August 15, 1961

To the Graduate Council:

I am submitting herewith a thesis written by Samuel Barkat entitled "The Professional Preparation of Secondary School Teachers in Pakistan." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Psychology.

Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Dean of the Graduate School

THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS IN PAKISTAN

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

---

by

Samuel Barkat

August 1961

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the problem	1
	Importance of the study	2
	Limitations of the study	3
	Definition of the terms	4
	Sources of data	5
	Methods of procedure	6
	Review of related studies	7
	Organization of the study	13
II.	HISTORICAL AND EDUCATIONAL BACKGROUND OF PAKISTAN	14
	Early history	14
	Muslims in India	15
	The British rule	16
	The making of Pakistan	17
	Early education	19
	Education under the British rule	21
	The present system of education	23
III.	PRESENTATION AND EVALUATION OF THE DATA	27
	Why America as a model	29
	Professional training	31
	Present teaching practices	42
	In-service training activities	48
	Chapter Summary	53

CHAPTER PAGE

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 54

Summary 54

Conclusions 54

Recommendations 56

BIBLIOGRAPHY 60

APPENDIX 62

LIST OF TABLES

TABLE		PAGE
I.	Percentage of the Teachers Who Had Taken Certain Courses in General Education	32
II.	Percentage of the Teachers Who Had Specialised in Certain Subjects	37
III.	Percentage of the Teachers Who Had Taken Certain Professional Courses	38
IV.	Percentage of Teachers Who Had Taken Different Programs for Laboratory Experiences	41
V.	Number and Percentage of Teachers Teaching the Subjects Which They Were Not Qualified to Teach	43
VI.	Classification of Teaching Methods Used by the Teachers in Different Subjects	45
VII.	Percentage of the Teachers Who Used Certain Teaching Aids in Their Classes	47
VIII.	Percentage of the Teachers Who Responded to the Questions Concerning In-service Training	49
IX.	Percentage of the Teachers Who Recommended Certain Courses to be Taken as Refresher Courses	52

LIST OF FIGURES

FIGURE PAGE

1. Pattern of Educational Administration at Central Government Level 25

2. Pattern of Educational Administration at Provincial Government Level 26

CHAPTER I

INTRODUCTION

The preparation of teachers is of great importance in any culture. If the educational system in a country is to meet the demands of a scientific age, necessitating a great amount of learning by pupils at every age, that country has to provide well trained teachers capable of using psychologically sound techniques and the latest types of teaching methods.

Increasing importance of teacher education and attempts to improve are current trends all over the world. In the Second Five-Year Plan the Government of Pakistan stated,

> The role of the teacher is a pivotal one in raising the standards of education at all levels. Assuming even the finest facilities, the quality of education can not rise above the competence, enthusiasm, imagination and responsibility for the instructional programme. If educational institutions are to be improved appreciably, young people must be recruited to the teaching profession; they must be trained well and realistically in the techniques of imparting knowledge and skills to young minds; and their own knowledge must be periodically refreshed and brought up to date.[1]

I. STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the weaknesses and shortcomings of the existing teacher training program for secondary school teachers in Pakistan as perceived by one hundred twenty school

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[1] The Second Five-Year Plan (1960-65) (Karachi: Government of Pakistan, 1960), p. 343.

teachers. Emphasis was placed on an analysis of responses of secondary school teachers of Pakistan to a questionnaire which was designed to reveal their professional training, present teaching practices and in-service training activities.

II. IMPORTANCE OF THE STUDY

At present the Ministry of Education in Pakistan is in the process of making various improvements in education. Under the Second Five-Year Plan (1960-65) many changes are being made in the educational system.

> The plan provides for an expenditure of Rs.890 million, including 100 million to be subscribed by the local bodies, on education and training in the public sector. In addition, it contemplates an increase in recurring expenditure to the extent of Rs.508 million during the plan period. The total of proposed development and increased recurring cost (excluding publicity services) amount to Rs.1,323 million, as against Rs.580 million in the first plan.-- The Second Plan makes provision for the amalgamation of the intermediate classes with the secondary school system; for the improvement of the secondary schools by bringing their accommodation, equipment, libraries, and teaching up to a specified standard; for diversification of the programme in these institutions through the introduction of courses in technical, commercial and agriculture subjects; for the introduction of guidance programmes so that students with special interests and aptitudes can be arranged to take courses suitable to their talent; for the development of residential schools offering instruction of the highest standard; for additional facilities for the education of girls; and for a programme of scholarships that will ensure the education of able but needy students.[2]

Any educational improvement has to be based on the results of scientific research and investigation. Unfortunately such a study of

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[2] Ibid., pp. 342-344.

the education of the secondary teachers has never been undertaken. Therefore, it is hoped that this study will help those who are going to develop the new teacher training program for secondary school teachers in Pakistan to gain better insight into their efforts.

This study can also be of assistance to the educators, and educational consultants and advisers, who are being invited by the Government of Pakistan from other countries for technical assistance, to understand the social, cultural and religious bases of educational objectives in Pakistan.

III. LIMITATIONS OF THE STUDY

Since this study was to deal with the existing practices of the professional training and preparation of the secondary school teachers in Pakistan, it was therefore limited to the following:

1. To one hundred twenty secondary school teachers of three cities in West Pakistan, i.e., Karachi, Lahore and Sialkot.

2. To those teachers who had had two or four years' college education.

3. To an investigation of professional training, present teaching status and in-service training activities.

Since the same syllabi and program have been adopted by all of the teacher training colleges, this sample was considered representative of the secondary school teachers who have had the similar training previously.

IV. DEFINITION OF THE TERMS

It is necessary to define some of the terms which will be used throughout the study, because in some cases the terms are defined differently in Pakistan than they are in some other countries.

Secondary Education: Before 1960 high schools in Pakistan had only ten grades (elementary and high school both), but now two more grades have been added. Therefore, pre-university education in Pakistan as a whole is divided into the following stages:

Stage		Duration	Age
Primary		5 years	5+ to 10+
Middle	Secondary	3 years	10+ to 13+
High	Secondary	2 years	13+ to 15+
Intermediate (high secondary)		2 years	15+ to 17+

Professional Preparation: Good has defined professional preparation as follows:

> The total formal preparation of teaching that a person has completed in a teacher-preparing institution; more usually it is understood to include, in addition, the aggregate of his experience in positions involving educational activities.[3]

The Second Five-Year Plan (1960-65): The Second Five-Year Plan[4] of the Government of Pakistan may be said to have a single underlying

---

[3] Carter V. Good (ed.). Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 306.

[4] The Second Five-Year Plan (1960-65), op. cit., p. 414.

purpose to advance the country as far as possible, within these five years. Under this plan, efforts are made to develop and improve the standards of the nation, and it includes a program for education also.

The Commission on National Education: The Commission on National Education was appointed by a Resolution adopted by the Government of Pakistan on December 30, 1958. It included the leading educators of the nation. The Commission made surveys, discussed the educational system with educationists and leading public figures in the nation, and came up with many suggestions for the improvement of the educational system of Pakistan. The work of the Commission was greatly helped by the generosity of the Ford Foundation in making consultant services available to it and in giving valuable material assistance.

Islamyat: "ISLAM" is the state religion of Pakistan. Islamyat means the study of Islam.

Currency equivalents: One rupee = U.S. $0.21.

One million rupees = $210,000.00.

V. SOURCES OF DATA

The following were the principal sources of data used in this study.

1. Embassy of Pakistan (Educational Division), Washington, D.C., for educational information.

2. UNESCO publications.

3. Prospectus of the Lady Maclagon Training College for Women, Lahore, West Pakistan.

4. Report of the Commission on National Education (Government of Pakistan).

5. Textbooks and other instructional material from some of the secondary schools of Pakistan.

6. Responses to the questionnaire by the secondary school teachers of Karachi, Lahore and Sialkot.

7. Teacher Education for a Free People, The American Association of Colleges for Teacher Education, Oneonta, New York.

VI. METHODS OF PROCEDURE

In order to achieve the purpose of this study, the descriptive survey method of research was used. The first step was to write to the Office of the Educational Attache of Pakistan, to the Government of Pakistan Press, and to the UNESCO Publication Center, New York.

It was necessary to have some sort of instrument to secure the information from the secondary school teachers in Pakistan. Therefore the second step was to prepare a questionnaire to secure the needed information. The questionnaire is shown in the Appendix.

The third step was to select the teachers who were to be contacted in Pakistan. Since all of the teacher training colleges in Pakistan have the same program, the secondary school teachers from three cities were selected. These three cities were picked because of their geographical location representing the different regions of the country. One hundred fifty teachers were selected at random and were asked to

complete the questionnaire, but only one hundred twenty completed and returned the questionnaires.

