

TEACHER EDUCATION IN PAKISTAN

By

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Introduction

As a new nation Pakistan is very young, but as a culture it is centuries old. To understand teacher education in Pakistan it is necessary to look in retrospect at the many facets which have had a part in its development. The first facet is the values which are fundamental to the Muslim society. From the earliest days of Islam, Muslims have held education in high esteem, and for this there is religious authority (1).

The second facet of education in Pakistan is the creation and development of educational institutions perpetuating the values of the Muslim society. During the Pre-British period the character and objectives of educational institutions fluctuated and remained uncertain because the matter was a private concern and the state never became conscious of the uplift of its subjects. Private educational institutions continued during the British period(2)

The third facet of education in Pakistan to be examined is the development and expansion of the curriculum in Muslim educational institutions. Language has had an important part in curriculum change and expansion. In the Maktab, the curriculum included those portions of the Quran which every Muslim was expected to know by heart in order to perform his devotions and religious functions(3). This meant that the medium of instruction was Arabic in the Arabic and the Koran Schools. Since Persian was the language of the court of the Muhammadan rulers of India, schools emphasising the Persian language as the medium of instruction were established(4).

The fourth facet is developing ^{the} role and status of the teacher in the Muslim society. During the Pre-Mughal period the domestic system of

teaching was practised with the result that the homes of learned men became centres of instruction. Technical education was diffused by the system of apprenticeship, which meant that the particular skill was passed on from father to son(5). Teachers in the Koran schools were very often the Imams of a mosque, and their income was derived from landed endowments rather than from fees for services rendered as teachers (6). During the Pre-British period most teachers were self-trained and self-appointed. In general, teaching was considered a position which did not require remuneration as such and, therefore, every one was good enough to teach. This meant, therefore, that a system of teacher education did not exist, since training of teachers was not felt to be required or necessary(7).

At the beginning of the British period the general education of the average primary teacher was poor, hardly better than that of the pupils whom he was expected to teach. As training facilities, such as normal schools and training colleges, were established it was also expected that the status and qualifications of teachers would be improved (8).

The fifth facet of education to be examined is the evolution of the methods of instruction within the Muslim society. Students in the Koran schools were taught the Arabic language by first learning the alphabets and then, as soon as they could read, by reciting "Suras" or chapters of the Quran. Students in the persian schools learned selections of the didactic and practical works of Saadi, Hafiz and other writers of Islamic culture by heart(9). As early as the fourteenth century, Ibne Khuldun was protesting against the methods of teaching then prevalent in the Muslim West, and was boasting of the superiority of Oriental methods by which the teaching of the art of writing was separated from instruction in the Quran(10). Akbar introduced a teaching reform which permitted students to learn things in months that previously took years (11). There were others who were interested in seeking improvement of teaching methods, especially Aurangzeb, who objected to

learning things without being able to relate them to one's environment (12).

During the British period an increased awareness of the needs for the improvement of methods of instruction was evidenced and attempts at improvement were made through the development of training institutions. In Pakistan today it has been recommended that the teachers should, as far as possible, make use of modern methods of instruction. The prevailing teaching methods are more mechanical communication of theoretical book learning in which too much stress is laid on mere memorization (13).

Since 1947, there were various programmes of training of the teachers for different stages. These were:

1. J.V. (Junior Vernacular) 8+1=for Primary Classes (I-V).
2. S.V. (Senior Vernacular) 10+1=for Class I-VIII.
3. C.T. (Certificate in Teaching) 12+1=for Class I-VIII including English.
4. O.T. (Oriental Teacher) = One Year training after a certificate in Oriental Language, for the instruction of Oriental Languages.
5. B.T. (Bachelor in Teaching) 14+1= for Classes VI-X. (Renamed as B.Ed. in 1957).

The Commission on National Education recommended the following professional standards for teachers of different stages (14):

Classes for which teachers are to be trained.	Minimum qualifications for admission to teacher education programme.	Duration of training.
I-V.	: Matriculate.	: 1 Year.
VI-VIII.	: Intermediate.	: 2 Years.
IX-X.	: Bachelor's Degree.	: 2 Years.
XI-XII.	: Master's Degree.	: A short course in Methods of Teaching.

