

## Quality of Teacher Education in Pakistan

Wazim Khan\*

### Abstract

*Different Sectors of life and human existence largely depend upon the promotion of education and within education teacher education is of paramount importance. If teachers are of quality then the product would be no doubt good, which in return, effect the economic growth and industry to greater extent. By doing so we have to see the ways and means, methods of teaching, the outcomes, needs of the society etc. The social circles, planners and other social stakeholders should give high priority to teaching profession and similarly put them on high pedestal for great expectations and their due role in the community. But the practical aspect is different. People consider teaching profession as low status activity, and therefore, it is quite difficult to incline people to this profession. Teachers are considered to be agent of change. They are expected to implement the very reforms taking place out of school in the developing countries. The gulf exists between the outside world and inside the school. The school is a society within a society on a miniature scale. It is suggested that teacher's qualifications and training should be adequate to meet the needs of the students. Teachers' salary should be revised and the profession should be attractive. If the teachers are well equipped with the modern methodologies and are competent enough, automatically the quality of education would be high. The elementary stage in Pakistan education system is quite poor. The propaganda for the reforms and standardized of elementary education was too much on media but the ground realities are totally different. In higher education the component of research is very poor, there is no research culture, the overcrowding classrooms, poor methods and matter, poor management and leadership speak the situation. Poor information system and access to the new knowledge, the application of such knowledge are some of the factors facing the education system in Pakistan. Efforts should be made to change the stereotyped and outdated face of teacher education and to bring desirable changes into the system so that teacher education be made effective, responsive and intensified. The existing system does not match the demands of the society. In order to reform and improve the existing teacher education programme, both sectors i.e., the Pre-service and In-service should be focused in terms of curriculum*

---

\* Prof. Dr. Wazim Khan, Dean, Faculty of Education, Qurtuba University of Science and IT, Peshawar. Email: wazimnj@yahoo.com

*assessment, methods and techniques of teaching, the use of educational technology A.V Aids and other teaching resources. As said earlier education is socialization a social enterprise, a social activity, therefore, dynamism in education is related to the standard and quality of teachers.*

**Keywords:** Quality of Teachers; Education in Pakistan; NACTE; National Education Policy.

### **Introduction**

Education is human growth, doing and undergoing socialization, a social enterprise and a social activity. The dynamics of education related to the standard & Quality of Teachers. Pakistan is a developing country. Since its inception in 1947, the first ever efforts were made to strengthen the education sector. The 1<sup>st</sup> educational conference was held in Karachi in Nov- Dec 1947. The father of the Nation Muhammad Ali Jinnah in his message to the Conference said that:

*“We should redouble our efforts to make teacher education rich. This will strengthen then the system of education and in this way we can raise the status and honor of Pakistan in the community of Nations”.*<sup>1</sup>

The teacher is central element in the educational activities. The world is dynamic and the boundaries of knowledge are extending in all directions. Similarly the methods and manners of giving/imparting knowledge are also changing. The teachers should be aware of the new developments and technology in the educational field. In the education policy of 1969 and subsequent polices to 2009, teacher education and pedagogy is mostly emphasized.

In these policies teacher is considered to be the PIVOT of the entire education system. Effective teaching demands that besides possessing, adequate knowledge of the subject matter and techniques of teaching, our teachers must also exhibit full commitment to the ideology of Pakistan.<sup>2</sup>

No system of Education could be better than its teacher. In 2009, the Govt. approved a policy.<sup>3</sup> In Chapter 6 “Raising the Quality of Education” about improving Teacher quality, there was a consensus that quality of teachers in the public sector is unsatisfactory. Poor quality of teacher in the system in large number is owned to the mutations in governance, an obsolete Pre-

Service Training structure and a less than adequate in-Service Training regime. Reform is required in all areas of teaching.<sup>4</sup>

### **Some Reflections**

The policy action related to teacher education of 2009, 'National Education Policy' can be appreciated. The suggested guidelines for teacher education are the following:

- i). The basic qualifications for teaching at the elementary level would be B.Ed. degree. This programme should be completed by 2018, while the existing qualification shall be phased out replacing it with B.Ed. (Hons) Elementary followed by B.Ed. (Hons) Secondary. There are provisions for the less developed areas, where the existing conditions will remain till the conditions are improved. The National Professional standards, accreditation and certification procedures shall be standardized; curriculum of teacher education and scheme of studies will be improved to bring them to students and social needs.
- ii). The merit in appointments, promotions and postings shall be ensured. Similarly Professional development in another area, where teachers should go through this programme refreshes their thoughts in different disciplines of teacher education. A paradigm shift will be encouraged to conceptual understanding, problem solving approach and practical skills. Science Kits is provided to primary schools. Another area is Academic audit and accountability will be introduced to control absenteeism multiple Job holding and other mal practices in the teaching profession. Research and further training will be the component in teacher education. The social status and morale of teachers be improved in form of raising the salaries, up-gradation, rewarded system, incentives for hard areas, special short courses will be organized, language skills for rural areas be designed teachers' union shall be given due consideration in decision making especially in collective issues confronting the education system. Public / Private partnerships will be introduced in teacher education. The age for recruitment especially for female teachers, will be waived off.