The data were gathered, analyzed and evaluated in terms of the requirements for certification of secondary school teachers in the State of Tennessee. Using certification requirements for Tennessee appeared feasible because they are typical of such requirements in the United States. On the basis of this study conclusions were drawn and recommendations were made.

VII. REVIEW OF RELATED STUDIES

None of the available material was directly related to this study, but some of the studies concerning the education in Pakistan included some discussion about the teachers and their training.

The Education Commission made a study of the whole educational system of Pakistan for the purpose of making suggestions for necessary changes. The Commission perceived its task as:

> It is not our purpose to catalogue all the weaknesses that our educational system has shown in the past. Rather we have viewed our task as that of defining what should be the objectives of our education, of indicating how far it is falling short of those objectives and of making suggestions for the necessary corrections.[5]

In this report the Commission gave the following suggestions concerning the admission requirements to the teacher training institutions.

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[5] Report of the Commission on National Education (Karachi: Ministry of Education, Government of Pakistan, 1960), p. 10.

a) Teachers for Classes (or grades) I to V should have more qualification than just matriculation.

b) Teachers for Classes (or grades) VI to VIII must have passed the Higher Secondary examination before training.

c) Teachers for Classes (or grades) IX, X, XI and XII should have a Bachelor's or Master's degree respectively for lower and higher secondary teaching.

The report stressed that

> While experience gained abroad of teaching methods, educational theory, child psychology, and educational practices is undoubtedly of value, the stress throughout should be on encouraging the student teacher to think in terms of the Pakistani child, and of subject matter related to our national conditions.[6]

Another thing emphasised in this report was teacher salaries. It was suggested that teachers should receive a salary consistent with their responsibilities, function, and status in national life.

Discussing the Staff Training Institutions and the professional preparation of teachers, the following recommendations were made:

> a) There should be a staff training college in each wing of Pakistan for primary school teachers training institutions.
>
> b) These colleges should include a research unit where educational problems relating to primary teacher training can be investigated.
>
> c) Every staff member of these colleges should be seconded periodically--probably at the end of every five years--to serve as a teacher in a typical school so that he may keep himself thoroughly acquainted with school needs and problems.[7]

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[6] Ibid., p. 262. [7] Ibid., p. 263.

The Commission discussed the importance of religious education and made recommendations concerning this.

> Religion has been the most vital civilising force in the history of mankind; it broadens sympathies, inculcates a spirit of tolerance, self-sacrifice and social service and removes artificial distinctions between man and man. Religious education should, therefore, be an integral part of the educational system.
>
> i - Islamiyat should be a compulsory subject of study for all Muslim students for the eight years, that is, in the primary and middle classes.
>
> ii - It should be an optional subject in classes IX and X.
>
> iii - a) In Intermediate classes it should become a component part of Islamic studies which should be offered as an optional subject.
>
> b) At the university stage Islamic studies should be an optional subject.[8]

In this report the Commission made many other recommendations about the use of modern facilities and the improvement of educational standards of Pakistan, but they are not related directly to teacher preparation.

Haq[9] made a survey of primary education in Pakistan under the sponsorship of UNESCO for the purpose of finding out the facts about problems and difficulties in primary education. He gave historical background of the country and discussed its relationship to existing educational system.

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[8] Ibid., p. 212.

[9] Muhammad Shamsul Haq, Compulsory Education in Pakistan (Paris: United Nations Educational, Scientific and Cultural Organization, 1954), p. 169.

The author divided the history of the country into four periods: Pre-Muslim period before 1000 A.D., Muslim period from 1000 A.D. to 1857, British period from 1857 to 1947, and the Current Period, after 1947.

During the Muslim period the teaching profession was described as follows:

> The teacher enjoyed a high social status. He was respected as much for the nobility of his profession as for the integrity of his character; as a rule, he showed a spirit of dedication in his calling, and there was an unmistakable element of altruism in his attitude to his work. As a result, there was a large measure of public awareness of teaching, and the profession was placed on a different footing from that of any other.[10]

The author discussed the growing emphasis the Government was putting on free and compulsory schooling.

> The duties of an attendance officer are as follows: To visit all compulsory school areas and check the list of children of school age prepared by the local attendance committee and watch the progress of enrollment and attendance.
>
> To advise and guide members of attendance committees and impress upon them the importance of their work.
>
> To meet the local people with a view to enlisting their cooperation in enforcing compulsion.
>
> To issue notice to defaulters and launch prosecution of the offenders under compulsory act and attend courts in that connexion.
>
> To assist the local inspecting officer in the inspection of the compulsory schools and bring to their notice any special problems of each place.

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[10] Ibid., p. 21.

> To attend meetings of the attendance committee as often as possible. (In some places, he also acts as secretary of the attendance committee.)
>
> To carry on correspondence in connexion with enforcement and attendance.[11]

Haq concluded that additional sources of finance, better planning for compulsory education, properly trained and equipped administrators, a curriculum to meet the needs of all pupils, better qualified teachers, adequate buildings, cheap but suitable literature for children, and co-operation between home and school were needed in order to improve the primary education.

Another study done under the sponsorship of UNESCO showed the great need for improving education in many countries in the East. In this study the following fifteen countries were surveyed and studied carefully: Afghanistan, Burma, Cambodia, Ceylon, India, Indonesia, Iran, Korea, Laos, Malaya, Nepal, Pakistan, Phillipines, Thailand, and Viet-Nam. The following were the findings and suggestions of the study.

a) Training of educational administrators:

> The need of a suitable training for educational administrator was expressed in most countries covered by this survey and there was also a general feeling that UNESCO can and would undertake a programme in this sector.[12]

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[11] Ibid., p. 75.

[12] The Needs of Asia in Primary Education (Educational studies and documents No. 11. Paris: United Nations Educational, Scientific and Cultural Organisation, 1961), p. 30.

b) Training of teacher educators: It was found that qualitative improvement of teacher training was a very important need in this region. (the countries in the East)

> This is, therefore, the second important sector in which UNESCO can set up a regional programme. It is obvious that if the quality of training is to be raised three important measures will have to be taken:
>
> 1) the teacher educators themselves would have to be trained efficiently in the first instance;
>
> 2) at least one efficient teacher training institution will have to be set up in every country (the bigger countries may have more than one);
>
> 3) a general programme of improving all teacher training institutions will have to be organised in every country.[13]

c) It was found that school buildings needed to be improved and many new buildings were to be built.

d) It was recommended that textbooks and reading material of good quality for teachers and children be produced.

e) Co-ordinating agency: It was necessary to have some sort of co-ordinating agency for the programmes developed in the different countries of this region.

> At present a large number of agencies are working in this region and assisting programmes of universal primary education in a variety of ways. These include USCM, CARE, the Asia Foundation, ICA, Colombo Plan, and the Ford Foundation. It is absolutely necessary that a more intimate co-ordination is developed between the programmes organised by these different agencies as early as possible.[14]

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[13] Ibid., p. 31. [14] Ibid., p. 32.

VIII. ORGANIZATION OF THE STUDY

Chapter I presents the statement of the problem of the study, importance of the study, limitations of the study, definitions of terms, sources of the data, methods of procedure, and a review of the related studies.

Chapter II deals with the historical and cultural background of Pakistan and also explains the system of education.

Chapter III examines, analyses and evaluates the responses of the teachers to the questionnaire in terms of the requirements for teacher certification in the State of Tennessee.

Chapter IV provides a summary, conclusions and recommendations based on the findings of this study.

CHAPTER II

HISTORICAL AND EDUCATIONAL BACKGROUND OF PAKISTAN

August 14, 1947, was a red-letter day in the history of the Indo-Pakistan subcontinent. This was the day India received her independence. The country was divided into two parts, because of the religious differences among people, and Pakistan came into existence as an independent Muslim country. Although this was the time of the birth of a new nation, it does not mean that the land had not been discovered before that, or that no one had ever lived there. In order to know something about the historical, cultural and educational background of Pakistan, one has to study the history of Indo-Pakistan, because there was no Pakistan as such before 1947.

I. EARLY HISTORY

Recent archaeological discoveries have revealed that the lands which now form the state of Pakistan have been inhabited since very early times, probably since about 4,000 years before the birth of Christ. Between 2500 and 1500 B.C. a brilliant civilisation developed in the valley of the Indus River, to which the remains at Harappa in Punjab and Mohenjo Daro in Sind bear witness. This civilisation, however, disappeared under the pressure of Aryan invaders coming from the North through the famous Khyber Pass. Many other foreign conquerors arrived by the same route bringing with them their respective

cultures. Some of these invaders were Darius, toward 600 B.C., Alexander the Great 326 B.C., the Huns 6th century A.D., and many others.