Reorganization of Teacher Education.

At the time of independence in 1947, the entire educational system of the country was geared to produce a class of people who would serve the bureaucracy to perpetuate the old socio-economic order in the country. The commission

economic order was designed by the colonial powers to exploit the masses people. All curricula, textbooks and teaching materials were, therefore, devised to serve the cause of the vested interests and not to cater to the creation of a dynamic and progressive society in the country. The first serious effort to rationalize the education system was made by the Commission on National Education in 1959 which conceded that no system of education is better than its teachers who serve it. The educational philosophy of Pakistan as it pertains to teacher education is revealed in the following objectives as recommended in the Commission's report.

The teacher should:

- a. Be academically well trained in the subjects he teaches.
- b. Have had sound professional training in how to teach his subjects.
- c. Have had sound professional training in how to understand the children in his charge.
- d. Have a deep sense of professional honour.
- e. Have a security of tenure and a scale of pay commensurate with his status.
- f. Be working in an environment which honours him for the contribution he makes to society (15)

The Education Policy 1972-80, suggested that in order to meet the massive requirements of teachers at all stages, facilities for teacher education would be increased by reorganizing teacher education programmes and by introducing innovative techniques. It was also mentioned that many of the courses of teacher training were out-dated and not oriented to the scientific and technological aspects of education or the use of modern methods and techniques. All teacher training courses would be revised and reformulated (16). Keeping these pressing considerations in view, the Curriculum Wing of the Federal Ministry of Education undertook a comprehensive project to revise the teacher education curriculum for all stages. As a first step, the teacher Education Curriculum for the Elementary Stage was revised. It was followed by the revision of the curriculum for Secondary Teacher Education.

National Education Policy 1978 has remarked the teacher as the pivot of the entire educational system and has suggested to strengthen the teacher education by orientating the massive number of teachers at all levels. In order to promote pre-service teacher education, all the Primary Teacher Training Institutions and Normal Schools are being upgraded to Colleges of Elementary Teachers. The Academy of Higher Education of the University Grants Commission will provide pre-service and at least one in-service training opportunity to all the University and College teachers every five years. An Academy of Educational Planning and Management has been established to provide opportunities of training to a vast number of administrators and supervisors working at different levels of the educational system (17).

Elementary School Teachers.

The origin of these programmes goes back to the establishment of the Normal Schools in the latter half of the 19th century. The inadequacy of one year of training was recognized long ago and the duration of training was extended to two years. Policy changes took place during the last decade and the duration of the training courses was reduced to one year throughout the country (18).

The effective implementation of Education Policy (1972-80) demanded a fundamental and continuing reconsideration of teacher education programmes at both the pre-service and in-service levels. For this reason the P.T.C. (Primary Teacher Certificate) and C.T. (Certificate in Teaching) curricula were revised by the National Committee on Elementary Teacher Education Curriculum. In the light of the decision of the Committee various pedagogical groups were formulated and the recommendations of these groups were approved by the National Committee. The reports of these groups were compiled and implemented (19).

In order to formulate viable curriculum for P.T.C. and C.T., the pedagogical committees took account of the following aspects:-

Framing of Comprehensive Syllabi

During the framing of the syllabi for P.T.C. and C.T., the following aspects were considered by all the committees:

1. The objectives of the course.
2. The concepts to be covered in the course.
3. The detailed contents of the course.
4. The activities and experiences proposed.
5. The equipment required for the course.
6. The evaluation techniques of the course.
7. The suggested guidelines for textbooks writers.

Scheme of Studies.

The Committee recommended that both the P.T.C. and C.T. courses should be of 48 weeks duration on a non-vacational basis. There will be a minimum of 33 working hours in a week, equally distributed on the subjects being offered during a semester. A typical week will be divided into 45 periods of 45 minutes each with a recess of $\frac{1}{2}$ hour daily. A semester system of education will be introduced. The structure of the course will be as follows:-

1. First Semester.	18 Weeks
2. Examination and Preparation	1 Week
3. Short Term Teaching Practice	3 Weeks
4. Second Semester	18 Weeks
5. Examination and Practice.	1 Week
6. Long Term Teaching Practice.	5 Weeks
7. Winter and Spring Breaks	2 Weeks
Total:-	48 Weeks

I. P.T.C. Course.

First Semester.

