

# Teacher education in Pakistan: Issues and problems

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## **Abstract**

Teacher education is an essential and critical part of every educational system and therefore plays a key and fundamental role in improving quality and enhancing the educational system. The goal of the study was to present an overall picture of teacher education in Pakistan in the context of education policies, quantitative expansion, provision of education for pre- and in-service teachers, particularly by the public sector, initiatives undertaken by the public sector to improve the quality of teacher education and to highlight the issues and problems of teacher training. Since, 1947 Pakistan has grown tremendously in the number of teacher training institutions. Teacher education is an important area of concern in the education system in Pakistan, so every educational policy paper has discussed teacher education and suggested various measures to improve teacher education. These measures, however, were implemented in parts and pieces, hence, could not bring the desired results. The quality of public-sector education declined over a given period of time thus provided the space for private sector which emerged as a strong competitor in the education sector by enrolling one-third of students at all educational levels.

## **Introduction**

Teacher education is crucial component of education system and it plays a pivotal role in the quality improvement and strengthening of education system. Ahmad (2012) stated that teacher education refers to a process of education and development prospective teachers go through as they prepare to enter the classroom for the first time in their role as teachers. She argued that teacher training satisfies both the theoretical and practical needs of teaching environment. Ali (2011) contended that teacher's quality is determined by the level of professional competencies which is inclusive of knowledge, understanding, skills, and attitudes he or she brings to the teaching profession. Teachers' lacking required level of professional competence is usually attributed to the dysfunctional teacher education system. The role of teachers for formulating of an innovative society is very critical because teachers' knowledge and skills not only enhance the quality and efficiency of education but also facilities to create an environment conducive for research and innovation. Khan (2011) found that the teacher occupies the most crucial position in the entire spectrum of educational activities; he/she influences

personal, social and economic lives of people, and he / she needs to be educated with great care and expertise.

Pakistan became an independent state in 1947 and its entire educational system was geared to produce a class of people who were supposed to serve the bureaucracy to perpetuate the old socio-economic order in the country. The socio-economic structure was created by the colonial powers to exploit the masses of the sub-continent. All curricula, textbooks and teaching and learning materials were, therefore, devised to serve the cause of the vested interests and not for creation of a dynamic and progressive society Farooq (1993). Historically teacher training in Pakistan can be traced back to 1804 when two teacher-training institutions were established at Lahore and Karachi and these institutions provided non-formal teacher training programs. In 1854 the institution at Karachi was made a normal school and it began to offer J.V. (Junior Vernacular) certificate. The institution at Lahore was made normal school and offered J.V, certificate in 1856 (Shah et al., 2011). At the time of independence in 1947, there were 22 teacher training institutions in Pakistan. For admission in these institutions, the pre scribed qualifications were Elementary and High school. After the completion of training, the trainees were awarded certificates as Junior Vernacular (JV) and Senior Vernacular (SV). Those having J.V certificates were eligible for appointment as a teacher in primary schools called JV teacher and those having S.V. were eligible for appointment as a teacher of elementary education level Siddiqui (2004).

### **Main objectives and methodology**

The main objective of this paper was to review the existing situation of teacher education in Pakistan. This paper has tried to present summarized picture of teacher education in Pakistan in the context of education policies, quantitative expansion, provision of pre and in-service teachers’

education especially by public sector, initiatives undertaken by public sector for improvement of quality of teacher education and highlighting issues and problems of teacher education. The main sources for development of this paper was secondary data, however, efforts were made that the sources of data used in this paper should be valid and authentic. The available literature on teacher education i.e. education policies, reports, research studies, research articles published in various national and journals, and education statistics compiled by Academy of Educational Planning and Management(AEPAM), Ministry of Federal Education and Professional Training was reviewed. Moreover, relevant information and materials were also obtained from Provincial Institute of Teacher Education of Sindh, Balochistan and Khyber Pakhtunkhwa, Directorate of Staff Development, Punjab and Directorate of Curriculum and Teacher Education, Abbottabad and Khyber Pakhtunkhwa.

### **Review of education policies**

Since independence, the government of Pakistan is cognizant about the importance of teacher education; therefore, in each policy document various measures have been proposed to improve the quality of teacher education. A brief review of education policy documents regarding teacher education in Pakistan is presented below:

The first National Education Conference was convened in Karachi on November 1947 soon after emerging Pakistan as an independent country. The main purpose this conference was to provide directions and guidance for future development of education in view of socio-economic needs of newly independent state. In his message to this conference the Quaid-i-Azam, Mohammad Ali Jinnah noted:

There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as

future citizens of Pakistan. Education does not merely mean academic education. There is an immediate and urgent need to give a scientific and technical education to our people in order to build up our future economic life...(Government of Pakistan (GoP), Ministry of Interior (MoI), 1947, p.5).

Moreover, the committee on Primary and Secondary education of the conference highlighted the importance of well trained and well paid teaching profession and suggested proper training of teachers and adequate scales of salary (GoP, MoI, 1947, p.21).

