poor performance in both TIMSS and PISA presumably reflects an inadequate standard of teaching throughout Indonesian schools. These results suggest that the Indonesian teaching system has failed to provide sufficient value added to students' learning processes and outcomes. In particular, teachers have failed to perform their principal role of nurturing and improving students' learning capacity. As a consequence, Indonesian students' learning outcomes have fallen behind those in other neighboring nations. Arguably, the achievement of Indonesian students may reflect the lower quality of teachers in Indonesia relative to other countries.

Teachers' Salary

The quality of the teachers began to decline with the expansion of the primary school program. In order to meet the surge in demand for teachers created by the rapid increase in the number of primary schools, quality was sacrificed for quantity. In general, recruitment into these programs became less selective and the average ability of teachers fell. Consequently, the prestige of teachers also fell. Teachers' salaries declined in real terms and there has been less incentive for the brighter students to enter the teaching service.

Teachers' Workload

A study by the World Bank in 2005 found that teacher workloads vary across school levels and regions. The total percentage of teachers whose teaching workload is below the set minimum of 18 hours per week is 23 percent for primary schools and 44 percent for junior secondary schools (see Table 8.2). Average workloads are higher for primary school teachers than for junior secondary school teachers (24.7 hours compared to 17.3 hours). From Table 1.9, it can be seen that rural areas have the largest proportion of teachers whose teaching workload is below the minimum (28 percent). On the other hand, remote areas have the smallest proportion of teachers who teach below the minimum hours (13 percent). At the same time, remote areas have the highest average teaching workloads (29 hours). This may indicate an undersupply of teachers in remote areas and oversupply of teachers in both rural and urban areas.

Table 8.2 Primary Schools: Average Hours and Percentage of Teachers

	Average Hours	Percentage Teachers with teaching workload less than 18 Hours
Urban	24.9	18
Rural	23.9	28
Remote	29.0	13
Total	24.7	23

Source: World Bank, Teacher Employment and Deployment Survey, unpublished report, 2005.

Teacher Management after Decentralization

Indonesia's decision to decentralize its system of governance in 2000 has transformed the nature and quality of the delivery of all public services, including education. The arrangements governing the decentralization of the education system is outlined Education Law 20/2003. According to this law, the principle responsibilities, authority, and resources for the delivery of education have been transferred to lower levels of government, with significant decision-making power being transferred to schools themselves.

Under the decentralization laws, the district government is responsible for employing all public school teachers except those in madrassah schools. This includes all the civil service teachers (PNS) in public and private schools who were previously employed by the central government. Salaries for public teachers are transferred to the districts' budgets as part of their block grant from the central government.

Teacher Education

The government enacted the 1989 Education Law in order to improve the quality of education in Indonesia. The Law mandated increased qualifications for the teachers at all educational levels. The Law required mandated new standards for primary school teachers, with the educational level increased from secondary education level to higher education level, with a two-year diploma course (D2 program) following senior secondary education. Parallel with this policy, the government launched a national in-service training program for primary school teachers throughout the country, making use of the Open University system. Its objective was to train existing teachers to qualify for D2 equivalency.

Cluster based In-Service Training

The formation of school clusters in Indonesia originated in 1979 with the Cianjur Project. This project was supported by the British Council and University of London, in conjunction with the Director General of Primary and Secondary Education. It used the concept of clustering schools and encouraging the formation of groups of teachers to work on in-service training and self-improvement activities. The intention was to change classroom methodologies and teacher classroom behavior by providing a forum for teachers to meet and exchange good practice.

Teacher working groups can be found throughout Indonesia. There are approximately 20, 0008 primary school teacher working groups known as KKG (*Kelompok Kerja Guru*). In 1993, the Ministry of National Education developed a policy10 on the formation of working groups at the primary level and produced a Manual for Cluster-Based Professional Development of Primary School Teachers. This specified the administrative

structure of working groups and the method for grouping schools. Although variations have developed over time, the administrative structures and grouping of schools are typically still found in today's active working groups.

The Teacher Law

Learning from past experiences, the government designed the new program to tackle various aspects for improvement, including competency, academic qualification, certification, welfare, and status and reward systems for teachers. Given the complexity of teachers' problems in Indonesia, the key challenge is how to implement suitable policy and strategy in line with the context of the environment.

The Teacher Law has been the most comprehensive strategy yet adopted for overall teacher quality improvement. It has the following two main purposes:

The Teacher Certification Program

Essentially, the teacher certification program attempts to improve on the previous teaching license program. According to the Teacher Law, teachers are required to meet two conditions. First, all teachers are required to have a minimum academic qualification of at least four years of post-secondary education (S1 or D4). Second, having achieved this academic qualification, in-service teachers have to pass a portfolio test. Pre-service teachers have to undertake one or two semesters of professional training in order to obtain training credits and pass a certification examination before they can enter the teaching profession.

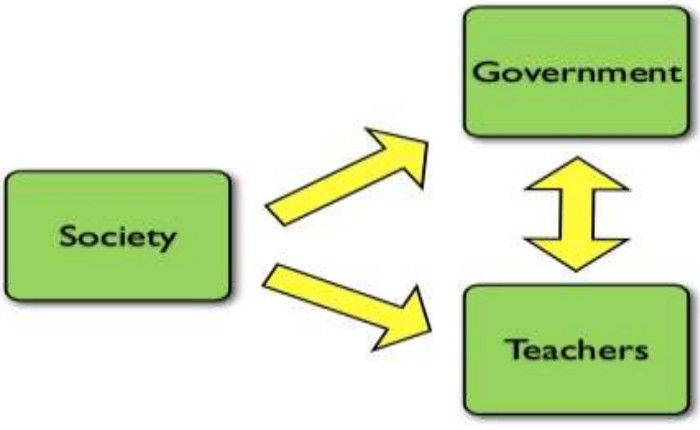


Figure 2. Indonesia's Strategy for Teacher Quality Improvement (Adapted from Jalal et al., 2009).