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|---|-----|
| 1. Principles of Education and Methods of Teaching. | 100 |
| 2. Child Development and Counselling | 100 |
| 3-5. Three Methods of Teaching courses in subject areas | 300 |
| 6. Short Term Teaching Practice | 50 |

Second Semester

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|---|-----|
| 7. School Organization and Management. | 100 |
| 8. Health and Physical Education. | 100 |
| 9-11 Three Methods of Teaching Courses in subject areas | 300 |
| 12. Long Term Teaching Practice. | 150 |

Total Marks:- 1200

II. C.T. Course

First Semester.

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|--|-----|
| 1. Theory and History of Education. | 100 |
| 2. Child Development | 100 |
| 3. General Methodology and Preparation of Teaching Aids. | 100 |
| 4-5. Two Methods of Teaching Courses in subject areas. | 200 |
| 6. Short Term Teaching Practice. | 50 |

Second Semester.

- | | |
|---|-----|
| 7. School and Community Development. | 100 |
| 8. Counselling, Testing and Evaluation. | 100 |
| 9. Organization of Elementary Education and School Management | |
| 10-11. Two Methods of Teaching Courses in subject areas | 200 |
| 12. Long Term Teaching Practice. | 150 |

Total Marks:- 1200

System of Evaluation

There will be an internal system of evaluation of the theory papers undertaken during a semester. The final evaluation of practical teaching will be made jointly by the head of the institution or his nominee and two external examiners. The P.T.C./C.T. certificates will be awarded by the

respective Provincial Education Department on the recommendation of the training institution (20).

Secondary School Teachers.

The institutions preparing secondary school teachers are known as Colleges of Education and those making available advanced training and professional growth by awarding M.A. Edu./M.Ed. degrees are called Institutes of Education and Research and are usually affiliated to the Universities. These institutions, for the professional training of teachers, bear a direct relation between the educational changes and the role of teachers. The respective courses of studies reflect this and generally include the following elements in them:

1. Modern Methodology.
2. History of Education and its impact on our own education.
3. Philosophy of Education.
4. Guidance and Counselling.
5. Testing and Measurement.
6. Sociology of Education.
7. Educational Psychology.
8. Child Development.
9. Anthropology and the like subjects (21).

B.Ed. Curriculum has been revised by the National Committee of Subject Experts. The revised curriculum has been introduced w.e.f. September 1976. Innovations like the Semester System of Education, Non-Vocational Training of Teachers, introduction of Agro-Technical Subjects and 3-Year B.Ed. Training Programme have been recommended in the revised B.Ed. Programme. It is expected that this programme will produce better teachers. New scheme of studies for B.Ed. Programme is as under (22):-

I. Scheme of Studies for One-Year B.Ed. Programme (14+1 Model).

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

course of time.

Courses of Study.

1. Perspectives of Education in Pakistan.	100
2. Human Development and Learning.	100
3. School Organization and Management.	100
4. Evaluation and Guidance.	100
5. Society, School and Teacher.	100
6. Individual Project.	100
7-10. Two courses with Two papers (Content and Methods of Teaching) in each course to be selected from any one of the following areas:	400
a. General b. Science c. Industrial	
d. Commercial e. Agriculture f. Home Economics	
11. Teaching Practice.	200
	Total Marks:- 1200

Schedule of Work

1. First Semester.	18 Weeks
2. Evaluation and Planning.	1 Week
3. Short Term Teaching Practice including Demonstration of Criticism Lessons.	3 Weeks
4. Second Semester.	18 Weeks
5. Break for Evaluation and Planning.	1 week
6. Teaching Practice Term	5 Weeks
7. Winter and Spring Breaks.	2 Weeks.
	Total: 48 Weeks.

Sequence of Courses.

First Semester:

1. Perspectives of Education in Pakistan.
2. Human Development and Learning,
3. School Organization and Management.
- 4-5. Special Method Course (Content and Methodology),

Second Semester:

1. Evaluation and Guidance.
2. Society, School and Teacher.
3. Individual Project.
- 4-5. Special Method Course (Content and Methodology).