Most of the recommendations of conference were not implemented due to lack of resources and lack of institutional arrangements for integrated planning at national level as a result pre-independent pattern of education was continued without any major strategic and structural changes. Moreover, there was no national development plan till 1951 to incorporate the recommendations of the Conference in to national development plan for implementation. The schemes of federal and provincial governments used to be examined and approved by Development Board of Central Government; however, these schemes were not integrated towards achieving policy objectives.

In 1959, the Commission on National Education undertook a comprehensive review of the whole education system and came up with pragmatic recommendations. The Commission noted that “no system of education is better than its teachers”(GoP, MoE, 1959, p.259). The Commission highlighted the characteristics for a successful teacher such as “he should be academically well trained in the subject he teaches; he should have had sound professional training...” (GoP, MoE, 1959, p.259). Moreover, the Commission also recommended minimum

qualifications for admission to the training courses for teachers at various levels of education and duration of training courses.

The main theme of the Commission report was the recognition to the fact that the funding on education was an essential national investment which was prerequisite for socio-economic development of the country. The concept was endorsed in the in the national second five year plan by giving due consideration to include essential recommendations of the Commission for implementation. Shahid (1985) argued that teacher training institutions were improved in terms of equipment and staff and they arranged refresher courses for teachers. A program for production of teachers' guidebooks in various subjects was also initiated (p.21).

The National Education Policy (1972-1980) recommended reorganizing teacher education programs, introducing innovative techniques, and improving facilities for teacher education to meet the massive requirements of teachers at all stages. It recommended the introduction of Education subject at Secondary, Higher Secondary and Degree levels to prepare teachers for primary, middle (elementary) and high (secondary) levels. Moreover, the policy further suggested an increase in number of female teachers at all levels especially at primary level by relaxing academic and training requirements in special cases (GoP, MoE, 1972, p.23). As a result of this policy decision, the teacher education curriculum was revised and improvised in 1976 (Khan, 2011, p.105). Shahid (1985, p.41) stated that this policy was implemented to a great extent and two-thirds of its recommendations were implemented fully or partially.

The National Education Policy (1979) recommended strengthening of the provincial education extension centers and in-service training centers in the provinces so as to enable them

to provide at least one in-service training facility to every teacher during every five years. It also suggested strengthening of the in-service training facilities of the Allama Iqbal Open University (AIOU). The policy proposed that all the primary teachers training institutions and normal schools would be up-graded to the Colleges of Elementary Teachers. The curricula of pre-service teacher education programs will be evaluated and suitable modifications will be made in the light of the findings of the evaluation reports. (GoP, MoE, 1979, p.63). In pursuance of NEP (1979) recommendations, Primary Teacher Training Institutions were upgraded to Colleges of Education (Khan, 2011, p.106). Despite the steps recommended for quality improvement at all levels of education by the policy, the quality aspects were lagged beyond.

National Education Policy (1992) advocated to equip and strengthen Teacher Training Institutions and to provide training to faculty of these institution. It proposed a regular in-service training program for teachers at all levels including inter-alia distance education methods. The NEP (1992) suggested up-gradation of Teacher training curricula and setting up a national commission for teachers (GoP, MoE, 1992, p.26). The policy was interrupted half way due to the change in political scene of the country Shami (2005).

National Education Policy (1998-2010) proposed strengthening of in-service institutions of teachers training; establishment of National Institute of Teacher Education, revision of curriculum and method of instruction in teacher training institutions, introduction of Bachelor in Education (BA.Ed.); special incentives for teachers to attract talented students into teaching profession as well as special incentives for rural female to join teaching profession, introduction of new stream of vocational and technical training and creation of cadre of teacher educator. It recommended a Diploma in Education program for Matriculates (Secondary School Certificates

holders) with three years duration to enable prospective teachers to obtain integrated training both in school subjects and pedagogical skills. The policy also suggested recruitment of 70% female teachers in newly established primary schools (GoP, MoE, 1998, p.45-47).

Government of Pakistan initiated Education Sector Reforms (ESRs) as an action plan for implementation of NEP (1998-2010) in 2001. The teacher education was considered and included under quality assurance. The quality assurance under ESRs put emphasis on teacher education and training especially up-gradation and rehabilitation of teacher training institutes, revision of curricula, examination reforms and establishment of National Education Assessment System (GoP, MoE, 2001, p.35-36). Under ESRs, Diploma in Education was launched to upgrade teacher professional qualification to 12+1<sup>1/2</sup> years replacing Primary Teaching Certificate (PTC) and Certificate in Teaching (CT). About 175,000 teachers/master trainers were trained and 250 Teacher Resource Centers were established across the country (GoP, MoE, 2003, p.17-18). Many innovative programs such as curriculum reforms, multiple textbooks, and teacher training programs were initiated. National Education Assessment was established to monitor the learning achievement of students Iqbal (2011). However, ESRs were not fully implemented due to financial crunch.