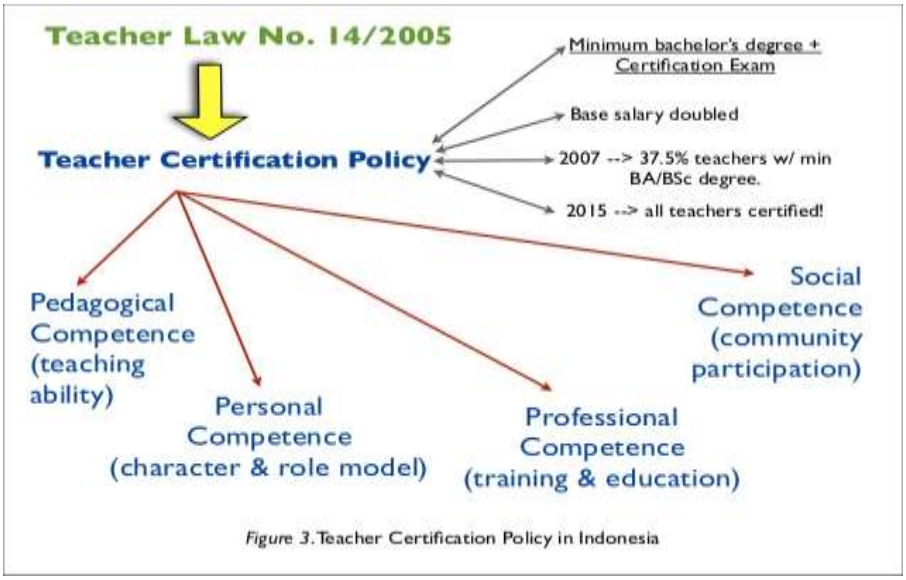


Figure 3. Teacher Certification Policy in Indonesia

Sufficient Incentive for Teachers

To provide sufficient incentive for teachers to comply with the Law, certified teachers will receive the professional allowance, which will essentially double their base salary as a civil servant. In addition to that, certified teachers, who are assigned to remote or disadvantaged areas, will receive a special allowance which is also equal to their base salary. Therefore, certified teachers who are deployed in a remote and disadvantage areas, can earn up to three times the salary of their non-certified counterparts.

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UNIT–9

CHALLENGES IN ELEMENTARY TEACHER EDUCATION

Written by: Dr. Rahmatullah Bhatti

Reviewed by: Dr. Fazal ur Rahman

INTRODUCTION

Public education is an issue which carries serious consideration in most countries. In the developing countries, especially, the past 'two decades have seen much attention being paid to the improvement of the quality of basic education in primary schools through the improvement of many facets of education (e.g. more and better 'school buildings, better teaching and learning resources, better teacher preparation, curriculum improvement,' more community involvement in schools, etc.). Among these facets teacher' education has been identified as the single most important variable in any effort aimed at improving the quality of education. The assumption undergirding the emphasis on teacher education is that the quality of education which children receive is directly linked to the knowledge, intelligence and, the professional' skills, attitude and beliefs of teachers. In short if young people are to experience the best education possible, we, must provide the best education and training to those who will teach them.

Therefore, it is an urgent need to improve the elementary teacher education in the country. This is possible only by knowing the challenges and issues being faced by this sector of education. In this unit challenges to the elementary teacher education has been discussed for the awareness of researchers and educationists.

OBJECTIVES

After reading this unit, you will be able to:

1. Describe the state of Trained Teachers in Pakistan.
2. Discuss the problems of elementary education in Pakistan.
3. Analyze the accreditation process of teacher education in Pakistan.
4. Describe the Social and Cultural Issues of elementary education in Pakistan.
5. Evaluate the role of Technology in teacher education.

9.1 PROVISION OF TRAINED TEACHERS

Teacher education and teachers themselves are a crucial part of educational change and development. Efforts are being made globally to improve teacher education programmes and enhance teachers' professional development in the wake of the advent of Information and Communication Technology and growing notions of globalization, including theories of free-trade market economy. The colossal socio-economic changes occurring at an unprecedented rate in demographic, political, economic, cultural and technological arenas have influenced reforms in education in general, and teacher education in particular (Rehmani, 2006).

A report of the International Commission on Education for the Twenty-first century (1996) submitted to UNESCO states:

The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been so more obvious than today. It is likely to become even more critical in the twenty-first century. The need of change, from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world… to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the characters and minds of the new generation. (Delors J. et al. 1996, pp.141-2).

Teaching is a professional activity. There are new changes that occur on continuous basis in the society and around the world. Teachers need to be continuously abreast with latest theories, research and new knowledge (Siddique, 1990). Teachers who are not professionally sound cannot solve their professional and social issues. Teachers who acquire latest knowledge and develop their skills teach effectively (Farooq, 1990). There are less training facilitates available to teachers at primary level in Pakistan. Due to lack of latest knowledge and skills the teachers are found weak in solving the problems of students in the process of schooling. Untrained teachers cannot manage the behaviors of maladjusted students and use corporal punishment as tool. This attitude of teachers discourages students and results in drop out. Those students who graduate from the primary schools have poor communication skills and social skills (Ahmad, Rauf, Rashid, Rehman, & Salam, 2013).