II. Three-Year B.A./B.Sc., B.Ed. Programme (12+3 Model).

Rationale.

The three-year integrated model has been recommended because of a long felt need of integrating the teaching of content and methodology under the umbrella of the same institution. It is believed that through this model the student will be in a better position to comprehend the scope of the subject matter in relation to the principles of teaching and learning. The introduction of semester and internal evaluation system will further enrich the curriculum efforts and add meaning and value to the classroom activities. Any student who has studied through this model will receive a composite B.A., B.Ed. or B.Sc., B.Ed. degree which will enable him/her to study further at M.A./M.Sc. and M.Ed. levels or to join teaching profession as a secondary school teacher (23).

N.B:The three-year programme (B.A., B.Ed. and B.Sc., B.Ed.) has been introduced at the Institute of Education and Research, Comal University, Dera Ismail Khan, w.e.f. September 1976, but due to un-known reasons it has been discontinued, and it has been started at Teachers Training College, Kot Lakhpat, Lahore.

Admission Criteria.

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| a. Pre-requisite for admission= Intermediate
(Second Division). | 60% |
| b. Admission Test: | |
| i. Written. | 20% |
| ii. Interview | 20% |

Curriculum.

Academic courses.	70%
Professional courses.	30%
1. Academic courses:	
a. Required courses.	20%
b. Electives.	15%
c. Specialization.	65%
2. Professional courses:	20%
a. Theory (required and elective courses).	70%
b. Practice teaching.	30%

Semester System

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

Courses of Study

1. Academic courses:
 - a. Required:
(9 cr.hours)
 - i. Pakistan Studies. 3 Credit hours.
 - ii. Urdu. 3 Credit hours.
 - iii. Functional English. 3 Credit hours.

- b. Specialization (45 cr. hours). Refer scheme of studies mentioned against each group:
- | | |
|--------------------------|-------------------------|
| 1. General group. | B.A. |
| 2. Science group. | B.Sc. |
| 3. Commerce group. | B.Com. |
| 4. Agriculture group | B.Sc. Agr. |
| 5. Home Economics group. | B.Sc. Home Economics. |
| 6. Industrial group. | B.Tech. (24 cr. hours). |
- c. Elective Courses (6 cr. hours) for all and only 3 for Industrial group). Any three from the following not directly related to the area of content specialization:
1. Cultural Anthropology.
 2. Socio-Economic Problems.
 3. Political Science and Current Affairs.
 4. Environmental Science/Earth Science.
 5. Human and Commercial Geography.
 6. Military Science.
 7. Islamic Culture.
 8. Study of Literature: Urdu/Pushto/Sindhi/Punjabi/
Baluchi/English/Persian/Arabic.
 9. Population Education.
 10. Art and Craft/
 11. Science and Man.
 12. General Psychology.
 13. General Philosophy.
 14. General Science.

2. Professional Courses (six courses).

a. Required-(18 cr. hours):

The same as in 14+1 B.Ed. Scheme of Studies.

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|--|-----|
| 1. Perspectives of Education in OPakistan. | 100 |
| 2. Human Development and Learning. | 100 |
| 3. School Organization and Management. | 100 |
| 4. Evaluation and Guidance. | 100 |
| 5. Society, School and Teacher. | 100 |
| 6. Individual Project. | 100 |

Additional Courses required for Industrial Group:
(only 6 cr. hours)

1. Introduction of Vocational Education.
 2. Occupational Analysis.
 3. School Shop Management.
- b. Special Methods of Teaching (6 cr. hours).
- Any two* subjects from the following area of specialization:
1. General Group.
 2. Science Group.
 3. Agriculture Group.
 4. Home Economics Group.
 5. Commerce Group.
 6. Industrial Group.
- c. Professional Electives (3 credit hours for all except Industrial Group).
- Any one of the following:
1. Educational Planning.
 2. Guidance and Counselling.
 3. Curriculum Development.
 4. Comparative Education.
 5. Education of Exceptional Children.
 6. Theory and History of Education.
 7. Modern Trends in Teaching.
 8. Preparation and Use of Instructional Materials.
 9. Educational Technology.
- d. Practice Teaching (13 credit hours).