There seems to be no recorded history of the pre-Aryan period. So far as the people of Pakistan are concerned, Haq has stated that,

> The people are a mixture of Dravidians, Aryans, Scythians, Mongolians, Arabs and Turks, the Dravidians having been the earliest inhabitants. Other races entered the country in varying numbers at different times during its long history, leading to a fusion under the influence of the prevailing cultural traditions.[1]

II. MUSLIMS IN INDIA

"Islam" in general sense means "submission to God," and it is also the name given to the religion of the Muslim people. Muslims believe in one God, i.e., Allah.

> For Muslims, God is the all-mighty and ever active sovereign of His Universe who has made His will and Pleasure for mankind known in His Holy Law (Sharia). The government of His community on earth is therefore one of the innumerable and, strictly speaking, indeterminate expressions of this total Divine sovereignty, and "political theory" is merely one specification or aspect of the Holy Law.[2]

It has been nearly a thousand years since Islam began to be established in India as a whole, and more than twelve hundred years since it gained its first footing in Sind and Multan.

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[1] Muhammad Shamsul Haq, Compulsory Education in Pakistan (Paris: United Nations Educational, Scientific and Cultural Organisation, 1954), p. 12.

[2] Peter Hardy, "The Muslim Ruler in India," Sources of Indian Tradition, Theodore de Bary, editor (New York: Columbia University Press, 1958), p. 463.

Islam was brought by Arabs from lower Mesopotamia to Sind at the beginning of the eighth century and it established itself there firmly. About three centuries later it entered the upper part of the North-West from Afghanistan, brought by Afghans and Turks.

Muslim rule started in India with Mohammed Ghouri in 1192. From then on, the Muslims gradually took control of the country and founded many dynasties, of which the Moghul dynasty was the best known. Islam left profound marks on the country, and it is this Islamic culture which provides the essential basis of the Pakistan nation. The last of the Moghul emperors died in 1717, and the Muslims lost the rule of the country.

III. THE BRITISH RULE

By the end of the Moghul empire various European trading companies had established themselves in the sub-continent and from the ensuing struggle between French, Portuguese, Dutch and British interests, the British East India Company succeeded in obtaining political control. The British traders who landed at Madras had no idea that they were the forerunners of a line of empire builders whose labour and efforts would one day make India stretch from Cape Comerin in the South to the Khyber Pass in the North, and from Kuch in the West to the hills of Arakan in the East. In 1858 this control passed to the Government of the United Kingdom, and the country had British rule for almost a century. The British brought with them an absolutely different culture and outlook. Under this rule very little was done to improve or develop

the country because the English did not seem to have much interest in it. Referring to the British rule, Haq has said,

> The establishment of an alien rule, and the devastating wars and intrigues preceding and following it, not only materially contributed to the decay but also unleashed forces which led to a virtual disintegration of the country's existing educational and social structure. The new rulers brought with them their own conception of values based on the philosophy which guided the life and outlook of the people. Their policy of commercial exploitation of the country led to the destruction of many of the indigenous industries. After the mutiny of 1857 Muslims were excluded from the army, and their share of the civil posts was gradually reduced to an insignificant figure. (By 1871, out of 2,111 posts 1,338 were held by Europeans, 681 by Hindus and only 92 by Muslims.)[3]

Certainly the rulers of this century must have made some efforts for the improvement of the people of India, but sometimes, on the other hand, people resented them just because they were alien. Sometimes they tried to help the people, but then their motives were doubted. For such misunderstandings, the difference in cultures and religion was the main cause.

IV. THE MAKING OF PAKISTAN

> Pakistan came into existence on August 14, 1947, as a result of the liquidation of what was known as the British Indian Empire and the partition of its territories into the two sovereign states of Pakistan and India. Pakistan comprises two regions, known as West Pakistan and East Pakistan, each separated from the other by over 1000 miles of Indian territory. West Pakistan comprises the Punjab, Sind, Baluchistan, the North-West Frontier Province, the tribal areas which lie between that province and Afghanistan, as

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[3] Haq, op. cit., p. 23.

> well as the States of Bahawalpur, Khairpur, Swat, Dir, Chitral, and Amb. East Pakistan consists of the province of East Bengal, in which is also included the district of Sylhet, formerly a part of the Indian province of Assam.[4]

Just these words do not tell the story of Pakistan. Hard labour of many years proved to be fruitful, and a dream of Indo-Pakistan Muslims came true when the idea of a separate Muslim state, Pakistan, became a reality.

Iqbal, a famous poet and philosopher, told the All-India Muslim League in December 1930, that he hoped to see the Muslim areas of the subcontinent become a separate state. An Indian Muslim student at Cambridge, Chaudhari Rahmat Ali, coined the word Pakistan, by taking P from Punjab, A from Afghania (by which name preferred to call the North-Western Frontier Province), K from Kashmir, S from Sind, and TAN from Baluchistan. The I between K and S does not occur if the name Pakistan is written in Urdu. The synthetic name also has a meaning--the Land of the Pure.

Under the leadership of Qaid-i-azam Mohammad Ali Jinnah (the founder of Pakistan) the proposal of Pakistan was presented to the British Government, and because of the opposition of Hindu leaders and British officials, it was rejected as a fantasy unworthy of consideration. He fought for his ideas and convictions day and night for years; and when British India received her independence, the country was

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[4]Mushtaq Ahmad, The Economy of Pakistan (Karachi: Pakistan Institute of International Affairs, 1950), p. 1.

divided into two parts, one for the Hindus, i.e., Bharat (India), and one for the Muslim, i.e., Pakistan.

At present Pakistan is the largest Muslim country in the world with a population of a little over 93 million, and an area of 360,780 square miles. The Muslim religion is naturally the predominant religion of Pakistan and is practiced by over 85 per cent of the people. The proportion even reaches 95 per cent in some parts of West Pakistan. In East Pakistan there is a considerable minority of Hindus (close to ten million) bringing down the proportion of Muslims in Bengal to 80 per cent. There are also smaller numbers of Buddhists and Christians.

V. EARLY EDUCATION

Religious and mythological literature throw considerable light on the educational system of the country of early days. The system prevailing among the Aryans can be described as the Brahminical system. Under this, for a long time education was confined to the Brahmins or priestly class. The early Aryans divided themselves into different vocational classes which gradually became rigid castes, namely Brahmins (priests), Kshatriyas (nobles and warriors) and Vaisyas (agriculturists and traders), while the great mass of non-Aryans were classed as sudras (untouchables). Education was considered a religious duty among the Brahmins, and its aim was to prepare young people for their vocation as priests. Under the Brahminical system three types of institutions gradually emerged: the "Pareshads" (assemblies of the elders almost

exclusively Brahmins), the "Tols" Brahmin schools of Sanskrit learning, as a rule confined to Brahmins), and "Pathsalas" (primary schools).

Later when Buddhism arose in India, because of its different outlook on education, it constituted a threat to the position of the Brahmin priest. The main difference between the two systems, i.e., Brahminic and Buddhist, can be summarized as follows: (a) Buddhist education was not based on Vedic study (Hindu religion study); (b) its teachers were not Brahmins, except for those already converted to Buddhism; (c) it was open to all and not confined to the three Aryan castes; (d) the goal of education was a life of solitary meditation.

Though the curriculum of the monastic schools may not be regarded as broadly based, the contribution of the Buddhists to the cause of popular education lies in having offered education to all, irrespective of caste.

Coming to the Muslim period, we find Mohammad Ghouri in 1192 destroying the pillars and foundations of Hindu temples and building in their place mosques to which were attached "Maktabs" (primary schools) and "Madrassehs" (secondary schools and colleges). At a later period, Firoz Taghlak spent large sums of money on learning and on repairing schools. Akbar, with the assistance of ministers like Abdul Fazal, framed schemes for the guidance of schools. But his great grandson, who reigned until 1707, would have nothing to do with the Hindu system of

culture and learning, so he abolished a large number of schools attached to temples and established in their place Maktabs and Madrassehs.[5]

The rulers of Muslim India were, however, great patrons of education and names of Mohmud of Ghazni, Feroz Shah Tughlak, Sekander Lodhi, Akbar, Jehangir, Shahjahan, and Alamgir stand out particularly in this respect.

So far as the contents and methods of education are concerned, Haq has stated that:

> The curriculum of the primary schools included study of Koran (the Muslim Holy book), reading writing and arithmetic. For Hindus instead of Koran their national books were prescribed, and they read the following books-viz. Vyakarana, Vedanta, and Patanjali, every one being educated according to his particular views of life and his own circumstances. The subjects taught in the secondary and the higher stages of the Madrasah included ethics, arithmetic, accounts, agriculture, geometry, longimetry, astronomy, geomancy, economics, art of administration, physics, logic, natural philosophy, algebra, divinity, and history.[6]

During this time education was financed from tuition fees, income from individual and public endowments, and direct grants from the ruler, which were frequently considerable.

VI. EDUCATION UNDER THE BRITISH RULE

The English, who replaced the Moghuls as rulers, at first did not interest themselves in the education of the people of India. They were

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[5] William K. Mall, "Education in Pakistan" (unpublished Master's thesis, Temple University, Philadelphia, 1955), pp. 11-13.