The first step to improve the quality of education is to have well trained teachers. The government should enhance the competency and skill of the teachers by promoting pre-service and in-service training for them because it makes them to meet the requirements of profession and face the challenges there in. DIET (District Institution of Education and Training at Elementary Level) and other training institutions must be utilized for this purpose. Such Pre-service and in-service training programmes should be constantly reviewed and strengthened, as its quality has a direct bearing on the quality of education in state. However, Teachers Eligibility Test introduced by the centre government will provide benchmarks for quality standards of teacher education. There is a requirement of bringing in research methods and methodologies in appropriate form in teacher education at pre-service and in –service programmes. The new initiatives, innovations, surveys and studies need to be encouraged. These may be exploratory or diagnostic in nature. Research must have referred to policy issues, curriculum issues, evaluative procedures, training strategies, classroom practice etc. These research, innovations and survey must become an integral part of training programmes of teacher education institutions. So the top priority should be given for improvement in the quality and content of teacher education programme (Neeru Verma, 2014).

To prepare teachers for the twenty-first century is to prepare them to be leaders, role models, and active participants in a rapidly changing world, influenced by what scholars have characterized as a learning age. Scientific advancements that are changing every

aspect of human activity require individuals to develop habits of inquiry and lifelong learning in their professional and personal lives. Like their colleagues before them, teachers in the twenty-first century will be required to engage in continuous professional learning and to consider their interactions with students as dynamic and dialogical instances of mutual learning. Because learning is a fundamentally social phenomenon occurring through intentional and active engagement in communities of practice, teachers, as adult learners, require opportunities to form professional learning communities to provide occasions to validate, share, and extend prior experience and knowledge. The challenge for teacher educators is to provide opportunities for teacher candidates to develop habits of continuous professional learning and to foster and generate change in educational cultures that have been historically resistant to change despite rapid changes in the world (Chassels, 2009).

9.2 QUANTITATIVE ISSUES

Elementary Education

The elementary education comprises two distinct stages- Primary and Middle.

a) **Primary Stage:** The primary stage (Grades: I-V) extends over five years age + to 10+) Gross primary enrolment rate is 86 in 2.00. The medium of instruction in most of the schools is Urdu- the national language. There *are English–schools* as *well. However,* the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills (3Rs) appreciation of traditions, values, *and* socialization. Promotion to next class is automatic mostly to save wastage as per policy. Schooling is being made compulsory through appropriate legislation. Now it is being proposed that science and mathematics be taught in English at this stage.

b) **Middle Stage:** The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools: either having primary or secondary classes. The curriculum *is common for all males and females as well as for urban* and rural dwellers *The c*icular focus of this stage is to strengthen foundations of first and second languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. Middle level enrolment rate is 47.5% (2004-05).

Access to Elementary Education

a) Access

Access means reach a passage, an entrance for a doorway to education. It has a two-way role:

i) A physical approach,

ii) Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities are utilized. The utilization is measured by various rates like: SLE, RA, GER, NER, GAR, NAR, AAR, and ASER etc.

b) Equity

Equity means equitable access and participation in all management and program functions regardless of gender, race, colour national origin, disability and age.

c) Gender

Gender refers to the physical and social differences and relations between men and women, which are learned very widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to biological difference between men and women. For example, statistical data are broken down by sex. The term gender is used to analyze the roles responsibilities, constraints and needs of women and men in all areas and in any given social context.

d) Gender Equality

Equality between men and women entails the concepts that all human beings, both men and women, are free to develop their personal abilities and made choices without the limitations set by stereotypes, rigid gender biases and prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female; Gender equity means fairness of treatment for women and men according to their respective needs, This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

Public + Private Middle School Profile 2004-2005

Primary				
	Boys	**Girls**	**Mixed**	**Total**
Number of School	74,504	44507	35,855	154,871
Total Enrolment Pre-Primary	1244,063	1865,878	–	3,109,941
Total Enrolment Primary	10,739,971	7,051,744	–	17,791,715
Number of Teachers	243,000	206,414	–	449,414

Source: Pakistan School Education Statistics, 2004-2005 NEMIS AEPAM, Islamabad.

Middle				
	Boys	**Girls**	**Mixed**	**Total**
Number of School	7443	7003	15925	30,371
Total enrolment	2,647,047	1,826,308	–	4,473,355
Number of Teachers	94,811	151,597	–	2,46,408

Source: Pakistan School Education Statistics, 2004-2005 NEMIS AEPAM, Islamabad.

There are 30,371 middle schools with an enrolment of 4,473,355 and 246,408 teachers. Detail is presented in table 2.

Legal Basis of Education

a) Legal Basis

Legal basis of education means the legal provisions or legislative authority government has for imparting education for its people.

b) Compulsory Early Childhood Care & Education for all until the age up to 6 years

According to 93rd Constitutional Amendment, the Article 45 ("45: Provision for free and compulsory education for children: The state shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years".) has been substituted as follows: The state shall endeavor to provide early childhood care and education for all children until they complete the age of six years.

Situation Analysis

Elementary education is the foundation on which all subsequent stages of education are built and is the very basic ingredient for human resource development. Concern over the state of primary education, particularly the issue of low enrolment and high dropout rates, have been expressed in all National Education Policies and five year Plans. But the situation still requires much to be done.

Recent estimates indicate that are 1,54,871 primary schools in (2004-2005) with an enrolment of 3109,941 in pre-primary and 17,791,715 at primary level with 449,414 teachers at this level. Further detail is as under:

Basic Education

AEPAM has conducted a longitudinal research study under the NEMIS project on Access and Equity in Basic Education in Pakistan since 2003-2004. Under the same project this study was again undertaken in 2004-05. The findings of both these studies present an existing state of the art in the country.