Practice teaching is the single most important experience in teacher education in terms of influencing the classroom behaviour of prospective teacher. It should be a co-operative endeavour of the

* In case of Industrial group 6 credit hours would be split up into three courses of 2 credit hours each.

be a co-operative endeavour of the training institution as well as the school and the Department of Education. Laboratory schools should be attached to all the training institutions for practical work and experimentation.

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

e. Practice Teaching (Industrial group) 9 credit hours.

Evaluation of B.Ed. Programme (For both models: 14+1 & 12+3).

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

Assessment in the individual projects will be based on:

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

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

The student will be required to obtain at least a pass mark (above 40%) in all courses to qualify for the B.Ed. award.

A student failing in any course will be required to complete as an ex-student, the appropriate assignments and tests, when that course is next offered by the college. In case of an elective course the student also has the option of substituting the course(24).

III. M.Ed. Programme.

The M.Ed. programme aims at preparing educational administrators, teacher educators, guidance counsellors, educational planners, researchers and leaders in specific areas of professional education.

The M.Ed. programme is offered at the following teacher training institutions:

1. Institute of Education and Research, University of the Punjab, Lahore. (A two-year M.A.Edu. programme is also offered at this Institute).
2. Institute of Education and Research, Gomal University, Dera Ismail Khan.
3. Institute of Education and Research, University of Sind, Jamshoro.
4. Institute of Education & Research Peshawar University Peshawar.
5. Govt. College of Education, Qasim Abad, Karachi.
6. Department of Education, University of Baluchistan, Quetta (25)

Subject offering differs remarkably at each institution. The following areas of specialization have been recommended by the National Committee on Teacher Education Curriculum:

1. Educational Administration.
2. Curriculum Development.
3. Primary Education.
4. Secondary Education
5. Teacher Education.
6. Science Education.
7. Educational Planning and Development.
8. Special Education.
9. Adult Education.
10. Instructional Technology.
11. Guidance and Counselling.
12. Research and Evaluation.

This programme will comprise ten courses out of which 5 will be compulsory, 4 in the specialization area and one general education elective. The compulsory courses may include such courses as (a) Educational Psychology, Guidance and Counselling, (b) Foundations of Education, (c) Research, Measurement and Evaluation, (d) Curriculum Development and Instruction (with emphasis on any one subject matter area) and (e) Educational Administration, Supervision and Planning.

Besides the above course work, each student will complete a project under the supervision of the faculty. The project will related to some practical area of interest in the field of education (26).

Pre-Service and In-Service Education of College/University Lecturers.

In our colleges and universities the teachers are generally recruited without any pre-service training. Keeping in view the need for their professional competence the National Committee on Teacher Education recommended:

1. Pre-service and in-service programmes should be so designed as to enhance the professional competence of teachers who are to teach at college and university levels.
2. To start with, a one semester diploma course for teaching at higher level may be instituted as a pre-service programme and a six weeks programme may be instituted for in-service education of college/university teachers. These programmes are being launched by the Academy of Higher Education of the U.G.C. recently established by the University Grants Commission.
3. In the pre-service diploma course, all those who possess and M.A./ M.Sc. degree with first division will be eligible for admission irrespective of the fact that they are presently employed or not. During the first three years preference for recruitment would be given to those who possess these diplomas. Thereafter, the Diploma will be made compulsory for all those who are seeking jobs in higher educational institutions throughout the country (27).

The courses recommended by the National Committee on Teacher Education Curriculum are as under:

Required.

1. Foundations of Education.
2. Educational Measurement and Research.
3. General Methods and Techniques of Teaching.
4. Educational Psychology and Guidance.

Elective.

Any one of the following areas:

1. Advanced Methods of Teaching Science for College/University Teachers.
2. Teaching of Mathematics.
3. Special Methods of Teaching Social Sciences/Humanities.
4. Teaching of Language and Literature.

Incentives and Facilities for Teacher Educators.