[6] Haq, op. cit., p. 18.

engaged in the work of consolidation of their newly acquired power. At that time education in England was in the hands of the church, and there was no state organization of education. Therefore, no one in the East India Company thought of introducing any state organization of education in India, as every one believed that education could be spread without state interference. Thus, the East India Company practically took no initiative, except that it founded the Calcutta Madrasah in 1782, the Benares Hindu College in 1792, and the Calcutta free school society in 1789. The indigenous schools, however, were maintained, as before, by the voluntary contributions of rich Hindu and Muslim people, and by the produce of charity lands.

The British rulers did not show any active interest in the education of the country until 1814, though prior to that, individual efforts on the part of missionaries had earned for them the credit of pioneer work in the spread of the Western education.

There was a big controversy between the Anglicists, those in favour of Western education, and Orientalists, those in favour of Oriental education. After many meetings and debates Anglicists won, but still most of the people of the country were not in favour of Western education. Expressing his view about the Anglicists Boman-Behram has said,

> The tragedy of the Anglicists was that they failed to take correct or complete measure of the environment in which they set to work on their theory. They overlooked factors that militated against their professed ultimate aims. They overlooked, for example, what the Orientalists and Vernacularists perceived in the particular political situation of India--

> namely, the predilection of a conquered people for the language of their own. They also underrated the consequences of the isolation of the educated few from the uneducated masses inherent in the process of an overwhelming Anglicisation from above.[7]

Of course the British Government did a few things to improve education in India. But there was only one aim, so far as education was concerned, and that was to produce a handful of clerks to run the British administration. There was no interest in producing scholars, leaders and scientists.

VII. THE PRESENT SYSTEM OF EDUCATION

> With the achievement of an independent status on 14 August 1947, there was a public demand in Pakistan that the old system of education should be overhauled and reoriented to suit the ideals and aspirations of the people. The Central Government, accordingly, in 1947, called the Pakistan Education Conference, which laid down the broad objectives: universal free and compulsory education for all children between 6 to 11 years, to be gradually extended to cover children up to 14 years; the educational system to be inspired by Islamic ideology and emphasize among many of its characteristics, the virtues of universal brotherhood, tolerance and justice.[8]

Like many other countries in Asia, Pakistan has a high illiteracy rate. The Ministry of Education is working very hard to improve the standards of education. At present there are forty-four thousand public

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[7] B. K. Boman-Behram, Educational Controversies in India (Bombay: D. B. Taraporevala Sons and Co., 1943), p. 508.

[8] World Survey of Education II Primary Education (Paris: United Nations Educational, Scientific and Cultural Organization, 1958), p. 811.

and private primary schools, and it is hoped to have forty-nine thousand by the end of 1965.

In the past, the universities have controlled the syllabuses, the conduct of examinations, and affiliation of classes IX, X, XI, and XII, but the trend has been to transfer the control of the Boards of Secondary Education. However, the process of transferring control to Boards of Secondary Education is still very incomplete and some universities still control both Matriculation (high school) and Intermediate (2 years of college), while others have transferred the Matriculation stage to the Boards of Secondary Education but look after the Intermediate stage. The only university that has transferred both stages is that of the Punjab.

The Government has complete charge of education, and to explain the administration of education Figures 1 and 2 are presented. Figure 1 shows administration under the Central Government; Figure 2 shows the administration under the Provincial Government.