For the first study (2003-04) the sample was drawn from fourteen districts of Pakistan. The study focused schools and their catchment areas. There were 5625 children under the age of 14 years. Of them 3060 were enrolled in schools whereas 2565 were out of school. Only 54% children had access to schooling in these districts and remaining 46% children were out of school and had no access to proper schooling.

Age wise analysis of data collected from fourteen districts showed that there were 3237 children of 10 years or below. Of them 1159 were out of schools. It indicated that 36% children of this age had access to schooling in these district and remaining 64% children were out of schools. This reflects that a majority of children had no access to schooling.
Distance from home to school was found a crucial factor in access to schooling for small children. In fourteen sample districts distance from home to school was investigated and found that 84% boys and 81% girls had to travel l-2kra to reach the school, whereas in recent study in 2004-05 again situation is not much different as 72% boys and girls had to

travel the same distance daily to reach their school Percentage of children traveling 1-2 km has been reduced even though, it is still too much distance for many small children. Similarly in 2003-04, 5% boys and 4% girls traveled more than 6km and in 2004-05 the same distance was traveled by 6% boys and 5% girls. Data indicate that majority of the children; boys and girls still have to bear traveling hardships for reaching their schools. It can be concluded that more primary schools are to be established for reducing distance from home to school for small children. Whereas there is thick school going population of children based on school mapping.

The relevance of the curriculum to local needs, a lively and attractive school atmosphere and better supervision ensuring regular attendance of teachers enable the school to retain students thus lowering the dropout rate.

Net Enrolment

It is generally recognized that a low net participation rate of 52% at the primary school level combined with 45% dropouts in the public sector, has contributed to a low national literacy rate. In rural Sindh and Balochistan, female Primary net-enrolment is 29%. 6 million children of primary age group (5-9) are not enrolled in our Education System. Majority of the children are girls child. Efforts are to be made to make schools' environment more attractive to reduce the dropout and conducive for teaching learning process.

Net enrolment at primary level is around 12 million (male 7.6 million: female 4.3 million). In order to achieve the target of UPE for male by 2010 all the male children of primary age group i.e. 9.6 million will be enrolled, whereas, in case of female all 8.5 million girls will be enrolled by 2015. Total enrolment would be 19.5 million in 2015.
Primary and middle level participation rates and targets are given below:

Gross Participation Rates 1999/2000 and Targets for 2015-2016

	1999-2000		2015-2016	
	Total	**Female**	**Total**	**Female**
Primary Level	89%	70%	120%	120%
Middle Level	38%	31%	**80%**	80%

Source: EFA Wing (estimates); Ministry of Education; Govt. of Pakistan.

Reviews and Analysis of National Education policies

Literacy and Basic Education

The third major factor influencing policy is of the fast increasing clientele of education. This factor may useful be seen with the fourth factor namely the paucity of resources for education, which has forced the system to expand as fast as resources would permit but at the expense of quality. It is not just a question of increasing numbers but also a way of gaining political support, and political leaders use at a lever to gain support of the masses. In every single policy announced by the government, the question of literacy and universal enrolment has been addressed very emphatically. For example in the

1947Coference on Education in his initial policy speech, the Education Minister emphasizes the question of literacy and universal basic education. The relevant extract of the policy is reproduced below:

> *"Our first and foremost concern must inevitably be a determined and vigorous attack on the formidable problem of illiteracy and its evil consequences."*

The same issue has been highlighted in the Commission Report (1959) where the question of universal primary education and literacy has been addressed in the objectives but the policy recognizes the practical difficulty of resource constrains in achieving this objective. The relevant portion of the report is reproduced below;

> *"An education system is part of this concept of a social justice in the sense that its benefits and opportunities must be available to all. In our conditions, where resources are limited, it is unfortunate that for some time to come it will not be possible to provide universal education."*

It appears again in the relevant chapter on primary education of the Education Policy 1927-80, which prescribes making primary education free and compulsory. The 1979 Education Policy maintains the same instance but at the same time emphasizes the need to improve quality and reduce the heavy dropout rate.

The Education Policy 1972-80 highlights the problem of illiteracy and Universalization of elementary education prominently and emphatically in its objectives. The relevant extract of the objectives is reproduced below;

> *"To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in the total national effort".*

Further the same policy envisages that education will be free and universal for all children throughout the country, although this cannot be achieved in one go so the plan is to achieve it in two phases in a period of nearly 15 years.

The 1979 Education Policy again highlights the question of literacy and universal enrolment in the statement of objectives. The relevant paragraph of the policy is reproduced below:

> *"Eradicating illiteracy within the shortest possible time through Universalization of elementary education and a massive adult education program."*
>
> *"Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and backward areas in particular ".*

In this policy the target of universal enrolment is further staggered and a forceful recommendation appears that all efforts would be made to reduce drop out estimated at

60%. Besides providing looks at the possibility of exploring indigenous institutions such as the Mosque and the Mohallahs schools utilize them for purposes of universal enrolment.

The Educational Policy 1992-2002 again includes universal enrolment and universal literacy in its objectives.

The relevant policy objectives appear below:

> *"To ensure 100% participation of children in education at the primary level by the year 2002 and to eradicate illiteracy trough formal and non-formal method. Special attention will be paid to the development of female education and literacy through formal and non-formal methods".*

Addressing the question of primary education the Education Policy 1992-2002 envisages several steps to reduce wastage and increase enrolment through formal and non-formal and indigenous methods as well as encouragement of the private sector to participate in this national endeavor.