Table 1: Structure of Teacher Education in Pakistan

P.T.C	(Primary Teaching/ Teacher Certificate)
C.T	(Certificate in Teaching)
J.V	(Junior Vernacular (Old System))
S.V	(Senior Vernacular (Old System))
Diploma	(Diploma in Education)

All the above meant and trained for elementary schools. There source are Regional Institutes of Teacher Education. Duration of training is one year.

Table 2: University Education/Higher Education

B. Ed	Bachelor of Education (One Year)
M. Ed	Master of Education (One Year)
M. Ed	Master of Education (Two Years)
M. Phil	Master of Philosophy of Education 2-3 years
Ph. D	Doctorate in Education 2-4 Years

All the RITEs (Regional Institutes of Teacher Education and In-Service Schools) produce the primary teachers. The new system ADE has been introduced, which is Two years programme. All the Public Sectors and Private Sectors Universities produced the Bachelors and Master as well as M. Phil and Ph. D Teachers in Education.

University of education Lahore has been established and dedicated to only teachers Education Programmes. Allama Iqbal University produces teachers of all categories throughout Pakistan, through distance education. Affiliated colleges are another sector.

The Curriculum of Teacher Education is designed by HEC and Provincial Bureau of Curriculum of different Provinces. Medium of instruction is generally followed as English, but there is frequent use of Urdu as National Language in teaching. However, the Methods & Methodology as given in the respective syllabus it varies from One Institution to another.

### *Teaching Practice*

The Duration is one & half months, both for short and long Practice in the designated schools of male and female of Education Department, University Education is Co-Education, but there are separate centers for male and female at the lower levels. Mentoring process is very rare.

Table 3: Pakistani System of Education

Primary / Elementary	Grades I – V
Secondary	Grades VI-VII (11-13 Middle)
Higher Secondary	Grades IX-X (Age 14-15)
Higher Secondary Education	Grades XI-XII (Age 16-18)
Madrrasahs	Regional Institutions
Vocational/Technical	One year after Secondary
System of Examination/Assessment	Varies from Semester to conventional

Grades A, B, C, D, E, F & CGPA.

Mr. James Coffman Executive Director of the U.S Educational Foundation in Pakistan Islamabad has given a detailed commentary on the system of Education with special reference to teacher Education in his article named as “Private Education in Pakistan” The need for order said that Pakistani Government have never given high priority to educational sector. Students and Faculty morale is extremely low. Research is practically nonexistent. Classes scheduled are not respected and there is frequent interference of Political parties, thereby, disrupting the academic year. Foreign trained Faculty is seen as guarantee of quality. Private Sector too expensive and public sector of Higher Education is disastrous.

In her article titled “Education in Pakistan, all demand and little supply” by Masooma Habib says that provision of education to its citizen is clearly not a priority for the Government of Pakistan. Low investment in girls Education also imposes a high cost on society. She ends her articles with the remarks that the current Education System in Pakistan is a dismal.<sup>5</sup>

Robert Looney says that Vital Coalition in the war on terrorism, its geographical proximity to Afghanistan and central Asia gives its tremendous Strategic importance.<sup>6</sup> It is the worlds’ Second most populous Islamic state (Pakistan). Singer who explored the following options:

1. Development of Public Madrassahs.
2. Secular Public Education System
3. Development of Alternative of Formal Education System.
4. Obtaining Educational Aid from International Sources.<sup>7</sup>

Singer Further says that qualified teachers are the short term solution. U.S must provide sufficient support to Technical Education and Monitoring of Schools is very important.<sup>8</sup> Head teachers/Principals of the School in the context of KPK Schools in particular and Pakistan in general control the School environment. They are considered to the most experienced and central plays of the school system.

Who is responsible to assist the teaching faculty to implement and use the skills and practice, what the teachers have learnt during their training period. The environment of the schools become conducive provided there is harmony among the teachers, head teachers and other staff members. This is a collective effort which gives strength in improving the quality of school and the effectiveness of the school system.