CENTRAL GOVERNMENT

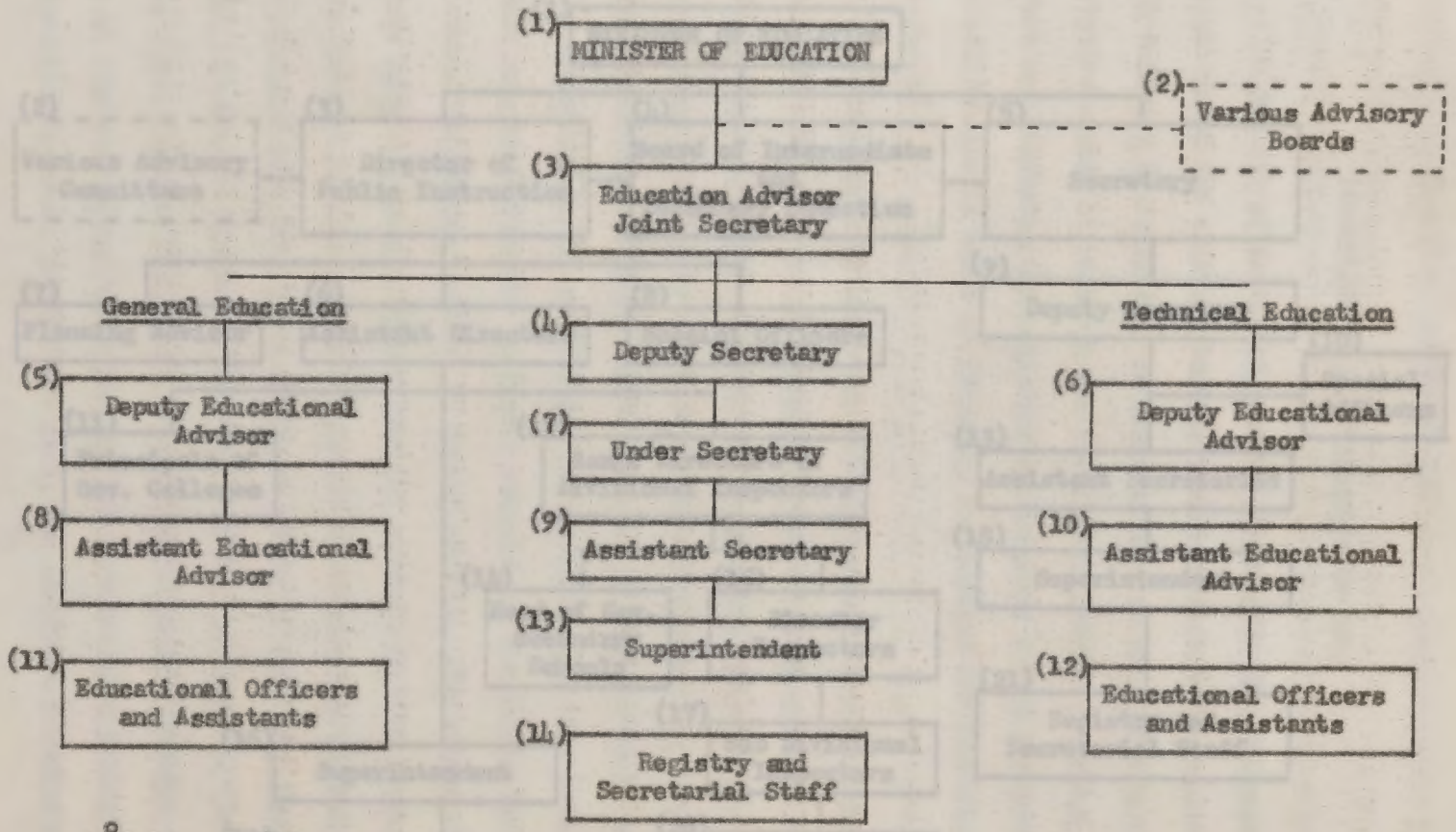

FIGURE 1

[9] Ibid., p. 813

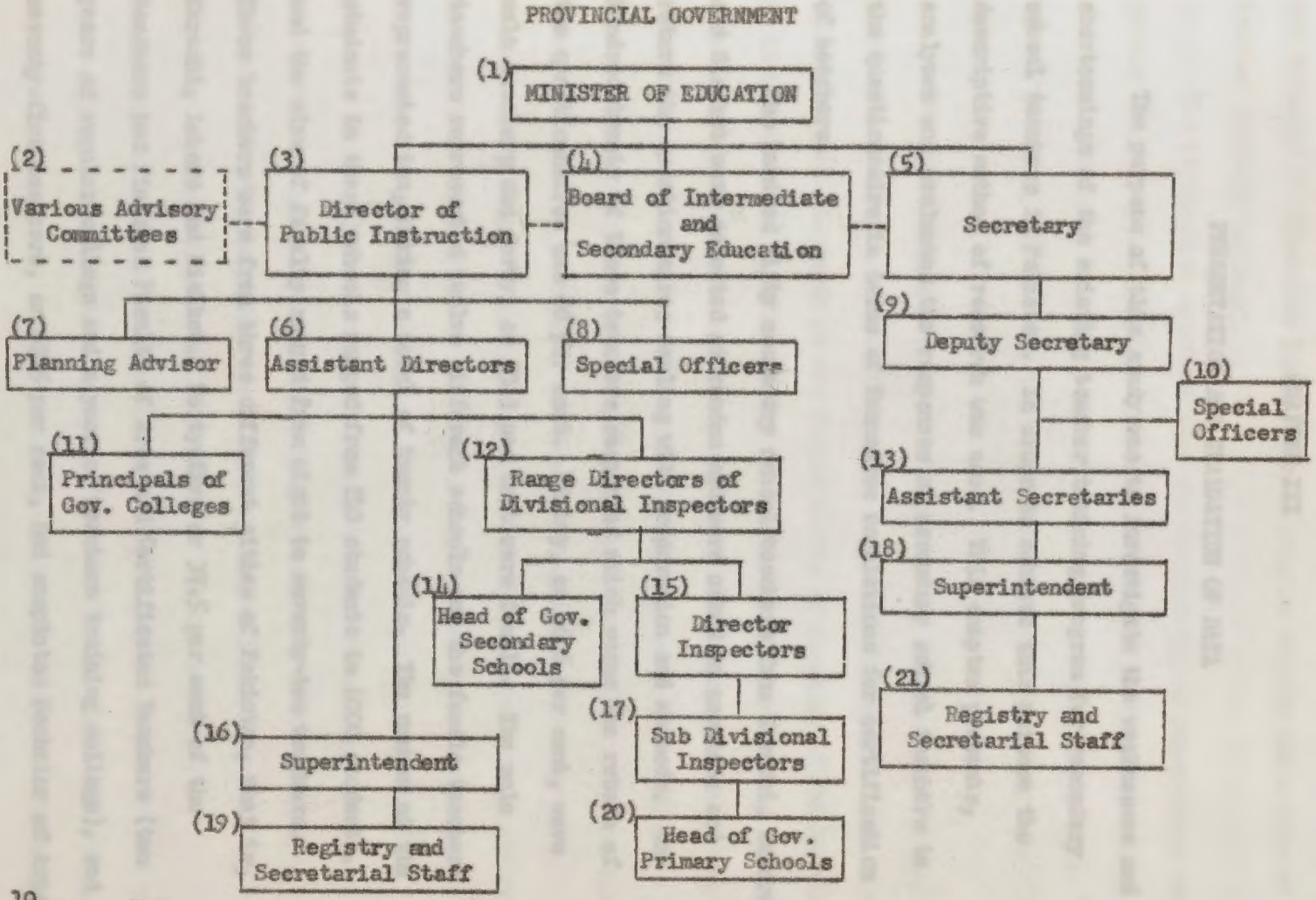

FIGURE 2

[10] Ibid., 813.

CHAPTER III

PRESENTATION AND EVALUATION OF DATA

The purpose of this study was to investigate the weaknesses and shortcomings of the existing teacher training program for secondary school teachers in Pakistan. In order to achieve this purpose the descriptive method of research was used. This chapter presents, analyzes and evaluates the responses of secondary school teachers to the questionnaire in terms of Tennessee regulations for certification of teachers.

One hundred fifty secondary school teachers from Karachi, Lahore and Sialkot were selected at random and were asked to complete and return the questionnaires dealing with preparation and methods. One hundred twenty of those teachers responded which means the return of the questionnaires was 80 per cent. Eighty, or 66.6 per cent, were male teachers and forty, or 33.3 per cent were female. The male teachers represented twelve different schools and the female teachers represented ten, making a total of twenty schools. The number of the students in these schools ranged from 240 students to 4000 students, and the size of faculty ranged from eight to seventy-two teachers. These teachers were from three different cities of Pakistan, that is, Karachi, Lahore and Sialkot. Forty-five or 37.5 per cent of the teachers had finished Faculty of Arts and Certificated Teachers (two years of regular college and a year of teachers training college), and seventy-five teachers, or 62.5 per cent, had completed Bachelor of Arts

and Bachelor of Education (four years of regular college and a year of teacher training college).

The information obtained from the questionnaires constitutes the primary source of data employed in this study. The data are presented and evaluated under the following three general headings, (1) professional training, (2) present teaching practices, and (3) in-service activities.

The findings are evaluated in terms of the requirements for the public school teachers certification in the State of Tennessee and some other accepted standards in the United States of America. First of all, it is necessary to explain why the United States of America, and to be more exact the State of Tennessee, can serve as a model or standard to evaluate the secondary school teacher training program of Pakistan. There are some very sound and logical reasons why the United States can serve as a model. Of course, in view of its limited resources and smaller size, Pakistan may never be in a position to spend on education as much money as America is spending today, but that would be true in almost any other walk of life. If we think it requires only large funds to build and to sustain the American system of education, of course this is not true. A school in America can be operated on the most lavish scale imaginable as well as on the simplest organization conceivable, depending on the conditions of the local community supporting it, and yet remain typically American in its characteristics. It is not only the amount of money spent but a totally different conception of the purpose of education that distinguishes American education

from the education of other countries. I. L. Kandel is right when he says that educational systems cannot br transferred from one country to another, but ideas and practices developed under one set of conditions can always prove suggestive for improvements even where conditions are somewhat different.[1]

I. WHY AMERICA AS A MODEL

Some of the reasons why America can serve as a standard for the development of teacher education in Pakistan are as follows:

1. America, comparatively speaking, is still a young and rising nation. In their early years the people of this country started working for the improvement of teacher education. Hunt has written

> Any kind of public education was still in its infancy. Teachers were generally of the lesser sort, ill paid, and without special training. They lacked the respect of those who were otherwise engaged in meeting the problems of the new society. But no one should suppose in reading the description of the early schoolmaster, whose popular prototype was Ichabod Crane, that the germs of leadership were not present. In the year 1794 the Society of Associated Teachers was organized in New York City. This society examined persons who wished to teach, and such as they found worthy, they certified to teach. Certification at this date seems to have been by "the profession."[2]

America can very well be the source of great inspiration to other young countries.

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[1] I. L. Kandel, editor, Educational Year Book, 1924, International Institute of Teacher's College, Colombia University (New York: Macmillan Company, 1925), p. vii.

[2] Charles W. Hunt, "Toward a Profession of Teaching," D. P. Cottrell (ed.), Teacher Education for a Free People (New York: American Association of Colleges for Teacher Education, 1956), p. 20.

2. Pakistan has started almost at the same point in education from which America started some years back. Being a colony of the British, this country had the same British system of education as Pakistan has to this day. It was in the later years when a specifically American concept of the organization and purposes of education adapted to the conditions and cultural development of the country first began to take place. In the same manner Pakistan is working on its educational system to meet the needs of its society.

3. At present America may lead the world in the field of education. A large amount of money is spent on the education of its people, the number of schools it has opened, the number of students who go to school here as well as the physical and technical facilities that are available for carrying on the educational process, and the educational research that is being done at present all contribute to this country's prominent place in the world of education. The flow of foreign students and teachers is a testimony of the stature it has already acquired.

4. The broad structure of education in Pakistan is not much different from the one in practice in America. In both countries education is regarded as the responsibility of each individual state or province. In each country, the state or province government encourages the participation of lay people in the organization and administration of the educational system. As such, relevant features of the American system of education can be incorporated in Pakistan without necessitating any great overhauling of the existing educational machinery there.

5. The friendly and happy relations which are developing between America and Pakistan are not due to any temporary measure of expediency. These are based on a similarity of outlook that goes deeper than the superficial difference of language or dress or even culture. Pakistan is anxious to align itself with the progressive forces of freedom and tolerance in the world.

6. Although some of the practices of teacher education vary slightly in different States, yet the State of Tennessee has a typical American program of teacher education and teacher certification. Therefore, it appears worthwhile to evaluate the teacher training program of Pakistan, as perceived by one hundred twenty secondary school teachers, in terms of the requirements for certification of teachers in the State of Tennessee. There are certain items for which the State of Tennessee does not have any set rules, regulations and standards; in these cases findings are evaluated in terms of generally accepted practices in this country.

II. PROFESSIONAL TRAINING

The teachers were asked to check the courses, out of a list of six courses, which they had studied during their education at their regular colleges. Table I shows the responses of the teachers. One hundred eighteen, or 98.8 per cent, of the teachers had taken national languages and literature. Actually this course is required of every student in the colleges. Apparently two teachers just failed to check it. A good number of the teachers had studied English, which, also is

TABLE I

PERCENTAGE OF THE TEACHERS WHO HAD TAKEN CERTAIN COURSES IN GENERAL EDUCATION

Course	Number	Per cent
National Language and literature	118	98.3
English	112	93.3
Social Sciences	80	66.6
Natural Sciences	30	25.0
Art	18	15.0
Physical education	5	4.1

a required subject. On the other hand, however, only five teachers, or 4.1 per cent, had taken courses in physical education and only a small percentage reported having had art. This shows that emphasis is put on the national language and English, but very little attention is given to arts and physical education. Most of the teachers had not taken work in Natural Sciences and certainly this area needs improvement.