Physical Targets of National Education Policy (1998-2010)

In order to increase the access and improve the quality of elementary education, the following additional facilities will be provided:

Physical Targets in Elementary Education

Facilities/Services	Benchmark 1996/97	Policy Target	9th Plan Targets (2000-2003)
New Formal Primary Schools	145,000	190,000 (+45,000)	162,000 (+ 17,000)
Mosque Schools	37,000	57,000 (+20,000)	40,000 (+3,000)
Double Shift in Existing Primary Schools		20.000	20,000
Non-Formal Basic Education Schools	7,117	2,50,000 (+242,823)	82,177 (+75,000)
Up-gradation of Primary Schools to Middle/ Elementary Level	15,000	60,000 (+45,000)	30,000 (+75,000)
Recruitment of Additional Teachers for Primary Schools	339,500	527,000 (+187,500)	382,200 (+42,700)

Education Sector Reforms (ESR)

Education Sector Reforms (ESR) program was built on the long term perspective of National Education Policy (1998-2010) and ten year perspective development plan 2001-

2011.ESR is the comprehensive sector wise program to address the issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location.

a) Education Sector Reforms Objectives

- Universalization of primary education and-adult literacy,
- Strengthening the quality of education through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system.

b) Primary Education EFA Goals

i) Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;

ii) Eliminating gender disparities in primary and secondary education by 2015 and achieving gender equal access to and achievement in basic education of good quality; and

iii) Improving all aspects of the quality of education and ensuring excellence of ail so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

Review of Targets and Achievements of Five-Year Development Plans

The first five-year development plan was developed in 1955-60. Since then we have implemented eight development plans and 9th is under implementation. In these development plans, primary education has been given proper weight. More financial resources have been allocated in subsequent plan, as compared to previous ones for the development of Primary' Education.

Several plan documents proposed target dates to achieve universalization of primary education. However, these dates were politically motivated and unrealistic. In every plan the shifting of dates indicated the non-seriousness of government commitment, which is also manifested from financial allocations.

This tabIe-6 shows that percentage of financial allocation has been increased gradually. The share of Primary education in the first plan was 16.85% which was reduced in the second and third plans upto 6.21%. However, the successive plans had substantial share. The fifth plan allocated 28.51% of the total budget whereas this had been increased upto 37.17% in the sixth plan. The seventh plan increased from 37.17°.O to 44.64% whereas eighth plan allocation was 47.32% of the total budget.

However, this financial allocation did not bring desired results because merely allocation in the plans cannot achieve the target unless actual expenditure is made. Plan-Wise actual expenditure is shown in the table 7.

Review of Primary Education Development Projects

Efforts are being made to eradicate illiteracy and promote primary education in all provinces of Pakistan, including AJK, in collaboration with the Provincial Education Departments and foreign donor agencies. A number of development projects in the area of primary education are being implemented with the assistance of the World Bank, Asian Development Bank, OPEC, EEC, USAID, UNDP, UNESCO, UNICEF, JICA, NORAD, GTZ and other donor agencies.

An overview of the major Primary Education Development Projects implemented during the 1990's are as follows:

Primary Education Project

For qualitative improvement and quantitative expansion of primary education in the province of Punjab, the Third Primary Education Project was launched, costing US$252.35 million. The cost included a loan of US$145, Million from the World Bank and a grant of US$ 17.5 Million from the EEC. Under this project. 8993 Primary Schools were constructed and made functional in Punjab. New text books based on an integrated curricula were developed and introduced in Punjab.

Girls Primary Education Development Project I and II

With the financial assistance of the Asian Development Bank, a project costing Rs. 1762.95 Million was completed in 1996 in four Provinces. Under this project, 880 Community Model Schools were established and made functional in rural areas by providing all required educational inputs. The second phase of the project has been in progress since January 1998, and the total cost of the project is US.$.78 million (ADB US.$ 45 million, OPEC 16 million, GOP 17 Million). The project aims at establishing 900 Community Model Schools, 173 Teacher Resource Centers and Quality Improvement Cells.

Primary Education Development and Expansion Project in AJK

A Primary Education Development and Expansion Project was launched in AJK with the assistance of OPEC fund; Rs. 108.9 million. The amount was utilized for construction of 255 primary schools.

NWFP Basic Education Project

With a view to improve the literacy rate and the quality of elementary level education, the Primary Education NWFP Project, costing Rs. 13510 million, has been in operation since 1994-95. It has been co-financed by several donor agencies. Of the total cost, 27 per cent will be provided by the donors, while the remaining 73 per cent is being provided by the NWFP Government. Construction work of 3181 schools was completed and 1100 new teachers were appointed during the first two years of this project. Moreover, procurement of instructional material worth Rs.72 million is underway.

Sindh Primary Education Development Project

The Sindh Primary Education Development Project has been revised to accommodate some changes in the scope and cost of the project. It was started in September 1990 with a cost of Rs.4284.3 million. 3748 two-room primary schools (of the target 5250) were constructed by 1996. Similarly, 170 five-room primary schools (of the target 475) were established. Moreover, 1864 additional class-rooms were added to existing buildings, 5299 teachers were trained and 655 girls were provided with scholarships by 1996.

Balochistan Primary Education Development Programme

The Balochistan Primary Education Development Programme (1993-98) was launched with the financial assistance and collaboration of World Bank. The programme included inputs such as:

- Construction of 3000 new girls schools and 2000 boys schools;
- Repair of 2800 schools;
- Mobile and Teacher Training programs; and
- Instructional materials for 1000 schools.