The National Committee on Teacher Education Curriculum made the following recommendations in order to improve the quality of teacher education in the country:

Qualifications of the teacher training

In view of the present expansion and development of education in the country competent teachers, educational leaders and teacher educators are increasingly needed to man senior positions in teaching, planning, research, administration, curriculum development, testing and evaluation, guidance and counselling, development of instructional materials, textbooks and instructional technology. It is proposed that qualified persons with advance studies preferably Ph.D. in the field of education should be selected for such positions. ,

The staff teaching professional subjects should possess M.A./M.Sc. plus M.Ed. degree (with Specialization in the professional area to be taught) while others must possess Master's Degree in the relevant subject plus an M.A. (Edu)/M.S. (Edu) or M.Ed. However, till such time as properly qualified teacher educators are not available those who hold M.A., B.Ed. degrees and

have adequate teaching experience, may be accepted for content and special method courses only. Similarly relaxation may also be allowed in the case of teachers for vocational components.

Incentives and Facilities

In order to enable the faculties of Colleges to execute full 11 months' programme, all Teacher Education Institutions/Colleges of Education may be treated as non-vocational institutions. The members of the faculty may have the privilege of earned leave and also be granted technical/special pay as admissible in other teaching institutions which have been notified as non-vocational.

Provision for adequate remuneration of setting question papers and assessment of students' work should be provided. The remuneration should be given at the rate of Rs. 5/- per student in a semester course. However, the minimum amount of remuneration should be Rs. 100/- per semester course.

Study leave with full pay be granted to those who want to undergo regular professional training. Those proceeding on study leave must undertake to serve the Department/Institution for at least a period of five years on their return.

Sabbatical leave may be granted to teacher educators for improving/refreshing their professional qualifications/knowledge.

Short term courses be arranged to provide opportunities of professional growth to the existing faculties of the training institutions.

Professional Growth of Teacher Educators

The teacher educators should teach at least three lessons in each semester in the experimental/practising school in order to be conversant with the problems of teaching at secondary level.

Measures be taken at national level for the publication of a Professional Journal containing latest innovations in the various areas of professional education all over the world.

Arrangements should be made for the production of textbooks, supplementary books and instructional materials related to various courses in the scheme of studies for the B.Ed., M.A. (Edu) and M.Ed. programmes.

Teacher educators should be more frequently associated with the curriculum development and educational research programmes.

Provisions should be made for subject-wise meetings to be convened by method specialists working in Colleges of Education. Issues and problems pertaining to the conduct of lessons in different subject areas, such as science, mathematics, languages etc., be discussed in these meetings and measures be adopted for improving the standard of practice lessons .

A professional Code of Ethics for Teachers be formulated in collaboration with teacher organizations, and it should be adopted by teachers at all levels.

Development of Research

Follow-up studies be conducted continuously by the teacher education institutions in order to evaluate and improve the new B.Ed., M.Ed. and M.A. (Education) programmes.

Research Centres be established in all the Teacher Education Institutions/ Colleges of Education, and adequate funds be allocated for the research projects undertaken by them (28).

Comments

The emerging needs of Pakistani society require a revolution in the field of teacher education. The teacher occupies a pivotal position in the educational system. It has been realized by teacher educators that the short period one-year training is not sufficient to develop insight, interest and maturity in educational theory and practice. In a crowded programme of such a short duration, the trainee is not in a position to assimilate the basic concepts of education and develop a mastery over them. This why a three-year B.Ed. programme has been instituted in Pakistan on experimental basis at the Institute of Education and Research, Gomal University, Dera Ismail Khan. (But unfortunately it has been discontinued due to unknown reasons and now it is going on at college of Education for Science Teachers, Township, Kot Lakhpat, Lahore). In case this programme proves to be successful the training period can be extended to 4 years.

comprehensive in-service training programme of at least 8 weeks duration is the

minimum requirement in order to: (1) Convince teachers of the value and benefits of innovations and techniques; (2) Orientate teachers about factors facilitating change.

The tremendous increase in scientific knowledge and the increasing rapidity with which new knowledge was added to or superseded the old, has made it evident that existing educational at all levels must be reorganized on the basis of the content pertinent to the fast changing socio-economic needs and goals of the society.

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