The importance of general education for teachers has been expressed in Teacher Education in the United States as follows:

> An effective general education prepares one for thought and action in the wide variety of life's areas. It prepares one for effective citizenship as a leader, or as a follower who selects leaders and reacts to the proposals made by the leaders. It gives one better understanding and insight into the problems of home living. It helps one to attain a better understanding of himself and other individuals and of groups of individuals and their relationship.[3]

In the State of Tennessee the following are the requirements in general education for certification of public school teachers:

> Among the generally accepted objectives of general education are those which lead a student:
>
> 1. To improve and maintain for effective use his own health and to assume his share of responsibility for protecting the health of others.
>
> 2. To communicate effectively through reading, writing, and listening.
>
> 3. To attain emotional and social adjustment through the enjoyment of a wide range of social relationships and through the experience of working cooperatively with others.

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[3] Lindley J. Stiles, and others, Teacher Education in the United States (New York: The Ronald Press Company, 1960), p. 164.

4. To do logical, rational, and imaginative thinking; to make relative judgments; and to discriminate among moral and spiritual values and to apply them to day-by-day human relationships.

5. To exercise the privileges and responsibilities of democratic citizenship.

6. To acquire an understanding of the natural environment and its relationship to human welfare.

7. To develop an appreciation of beauty as it appears in nature, in literature, in music, in fine arts, and to find means of creative self-expression therein.

A recommended minimum credit is as follows:

a. Communication 9 quarter hours
This area includes experiences in effective reading, writing, speaking and listening, provided in an integrated course or in separate courses.

b. Health, Physical Education, Personal Development, and Home and Family Living 9 quarter hours
This area includes experiences from the fields of health, physical education, personal development, and family living. Two fields should be represented.

c. Humanities 15 quarter hours
This area includes literature, foreign languages beyond the first college year, art, music, philosophy, and religion. Three fields should be represented.

d. Natural Sciences 12 quarter hours
This area includes the biological and physical sciences. A biological science, a physical science, or a combination may be offered.

e. Social Studies 12 quarter hours
This area includes history, political science, economics, geography, sociology and anthropology. Two fields should be represented.

d. Fundamental Concept of Mathematics 3 quarter hours
This area emphasizes the major concepts of number, measurement, function, and proof. Nine quarter hours credit in college mathematics may be accepted as a substitute for this area.[4]

It would be impossible to translate into quarter or semester hours the work of the Pakistani teachers taken in these fields. In Pakistan the students start with certain courses in the beginning of the year and study those subjects for the whole year, that is, from the month of July to April. Usually the students take four or five subjects in a year. Thus, no units of credit are employed.

It appears from Table I that most of the teachers meet the requirements in communication, Humanities (with the exception of art), and social sciences, but in Natural Sciences, Art, and Health or Physical Education they are far below the standard. The teachers in Pakistan can do without Art and Physical education (to some extent) because at present, these subjects are not taught much in secondary schools. But the shortage in Natural Sciences is a very serious problem because in this technological era the students have to be trained properly to meet the technical challenge. Knowledge in this field helps to utilize the natural resources of the country and gives up-to-date knowledge of living. Thus, one of the most urgent needs of teachers in Pakistan is improvement of teacher preparation in the scientific areas.

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[4]Tennessee State Board of Education, Tennessee Requirements for Certification of Teachers. Revised August 7, 1957 (Nashville: State Department of Education), pp. 9-11.

A blank was provided in the questionnaire for the teachers to state the subjects in which they had specialized. Data in Table II indicate nine subjects were recorded by the respondents. Obviously, there were some teachers who had specialized in more than one subject. Mathematics, English and History were the subjects in which most of the teachers had specialized. Very few of the respondents had specialized in Art and Hygiene physiology, and such subjects seem absolutely neglected.

> Subject specialization provides the teacher command of the field of knowledge from which content is drawn for the curriculum of elementary and secondary schools. In addition, it promotes intensive scholarship, habits and commitments to intellectual endeavors, as well as respect for knowledge and the continuous search for which truth is validated.[5]

The secondary teachers in Tennessee are required to take subject specialization in the subjects which they plan to teach. Responses of the secondary school teachers of Pakistan appear quite satisfactory because every one of them has had specialization in at least one particular subject matter area.

The respondents were asked to indicate the courses which they had studied out of a list of eight courses which are considered to be the basic professional courses for teacher training. Table III shows the responses of the teachers. The responses show that most of the teachers had taken courses in History of Education, Educational Psychology and Introduction to Education. Of course, it is good that many teachers had

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[5] Lindley J. Stiles, and others, op. cit., p. 183.

TABLE II

PERCENTAGE OF THE TEACHERS WHO HAD SPECIALIZED IN CERTAIN SUBJECTS

Subjects	Number of teachers	Percentage
Mathematics	38	31.6
English	32	26.0
History (General knowledge)	28	23.3
Persian Language	24	20.0
Urdu	22	18.3
Science	16	13.3
Geography	11	9.1
Art	5	4.1
Hygiene Physiology	1	.8

TABLE III

PERCENTAGE OF THE TEACHERS WHO HAD TAKEN CERTAIN PROFESSIONAL COURSES

Courses	Number of teachers	Percentage
History of Education	88	73.3
Educational Psychology	75	62.5
Introduction to Education	74	61.6
Methods of Teaching	42	35.0
Curriculum Development	7	5.8
Child Growth and Development	6	5.0
Instructional Material	1	.8
Guidance and Counseling	0	0

studied above-mentioned courses, but on the other hand, it seems that the teacher education program has failed because all of the teachers were not required to take all of these basic courses. Only one person indicated that he had taken courses in Instructional materials, and in Guidance not even one person had taken any course.

The following are the requirements in Tennessee for certification of secondary school teachers in professional education:

> The program of professional preparation for a teaching certificate shall include attention to the following common elements which apply to problems faced by all teachers irrespective of the age level of pupils under their supervision:
>
> a. Psychological foundations of education with attention to human growth and development, learning, measurement, evaluation, and guidance.
>
> b. Historical, philosophical, and sociological foundation of American education, with attention to the teacher's role in the school and community.[6]

It appears from the responses of the teachers that most of the courses mentioned above were offered to the teachers of Pakistan, but not many of them had taken all of these courses, especially very few of the teachers had taken work in the area of psychological foundations. Obviously no work is offered in Measurement, evaluation and Guidance. Courses like History of Education, Educational Psychology, Introduction to Education and Methods of Teaching more or less deal with theories, and courses like Curriculum Development, Child Growth and Development, Instructional Material and Guidance and Counseling primarily involve the

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[6] Tennessee State Board of Education, op. cit., p. 11.

practical problems which a teacher faces in the classroom. The responses of secondary school teachers from Pakistan indicate that they have had some sort of background in the theoretical knowledge of education, but they lack the practical aspect of it.

The teachers were presented a list of four basic laboratory experiences and were asked to indicate by checking the programs in which they had participated. Table IV indicates that not many of the teachers had participated in the programs for laboratory experiences.

According to Sharpe the following are the characteristics of a professional laboratory experience:

1. It is guided experience which makes direct contribution to the student's understanding of individuals and competence in their guidance in teaching-learning situation.
2. It requires the student's involvement in interaction with children, youth or adults.
3. It provides opportunity for the student, in terms of his level of readiness, to participate in representative activities of the teachers.[7]

Under the Tennessee Regulations for Certification of Teachers the requirements for laboratory experience is stated that

> Supervised student teaching appropriate to an area of endorsement (at least 6 quarter hours).[8]

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[7]Donald M. Sharpe, "Professional Laboratory Experiences," D. P. Cottrell (ed.), Teacher Education for a Free People (New York: American Association of Colleges for Teacher Education, 1956), pp. 184-5.

[8]Tennessee State Board of Education, op. cit., p. 11.

TABLE IV

PERCENTAGE OF TEACHERS WHO HAD TAKEN DIFFERENT PROGRAMS FOR LABORATORY EXPERIENCE

Program	Number of teachers	Per cent
School Observation	35	29.1
Practice Teaching	25	20.8
Student Teaching	25	20.8
Community Activities	22	18.3

The lack of well developed professional laboratory experiences might be the most crucial problem of teacher education in Pakistan. Responses of the teachers indicate that very few of them have had any sort of laboratory experience; therefore, it seems impossible to expect them to be properly equipped for their profession.

III. PRESENT TEACHING PRACTICES

Under this section in the questionnaire the questions were designed to obtain the needed information concerning the methods of teaching which they were using, the teaching aids which were available to them, and their salaries.

Table V reveals that forty-two, or 35 per cent, of the teachers were teaching subjects which they were not qualified to teach. This information was obtained by checking the responses of the teachers under "Subject Specialization," and comparing it with their answers to the question, "What subjects are you teaching?" There were three teachers teaching Physical education, but all of them had indicated that they had not specialised in this field. Only the language teachers pointed out that they all were qualified to teach languages. Because of the lack of teachers in certain areas, the teachers who are not qualified have to teach those subjects. Earlier it was pointed out that very few teachers had specialised in physical education and science; therefore, Table V shows that most of the unqualified teachers were teaching in these two subjects.