Social Action Program (SAP)

During the 1980s. Pakistan had the fifth fastest growing economy in the world. However, in terms of human development the country ranked 120th on the human development index. Three major reasons identified for the slow-moving indicators included:

(i) Resources allocated to social sectors were too low;
(ii) Rapidly growing population, and
(iii) Serious implementation constraints, on the efficient and productive use of resources that were made available to the social sectors.

As response to this grave imbalance, the government developed a Social Action Program (SAP) in 1992/93, which addressed the needs of primary education (especially female education), primary-health, population welfare, and rural water supply and sanitation. The first phase of SAP (1992-96), launched at a total cost of US$ 7.7 billion, intended to improve the coverage, quality and effectiveness of service delivery in these sectors. Actively supported by the donor community, SAP was developed and implemented at the provincial level.

Reviews suggest that SAP-I as had a positive impact on the provision of quality education in rural areas. There has been a quantitative shift in awareness about the importance of education, as women and girls have been primary beneficiaries of the improved education system. However, little progress appears to have been made in institutional reforms. Also, SAP implementation remained poorly coordinated. Procurement procedures overlapped, attempts at promoting community participation were weak and monitoring and evaluation systems remained under-developed.

Under SAP-II, the scope of some areas has been widened, with extended education to include middle-level schooling, health expanded to incorporate tehsil-level facilities (tehsil hospitals), and per-urban areas covered under water supply and sanitation. The important role of non-formal education (NFE), as a means of improving literacy and educational levels has also been recognized.

Dropout

Presently, only half of the children who enroll in grade 1 complete primary education (grade-V). Female completion rate is less i.e. 46% as compared to male, which is 54%. Pre-mature withdrawal of children from school at any stage before the completion of primary education and retention of a child in a class for more than one year are the two major constraints in achieving EFA targets.

Major causes of Dropout

Following are the major causes of high dropout rate which require immediate attention through future EFA planning:

i. Economic Factors:

- Low level of economic development of the country.
- Low per capita income of the people
- Inadequate provision of physical facilities in schools
- Shortage of funds especially to meet the recurring expenditure,
- Poor standards of health and nutrition.
- Costly text-books/exercise books.
- In-adequacy of audio-visual aids.
- Poor condition of school buildings
- Poor motivational level of parents to send children to schools. In other words high opportunity cost.

ii. Physical Factors

- Punitive measures adopted by the teachers and loss of self-respects.
- Non-conducive atmosphere of schools.
- Heavy load of school bags.
- Practice of forcing children to repeat classes.
- Induction of formal education form the very first day in school.
- Learning problems of children.
- Unattractive/unfamiliar environment of the school.
- Over-crowded classes.

iii. Geographical Factors

- Scattered pattern of population in large parts of the country.
- Long distances of schools from homes.
- Natural calamities in the hilly areas.
- Poor communication facilities.

iv. Administrative Factor

- Gender biased textbooks and curriculum.
- Indifferent attitude of administrative and supervisory personnel towards teaching community.
- Teacher's absenteeism.
- Undue political interference

v. Curriculum/Educational Environment Related Factors

- Curriculum not in harmony with the needs and cognitive abilities of children.
- Lack of relevance of curriculum to the needs of the community.
- Poor quality of education.
- Rigit formal system of education.
- Gender biased textbooks and curriculum.

vi. Teacher Related Factors

- Shortage of teachers.
- Hesitation of female teachers to go to schools located in remote areas.
- Inadequate/improper residential facilities especially in far-flung areas compelling them to remain absent from school to attend to family problems.
- Low morale of primary school teachers and harsh treatment of publics.
- High student-teacher ratio especially in urban schools.
- Inadequate knowledge of child psychology.

Learning Achievements and Outcomes

Learning achievements have been low in primary school education in Pakistan. According to Human Development in South Asia 1998, the basic competencies of children in a nationwide sample of 11-12 year old primary school completers, were very low, as only 35% could read with comprehension, and only 17.4% could write a letter. Quoting another study, the same source says that fewer than 10% of the representative samples were competent in basic reading and comprehension.

According to a national survey report, "Determinants of Primary Students' Achievement," which focuses on students and teachers of class V of government, and privately/NGO operated primary schools, the test results of students as well as teachers have generally been quite positive. However, in some key areas, the performance including conceptual development has been less than satisfactory. This is the pattern throughout the country, through there are variations from one province/area to another. It is point of concern that by the fifth school year, the students are unacquainted with some very basic facts about their country, and do not understand even the rudimentary concepts of the subjects taught.

Causes of Low Learning Achievement

The analysis suggests that the teachers' poor performance is the major cause of the very low standards of academic achievement. The incompetence of teachers, in turn, is related

to the low level of their educational qualifications, and although the pre-service training of teachers has some bearing on the students' achievement. The in-service training on as no impact on the students.

The learning achievement of students also remains low, because of some other factors such as:

- Student absenteeism results in low academic achievement The gender of the teacher plays an important role in students' achievement Students taught by females, or by both females and males, tend to score higher at a later stage.
- Students entering the school at an earlier age, perform better than those who enter at a later stage.
- Students repeating a class tend to remain under-achievers as compared to the rest of the class, and
- Literacy of parents has a positive impact on students' achievement, the impact being more pronounced in case of literate father rather than literate mother.

Plan Formulation

Planning for Universal Primary Education (UPE):

Goals:

i. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality.
ii. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, innumeracy and essential life skills.