### **Conclusion**

From the above discussion it is evident that teacher in the process of teaching and learning plays a central and unique role in shaping student's personality towards social and moral development.

Teachers as a man of character, an architect and reflects the souls of men.

The sole purpose is that teacher is the compendium of all virtues. All his characters filter down to the students, inspiring them in the transformation of desirable values. The teachers may be newly qualified or experienced but his professional commitment, pedagogical competence excellent in his subject speak high about his performance in the classroom situation

In Pakistan teachers at the elementary and secondary levels are mostly trained under a prescribed curriculum and they are recruited on the bases of those qualifications (Professional Qualifications) but in the college Education & Universities most of the lecturers are untrained with only academic qualifications. But now Higher Education academics have been established to train the in-service teachers with certain modules and competences courses of Higher Education Commission in Pakistan. It is expected that now onwards the quality teachers will provide quality education to students.

To Change the mood are Mode of teaching and learning the U.S started a project in Pakistan with a title Pre-STEP in Pakistan.<sup>9</sup> However, despite of Donor interventions in Teachers Education in Pakistan, Teachers Education has not improved. This is because of non-seriousness of purpose and wastage of money, time and man power on the part of all stakeholders.

Teachers should be innovative, reformers of the society, critical inquirer etc.

There are very many issues related to Teacher Education, however this is the problem of the Pakistan people, and they are responsible to resolve these issues. I will mention some of the measures taken by the Govt. of Pakistan to strengthen teacher's education e.g. National Professional Standards, Accreditation of Teacher Education and other reforms in the Curriculum of Teacher Education.

### **National Professional Standards**

The policy and planning wing Ministry of Education Govt. of Pakistan Islamabad in 2009 framed the following Standards for teacher Education.

- Subject matter Knowledge.
- Human growth & Development.
- Knowledge of Islamic ethical values / Social life Skills.
- Instructional planning & Strategies.
- Assessment.
- Learning environment.
- Effective communication & Proficient use of Information & Communication. Technologies.
- Collaboration & Partnerships.
- Continuous Professional Development & Code of Conduct.
- Teaching of English as a second language.

Each Standard has three parts i.e.

- 1) Knowledge & Understanding (What Teacher Knows)
- 2) Dispositions (Behavior / attitude / value.
- 3) Performance (Skills) <sup>10</sup>

To accredit Teacher Education programmes of all the Public and Private Universities who offer Teacher Education programme, the Government in 2009 & the Higher Education Commission has constituted the National Accreditation Council for Teacher Education (NACTE), which is an autonomous body.

The conceptual framework of the standards for Accreditation of Teacher Education is the following standards:

- Curriculum & Instruction.
- Assessment & Evaluation System.

- Physical Infrastructure / Academic Facilities & learning resource
- Human Resources.
- Finance & Management.
- Research & Scholarship.
- Community Links & outreach.

It is expected that with these Steps taken by the Govt. the quality assurance and enhancement, visible changes may be witnessed in the field of Teachers Education in Pakistan.<sup>11</sup>

## Notes & References

---

<sup>1</sup> Government of Pakistan, *Proceedings of the Pakistan educational conference held at Karachi from 27th November to 1st December 1947*, Karachi, (1948).

<sup>2</sup> Government of Pakistan, *NEC Policy*, Planning Commission, Islamabad (1972), 62.

<sup>3</sup> Government of Pakistan, *National Education Policy*, Ministry of Education, Islamabad (2009)

<sup>4</sup> Ibid.

<sup>5</sup> Masooma Habib, "All Demand and Little Supply". Available from: <http://www.spo.org.pk/index.php/useful-information/120-education-in-pakistan>

<sup>6</sup> Robert Looney, *A US Strategy for Achieving Stability in Pakistan: Expanding Educational Opportunities*, Naval Postgraduate School, Center for Contemporary Conflict (2002).

<sup>7</sup> Peter W. Singer, *Pakistan's Madrassahs: Insuring a System of Education Not Jihad*, (Washington, DC: Brookings Institution, 2001).

<sup>8</sup> Ibid.

<sup>9</sup> "Pre-STEP Pakistan – A.U.S Funded Project (2009-2013)". For details visit: <http://www.step.org.pk/>

<sup>10</sup> Government of Pakistan, *Knowledge, Disposition and Performance (Skills)*, Ministry of Education, Islamabad (2009).

<sup>11</sup> Government of Pakistan, *National Standards for Accreditation of Teacher Education Programme*. Ministry of Education (2009).