TABLE V

NUMBER AND PERCENTAGE OF TEACHERS TEACHING THE SUBJECTS WHICH THEY WERE NOT QUALIFIED TO TEACH

Subjects	Number of teachers teaching	Number of unqualified teachers	Percentage of unqualified teachers
Physical Education	3	3	100.0
Science	11	9	81.8
English	23	11	47.8
Mathematics	29	13	44.8
Art	7	2	28.5
History (General knowledge)	25	4	16.0
Languages	22	0	0.0
Total	120	42	35.0

The purpose of the establishment of specializations for prospective teachers was that they might choose according to their individual interests the subject matter which they planned to teach. However, the practical situation does not always go along with this idea. In some cases teachers who specialized in Mathematics have to teach Art. Due to the uneven balance of supply and demand of teachers this situation is prevalent not only in Pakistan but even in Tennessee. Such is not only an individual loss but also a national one.

The teachers were asked to indicate the teaching methods they used in their teaching. Table VI shows the responses of the teachers. The responses are classified according to the subjects which those teachers taught. Most of the teachers, though they taught different subjects, used the lecture method. This seems to be the traditional method of teaching in Pakistan. Very few of the respondents used project method, experimentations and field observation. Even the teachers who taught Science, Art and Physical education used lectures mostly and very little experimentation and field observation, though these are needed in such subjects.

Method of teaching is an art. There is no single method which can be considered "the best," but if they are used properly they all are useful. The selection of teaching method has to depend on various factors, such as instructional materials available, teaching aids, school facilities, physical plants, grades, student's socio-economic background, teachers professional background, community resources and the like.

TABLE VI

CLASSIFICATION OF TEACHING METHODS USED BY THE TEACHERS IN DIFFERENT SUBJECTS

Teaching method	Subjects								
	Mathematics	English	Science	Art	Physical Education	Languages	G.K.	Total	Per cent
Lecture	29	23	11	5	2	22	23	115	85.5%
Discussion	14	10	10	4	1	15	14	68	56.6%
Project Method	8	7	4	3		3	5	30	25 %
Experimentation	11	2	5	1		1	2	22	18.3%
Field Observation	3	1	3	2	2	1	6	18	15 %

Teachers indicated most of them who were teaching the subjects in which they had specialized were using the proper methods, such as the Science teachers were using not only lecture and discussion but also project method, experimentation and field observation. Unfortunately, those who were teaching subject matter in which they had not specialized were using the wrong methods; for instance, in Physical education lecture method was overemphasized.

In the questionnaire, provision was made for the teachers to tell what kind of teaching aids they used in their classes. Table VII shows that most of the teachers used charts, graphs and maps, and very few of them used flannelgraph, slides, movie projectors and slide projectors. None of the respondents used phonograph records and posters. Lack of funds could be the main reason for this, because most of the schools cannot afford to buy some of the modern and expensive teaching aids, and also the lack of knowledge on the part of teachers on how to use these aids is another factor.

Teaching aids are the instruments to enable the teachers to help the students to gain the learning experiences in a more meaningful and profitable way. The teachers, through their responses, pointed out that most used charts, maps, globes, models and reference material. This shows that teachers realized the importance of using visual aids in teaching and did not depend on electric equipment such as movie projectors and phonograph records. Electricity in some parts of the country is very inadequate and the lack of funds to purchase equipment from abroad may explain this lack of use. In addition the content of

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TABLE VII

PERCENTAGE OF THE TEACHERS WHO USED CERTAIN TEACHING AIDS IN THEIR CLASSES

Teaching aid	Number	Per cent
Charts	84	70.0
Graphs	58	48.3
Maps	58	48.3
Globe	35	29.1
Reference Material	34	28.3
Models	32	26.6
Flannelgraph	6	5.0
Slides	2	1.6
Movie Projector	2	1.6
Slide Projector	2	1.6
Photograph Records	0	0.0
Posters	0	0.0

films and slides are not appropriate to meet the local school conditions. Financially and technically to produce films and slides for schools there at present seems impossible.

The teachers were asked about their monthly salary. From their responses the range of the salary appeared to be from ninety rupees (almost 18 United States dollars) to four hundred forty rupees (about 108 United States dollars) per month. The mean was 225.7 rupees or 45.1 United States dollars and median was 223.1 rupees or 44.6 United States dollars.

IV. IN-SERVICE TRAINING ACTIVITIES

In order to obtain information concerning the in-service training activities, the teachers were asked these three questions, (1) "Do you belong to any professional organization?", (2) "Did you take any advanced educational courses at any teacher training school or college during 1960?", and (3) "Did you participate in professional activities during 1960?" Table VIII shows that very few teachers answered these questions in the affirmative. Only two teachers responded to the first question. One of them was a drill master (physical director) who belonged to a wrestling club, and the other was a headmaster and a member of the District Headmasters Association. Eight teachers answered the second question. Three of those teachers were taking courses for the degree of Master of Education under a program which Indiana University had started in Pakistan. Two of them had a course in audio-visual aids and two had one in teaching English. One of those eight teachers took a

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TABLE VIII

PERCENTAGE OF THE TEACHERS WHO RESPONDED TO THE QUESTIONS CONCERNING IN-SERVICE TRAINING

	Question	Number	Per cent
1.	Do you belong to any professional organisation?	2	1.6
2.	Did you take any advanced educational courses at any teacher training school or college during 1960?	8	6.6
3.	Did you participate in professional activities during 1960?	0	0.0

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course in Arts. None of the teachers responded to the third question dealing with participation in professional activities during 1960.

Expressing the need for in-service training in Teacher Education in the United States, it is written,

> The basic reasons that the teaching profession devotes an inordinate amount of time and energy to promoting programs of continuing professional development are (1) the relatively low level of preparation with which teachers begin work; (2) the differences in educational program that prevail from school to school; (3) the impact of new knowledge upon individual courses and school curriculum; and (4) the multiplicity of unsolved professional problems that confront teachers.[9]

The in-service program in Tennessee is carried on as stated below:

> Tennessee school law provides for ten days in-service training for all teachers, according to a plan recommended by the local superintendent of schools and adopted by the local board of education. Such plans must be filed with the State Commissioner of Education on or before September 1 of the current school year. State board regulations further require each school to develop and carry out a program of in-service education to improve the school curriculum and promote the professional growth of all personnel. This program must be in accord with the system-wide plan of which it is a part.[10]

From the responses of the Pakistani teachers it is indicated that the in-service program in Pakistan is very poor. Apart from the fact that numbers of Pakistani teachers at all levels are untrained, and continuous and vigorous efforts are thus needed to equip them professionally for their work, it must be recognized that no teacher once

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[9] Lindley J. Stiles, and others, op. cit., pp. 367-8.

[10] Public Education in Tennessee Grades 1 through 12. A report prepared by the Education Survey Subcommittee (Nashville: Tennessee Legislative Council, 1957), p. 136.

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trained can, throughout his career, be regarded as fully competent without refresher courses.

The teachers were asked to check from a given list of courses, the courses they felt that the teachers in Pakistan needed the most as refresher courses. The responses of the teachers are given in Table IX. The highest number of the respondents indicated that courses in Guidance were needed the most. Some of the courses which the teachers suggested are very essential for the teacher training program, for example, Methods courses, Educational Psychology and Philosophy of Education.

Some indication of the weaknesses of the professional educational program in Pakistan were indicated in Table III. The teachers expressed the need of courses in areas in which they were weak as shown in Table IX. By reading the professional literature, meeting educators from other countries and Pakistani educators who have studied abroad, the teachers of Pakistan have realized their professional weaknesses and they desire to study the subjects which would bring them up to date in their fields.

In the last section of the questionnaire the teachers listed some of the problems which confronted most of the teachers in Pakistan. These problems can be divided into four categories, (1) low salary, (2) lack of space, big classes and small classrooms, (3) lack of instructional material, and (4) some of the teachers expressed that the examination system had some defects.

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TABLE IX

PERCENTAGE OF THE TEACHERS WHO RECOMMENDED CERTAIN COURSES TO BE TAKEN AS REFRESHER COURSES

Courses	Number	Per cent
Guidance	84	70.0
Methods Courses	73	60.8
Educational Psychology	70	58.3
Philosophy of Education	66	55.0
Selection, Production and Utilization of Instructional Material	42	35.0
Subject Matter Courses	37	30.8

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V. CHAPTER SUMMARY

The purpose of this chapter was to analyse and evaluate the responses of one hundred twenty secondary school teachers from Pakistan in terms of the requirements for teacher certification in Tennessee, and also to report, as gathered from the responses of the teachers, what teaching methods and teaching aids did they use. Mean and median of the monthly salaries of the Pakistani teachers were also computed and reported.