Accreditation Issues

Under the powers given in the Ordinance 2002 the HEC has constituted various councils to ensure the quality of education in their respective disciplines. It established the National Accreditation Council for Teacher Education (NACI'E) as an autonomous body through a Federal Government notification in the Gazette of Pakistan, Extra August 30, 2007 for ensuring the quality of teacher education proms in public and private institutions in Pakistan.

Composition of NACTE

The Council has representation of the Ministry of Education, provincial departments of education, public: and private sector universities offering teacher education programs,
Pakistani and foreign prominent teacher educators and experts, NEC and the Planning Commission. The Council consists of:

i. Chairperson

ii. Vice-chairperson
iii. The Secretary of Education of the Federal Government of Pakistan or his nominee (not below the rank of joint Education Advisor -JEA-)
iv. Secretary Education of each province and areas or their nominees (not below the rank of Additional Secretary)
v. Six representatives from the Departments of Education of Universities of the public sector (at least one from each province)
vi. One renowned teacher educator.
vii. One foreign expert
viii. Two representatives of the teachers from private educational institutions.
ix. Representative of the Planning Commission.
x. Director General of Training, HEC.

NACTE'S Scope and Mission

NACTE's Mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional Internal Evaluation and External Academic Audit. Its mandate includes teacher education programs offered by institutions of higher learning in any one of the following categories:

a) Institutions chartered by the Federal Government or Provincial Government in the relevant field.
b) Institutions affiliated by the chartered universities or degree awarding institutions through the respective universities/ institutes.
c) Institutions offering degree programs under affiliation/ collaboration with foreign universities under the approval of HEC.
d) When a multi-campus institution presents a program for accreditation, each campus will be considered as separate institution.

Accreditation has, therefore, been made mandatory in Pakistan for all teacher education programs leading to the award of degree by public and private teacher education institutions.

NACTE's Vision

1. Assessment of teacher education programs in a systematic and recurrent manner.
2. Award accreditation levels based on objective, valid and transparent procedures.
3. Provision of assessment based concrete suggestions for improvement of program.
4. Help and support institutions for self-assessment.

NACTE's Progress

NACTE, in spite of a number of constraints and challenges, has made a tremendous progress in developing the teacher accreditation system on systematic, and scientific bases adopting consultative and participatory approaches engaging nationwide partners and stakeholders of teacher education; created awareness about the need and benefits of accreditation and developed the initial professional mass to undertake the accreditation tasks at the institutional and NACTE levels. Many of the activities were materialized with

the financial and technical support of USAID and UNESCO. NACTE has:

1. Developed the National Standards for Accreditation of Teacher Education Programs (NSATEP) 16.
2. Developed the Processes and Procedures of Accreditation including detailed manuals and documents for all concerned e.g., institutions, evaluators etc.
3. Created awareness about accreditation of teacher education programs by conducting two international conferences, and a number of national and provincial level seminars.
4. Trained initial professional mass for accreditation of at least 45 external evaluators.
5. Trained the staff of 30 candidate institutions for accreditation.
6. Launched electronic and print modes of dissemination and outreach such as the website www.nacte.org.pk, Biannual Newsletter, and Printed material of different types.
7. Attained membership of international quality assurance agency, Asia Pacific Quality Network (APQN)

Challenges and the Way Forward

NACT'E has invited institutions for accreditation and has in response received a significant number of applications. Accreditation visits are scheduled from September 2011. But, Teacher Education is a huge sector with an array of programs mostly offered in the public sector institutions. The grounding, take-off and sustainability of the accreditation system demands full support of the public sector, the major producer' and consumer' of teacher education and other agencies working for raising the quality of education in Pakistan.

Internationalization of the accreditation standards and linkage with international quality assurance agencies in higher education particularly in teacher education is needed for establishing cross border credibility of teacher education. NACTE would seek the support of relevant agencies for this purpose.
(Mirza, 2007).

9.3 SOCIAL AND CULTURAL ISSUES

A society ensures its unity and survival by means of culture. The term culture has been broadly defined to encompass all the continually changing patterns of acquired behavior and attitudes transmitted among the members of a society. Culture is a way of thinking and behaving; it is a group's traditions, memories, and written records, its shared rules and ideas, its accumulated beliefs, habits, and values. No individual, group, or entire society can be understood without reference to culture. Habits of dress, diet, and daily routine—the countless small details of ordinary life that seem to require little reflection—all constitute cultural patterns and identities. Socialization, which prepares children to function first as young people and then as adults, transmits culture and thereby allows society to function satisfactorily.

Many individuals and institutions play a part in socializing children and youth. The family, of course, is most important for young children, but in modern societies formal

institutions also help determine what a child learns and how well he or she is prepared to function in society. The school serves as perhaps the major institution (other than the family) devise by the adult generation for maintaining and perpetuating the culture. It supplies the tools necessary for survival and ensures the transmission of knowledge and values to future generations. Schools uphold and pass on the society's values, beliefs, and norms (rules of behavior), not only in lesson subject matter but also through the very structure and operation of the educational system.

In a diverse society such as our own, schools are responsible for helping young people learn to participate in a national culture, but they also must be sensitive to cultural differences and make sure that students from minority groups have equal opportunities to succeed in education.

Various social institutions help to transmit culture to children and youth. For many societies, the most important historically have been the peer group, school, and, of course, family.

The Family

Although its organization varies, the family is the major early socializing agent in every society. As such, it is the first medium for transmitting culture to children. Because the family is the whole world to young children, its members teach a child what matters in life, often without realizing the enormous influence they wield. The behaviors adults encourage and discourage and the ways in which they provide discipline also affect a child's orientation toward the world.