The analysis of the responses of the questionnaires revealed that most of the Pakistani secondary school teachers had not taken such courses as Natural Science, Arts and Physical education; however, each of them had specialised at least in one area of subject matter. Though the teachers had sufficient background in the theoretical aspect of professional education, they lacked the practical knowledge of it. The laboratory experiences were not included in total teacher training program. Some teachers were teaching the subject matter in which they had not specialised; therefore, their methods of teaching were conventional. Because of the shortage of the funds and lack of qualified personnel, the audio-visual aids were not widely used in schools. It appeared that no systematic in-service training program had ever been set up.

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CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to investigate the weaknesses and shortcomings of the existing teacher training program for secondary school teachers in Pakistan. One hundred twenty secondary school teachers from Karachi, Lahore and Sialkot responded to the request, completed the questionnaires and returned them. The data gathered from the responses to the questionnaires constituted the primary source of information. The information was presented under three general headings (1) the professional training, (2) the present teaching practices, and (3) the in-service training. Though the structure of education in Pakistan and America is almost alike, the outcome of Pakistani schools does not reach the American standard, and this is partially due to the difference in the professional preparation of the secondary school teachers. In order to find out a way to improve the teacher education in Pakistan, the requirements for teacher certification set up by the State Government of Tennessee were employed as a basis for evaluation. The State of Tennessee was selected, because it appeared that this State had a typical American teacher training program.

II. CONCLUSIONS

On the basis of this study, the following conclusions were drawn.

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The system of education in Pakistan is highly influenced by the Islamic thought and religion, therefore the necessity for continuous improvement in education has been emphasized by the local society.

The present period is one of transition in education in Pakistan. After 1947 the educational objectives changed because before that the country was ruled by the British and now it is independent. Under the British rule the purpose of education was to produce a handful of clerks to run the British administration, but now the emphasis is on developing leaders, scientists and engineers.

For the purpose of development of school education in order to meet the needs of the nation, the teacher training program has to be improved. According to this study, the following were the shortcomings and weaknesses of the existing teacher training program of Pakistan.

1. Little attention had been paid to Art and Physical education. In addition, Natural sciences were not required for all prospective teachers.

2. Very few teachers had taken courses in the area of psychological foundations such as Child Growth and Development, and Guidance and Counseling.

3. There was a lack of well developed professional laboratory experiences available to the prospective teachers.

4. Many teachers were teaching subject matter in which they had not specialized.

5. Experimentation, field observation and project method had been neglected as methods of teaching.

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6. Electrically operated audio-visual aids were not widely used in teaching.

7. No systematic in-service training program had ever been launched.

8. Teacher salaries were not enough to meet their expenses.

9. The classrooms were overcrowded.

10. There were not enough instructional materials available.

III. RECOMMENDATIONS

On the basis of the findings of this study, the following recommendations have been made.

1. In order to provide a sound and balanced general education program, all prospective teachers in Pakistan should be required to take Art, physical education and Natural sciences.

2. To strengthen the professional competence of teachers, courses in the area of psychological foundations such as Child Growth and Development, Guidance and Counseling, and Educational Psychology should be required for them to understand the growth, development, learning process, measurement and evaluation of children.

3. Well developed professional laboratory experiences, such as school observation, student teaching and community activities, should be made available both in school and in the community that different experiences may be gained in teaching.

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61
B344
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4. In-service education programs ought to be a joint effort of educational authorities, teacher training institutions and professional organizations. The following provisions should be made:

A. Province wide radio program in educational courses should be broadcasted at least three times a week.

B. The extension services of teacher training institutions have to be strengthened by means of:

1) Correspondence courses in education

2) Evening courses in education

3) Saturday courses in education.

C. Summer courses and workshops should be provided for the teachers.

D. A week's time in a year should be required for every teacher to participate in in-service activities.

E. A nation-wide publication should be compiled and distributed among all the teachers free of charge.

F. Government scholarships should be offered to the most competent and outstanding teachers to pursue advanced studies abroad.

G. A national in-service training center for secondary school teachers should be established by the Ministry of Education with the financial and technical assistance from UNESCO in order to provide a variety of experiences for teachers.

H. In-service programs should be financed by the Government.

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5. In order to strengthen the audio-visual instructional materials, an audio-visual course should be added for all the prospective teachers. Emphasis in this course should be on selection, production and utilization of audio-visual instructional materials.

6. Courses in curriculum development should be offered and required for all prospective teachers in order to help them to obtain knowledge and techniques of developing the most meaningful instructional materials for different age groups of students, and in different subject areas.

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B344
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APPENDIX

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College of Education 204
University of Tennessee
Knoxville, Tennessee
U. S. A.
May 23, 1961

Dear Sir/Madam:

I am studying at one of the universities in the United States. To fulfill the requirements for my degree I have to write a thesis about the educational system of our country, Pakistan. The subject of my thesis is "The Professional Preparation of Secondary School Teachers in Pakistan."

To get the accurate and up-to-date information from the teachers in Pakistan I am enclosing a questionnaire. I shall be grateful if you would spare a few minutes of your precious time to complete this form. You may omit any question which does not apply in your situation.

I shall appreciate your help very much.

Yours sincerely,

Samuel Barkat

QUESTIONNAIRE

Name: Age:

Address:

Sex: Male_____ Female_____

Marital Status: Married_____ Single_____

Name of School:

School Address:

Total Number of Teachers:

Total Number of Students:

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Qualifications:-
(Please check the ones that apply you)

Middle	( )	J.V.	( )
High	( )	S.V.	( )
F.A.	( )	C.T.	( )
B.A.	( )	B.T.	( )
M.A.	( )	of B.Ed.	( )

Any other:

Professional Training:

A. General Education

( ) 1. National Language and Literature
( ) 2. English
( ) 3. Social Science (History, G.K. ECO., etc.)
( ) 4. Natural Sciences
( ) 5. Arts (Music, Fine Arts, Drama, etc.)
( ) 6. Physical Education
Other:

B. Subject Specialization
1.
2.
3.
4.
5.
6.

C. Professional Courses

( ) 1. Introduction to Education
( ) 2. History of Education
( ) 3. Educational Psychology
( ) 4. Methods of Teaching
( ) 5. Child growth & Development
( ) 6. Curriculum Development
( ) 7. Instructional Material
( ) 8. Guidance & Counseling
Others:

D. Laboratory Experience

( ) 1. School Observation
( ) 2. Practice Teaching
( ) 3. Student Teaching
a. campus laboratory school
b. public school
( ) 4. Community Activities
( ) 5. Others:

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Present Teaching Status

1. What grade or class do you teach?_____

2. How many years have you taught?_____

3. What subjects are you teaching?_____

4. Do you have selected text books for your class? yes___no___

5. How long have you been in this school?____Years.

6. What are the most favourable teaching methods that you have applied in your classes?

( ) a. Lecture
( ) b. Discussion
( ) c. Project Method
( ) d. Experimentation
( ) e. Field Observation
( ) f. Others:

7. What kind of teaching aids do you use in your classes?

( ) a. reference material
( ) b. charts
( ) c. graphs
( ) d. maps
( ) e. models
( ) f. globe
( ) g. slides
( ) h. movie projectors
( ) i. slide projectors
( ) j. photograph records
( ) k. postures
( ) l. flannelgraph
( ) m. others:

8. Salary:

a. What was your starting pay?_____Rs.
b. What is your present salary?_____Rs.
c. What are your monthly expenses_____Rs.

In-Service Training Activities

A. Do you belong to any professional organization? If so please name.

1.
2.
3.
4.

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61
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B. Did you take any advanced educational courses at any teacher training school or college during 1960? If so please name the courses.

1.
2.
3.
4.
5.

C. Did you participate in professional activities during 1960?

( ) 1. conferences
( ) 2. teaching demonstration
( ) 3. workshops
( ) 4. meetings
( ) 5. others:

Recommendations and Suggestions for Teacher Education

A. What should be the qualification requirements for teacher training program

a. Teachers for classes I-V_____
_____
b. Teachers for classes VI-VIII_____
_____
c. Teachers for classes IX-X_____
_____
d. Teachers for classes XI-XII_____
_____

B. Duration of teacher training course

a. for classes I-V _____yrs.
b. " " VI-VIII_____yrs.
c. " " IX-X _____yrs.
d. " " XI-XII _____ yrs.

C. What kind of refresher courses teachers need the most?

( ) a. Philosophy of Education
( ) b. Method courses
( ) c. Educational psychology
( ) d. Guidance
( ) e. Selection, production and utilization of instructional materials
( ) f. Subject matter course (the one they teach)
( ) g. Others:

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List several of the major problems which confront you and other teachers in Pakistan.

SB:cw