Many children do well in school because their family environment has pro- vided them with good preparation for succeeding in the traditional classroom. Others do poorly in part because they have been poorly prepared and the schools generally have failed to help them overcome this disadvantage.

The Peer Group

Whereas family relationships may constitute a child's first experience of group life, peer-group interactions soon begin to make their powerful socializing effects felt. From playgroup to teenage clique, the peer group affords young people many significant learning experiences—how to interact with others, how to be accepted by others, and how to achieve status in a circle of friends. Peers are equals in a way parents and their children or teachers and their students are not. A parent or a teacher sometimes can force young children to obey rules they neither understand nor like, but peers do not have formal authority to do this; thus children can learn the true meaning of exchange, cooperation, and equity more easily in the peer setting.

Peer groups increase in importance as the child grows, and they reach maxi- mum influence in adolescence, by which time they sometimes dictate much of a young person's behavior both in and out of school. Some researchers believe that peer groups

are more important now than in earlier periods—particularly when children have little close contact with their parents and few strong linkages with the larger society

School Culture

Education in school, compared with learning experiences in family or peer-group contexts, occurs in relatively formal ways. Group membership is not voluntary but determined by age, aptitudes, and frequently gender. Students are tested and evaluated; they are told when to sit, when to stand, how to walk through hallways, and so on. The rituals of school assemblies, athletic events, and graduation ceremonies— as well as the school insignia, songs, and cheers—all convey the school culture and socialize students. Less ritualized activities and teacher behaviors also acculturate students to the school.

Television and Digital Media

Some social scientists refer to television as the "first curriculum" because it appears to affect the way children develop learning skills and orient themselves toward acquiring knowledge and understanding. Because using television and other media may require little in the way of effort and skills, educators face a formidable challenge in maintaining students' interest and motivation in schoolwork. The average eighth grader spends more than three times as much time viewing television, surfing the Internet, and playing video games as doing homework and reading outside school. In addition, a large proportion of children and youth believe their peers' values are significantly influenced by what they see in the media (Ornstein, & Levine, 2008).

9.4 TECHNOLOGICAL ISSUES

The teacher is a crucial factor in any educational system whose competence and efficiency has far reaching implications in the attainment of educational objectives and goals. Thus, the level of ICT literacy and competence of the teacher is crucial in determining the success of ICT integration in schools. However, teachers' competence toward the use and application of ICT in their educational practices is dependent on teacher education and training on one hand; and, teacher educators on the other hand. Workshops and standalone courses on technology integration for in-service teachers may not be enough in ensuring effective use of technology in pedagogical practices (Mishra & Koehler 2006).

Preparing teachers to integrate ICT in their pedagogical practices need to be rooted deeply and effectively in the teacher education programme from the onset (Teo 2008); and teacher educators need to integrate and model the use of ICT in their pedagogical practices as well (Borlick, et. al. 2003). However, ensuring effective technology integration in teacher education would require a careful planning and transformational changes in curriculum content and pedagogical practices in addition to having access to ICT facilities. Even though technology integration in educational practices is much appreciated and considered a welcome development by most teacher educators, it is yet to be fully integrated in teacher education curriculum and pedagogical practices. Most often, lack of theoretical and conceptual framework for technology integration in education and

pedagogy has always been advanced as a reason for the low level of technology integration in teacher education and pedagogy (Garba, Singh, & Yusof, 2013).

Bringing technology into schools has its implications to the pedagogical practice of teachers. Due to the rapid development and advancement in ICT, particularly the Internet and Web, students no longer rely on teachers as the main source of knowledge. Information is abundant and can now be accessed from anyplace and at any time. Thus, the role of teachers is multi-faceted and no longer fit the well-known term 'sage on stage', depending on their function in students' learning. They can be facilitators, managers or coordinators of learning resources or navigators or consultants at one point or another. The crux is that teachers need to be flexible and creative enough to integrate technology in the classroom so as to make learning not only effective but also fun and interesting. Nevertheless, these roles do not undermine the value of teachers for they create and structure students' learning experiences (Norton & Wiburg, 2003).

Research findings show that teachers are not optimizing on what technology has to offer. ICT usage level among teachers is found to be still quite low. Many factors are pointed out as barriers to teachers using and integrating ICT in their teaching. Factors such as knowledge, skills, attitude, perception, beliefs and commitment, gender, age and experience in using ICT, access to computer, ICT training experience and support are frequently cited and associated with barriers to successful ICT integration in schools. According to The British Educational Communications and Technology Agency the hindering factors that affect teachers include confidence level in using technology, access to facilities, courses and training attended that lacked focus on pedagogical skills and teachers' reluctance to change teaching practice.

Teachers need to know exactly how to integrate technology in the classroom. They may tend to not fully understand the impact and potentiality of technology in instruction thus training and experience in using ICT can be seen as catalysts that jumpstart teachers to utilize technology effectively for the purpose of teaching and learning (Rosnaini, & Arif, 2010).

9.5 SELF-ASSESSMENT QUESTIONS

Q. 1 Describe the state of Trained Teachers in Pakistan.

Q. 2 Discuss the problems of elementary education in Pakistan.

Q. 3 Analyze the accreditation process of teacher education in Pakistan.

Q. 4 Describe the Social and Cultural Issues of elementary education in Pakistan.

Q. 5 Evaluate the role of Technology in teacher education.

9.6 ACTIVITIES

1. Visit an elementary school of your area and make a list of technology being used by teachers in classrooms.

2. Visit a teacher training college and make a list of programs accredited by National Accreditation Council for Teacher Education(NACTE), Islamabad.

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