The current National Education Policy (NEP) was developed in consultation with all stakeholders including federating units. National Education Policy (2009) recommended a Bachelor degree with a Bachelor of Education (B.Ed.) as a minimum requirement for teaching at the elementary level and Master degree with B.Ed for teaching at secondary and higher secondary levels. It also suggested that PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications, whereas, new hiring of teachers shall be based on advanced criteria. The policy further recommended that Diploma Education (D.Ed.)



may be used as an Intermediate qualification till B.Ed teachers are available universally. The policy advocated for adjustment of teachers education curriculum to the need of school curriculum and schemes of studies. It also recommended a separate cadre of specialized teachers' trainers. Moreover, teacher training arrangements, accreditation and certification procedures will be standardized and institutionalized. (GoP, MoE, 2009, p.33-35).

Concurrent Federal Legislative lists were incorporated in the 1973 Constitution of Pakistan. In the Concurrent List two entries i.e. 38 & 39 dealt with education. These entries pertain to Curriculum, Syllabus, Planning, Policy, Center of Excellence, Standards of Education and Islamic Education. As a consequence of inclusion of education in the Concurrent Legislative List, it has remained in the shared legislative jurisdiction of Federation and Provinces. Federal Ministry of Education was responsible for development and coordination of national education policies, plans and curriculum. The Provinces were to develop and implement their own plans in accordance with national policies and plans. With passage of 18<sup>th</sup> Constitutional Amendment in 2010, the Concurrent Legislative List of the 1973 Constitution was abolished and education was shifted to legislative and executive jurisdiction of the provinces. The devolution of policy and planning to the provinces has put the status of National Education Policy (NEP) 2009 in doubt. Moreover, as a result of 18<sup>th</sup> Amendment, the Federal Ministry of Education was abolished and there was no organization at federal level to coordinate and monitor the implementation of NEP 2009 (Government of Punjab, School Education Department & giz, 2011; Institute of Social and Policy Sciences (n.d)).

National Education Conference was held under the chairmanship of Prime Minister on September 16, 2011 and a 'Joint Declaration on Education' was issued. According to the Joint Declaration on Education, "National Education Policy 2009, subject to such adaptations as are

necessitated in view of the 18th Constitutional Amendment, shall continue to be jointly owned national document” (UNESCO, 2011). All the provincial governments have adopted the NEP 2009 and they have not developed their own education policies. They have developed their education sector plans which were based on NEP 2009 guidelines. After establishment of Federal Ministry of Education and Professional Training, Inter Provincial Education Minister Conference (IPEM) has been revived in 2014 which provides a coordination platform with provinces to discuss matters relating to implementation status of NEP 2009, Article 25-A and international treaties and conventions signed by the country. The first meeting of IPEM was held in February 2014 and attended by all provincial and area governments’ education ministers and secretaries. IPEM meeting has been held regularly on quarterly basis.

Since independence, the government of Pakistan has produced seven major education policy documents. The main focus of these policies was on access to education, equity, quality of education, medium of instruction, science education and Islamic education. Each policy highlighted the importance of teacher education and its impact on quality of education. These policies contemplated on issues and problems of teacher education and suggested various measures to improve the quality of teacher education. However, measures suggested by these policies were partially implemented consequently the desired results could not achieve. Ahmad (2012) maintained that the policy documents in Pakistan were the result of extensive research but their implementation left much to be desired, so that not one policy achieved its declared goals nor the targets of time set for realizing these goals. Firstly, there was no genuine widespread ownership of policy goals by the majority of stakeholders and secondly, the strategies and plans developed to achieve the policy goals were unrealistic and did not have the support of identified and dedicated resources required to achieve the targets.

## Teaching work force

According to Pakistan Education Statistics 2014-15, the total number of education institutions in the country comprised of 267,955 of which 180,926 (67%) were in public sector and 87,659(33%) were in private sector. The total enrolment of students in all categories of education institutions consist of 44.435 million of which 27.387 million (62%) students enrolled in public sector education institutions and 17.048 million (38%) students enrolled in private sector education institutions. It was observed that 33% Education Institutions in the private sector are facilitating 38% students from pre-Primary up-to tertiary levels whereas in public sector 68% education institutions are facilitating 63% of students from pre-primary up-to tertiary level (GoP, AEPAM, 2016).

The total number of teachers consisted of 1,652,141 out of which 859,608 (52%) teachers were in public sector and 792,533 (48%) in private sector. The overall education system is served by 42% male teachers and 58% female teachers. Majority of teachers in public sector i.e. 96% are trained with required professional qualifications. (GoP, AEPAM, 2016). The number of teachers by level and gender is reported in table-1.

**Table 1**

**Number of teaching staff by level and gender up to degree colleges during Year 2014-15**

<b>Level</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-Primary	206	2,433	2,639
Primary	206,289	203,207	409,496

Middle	124,734	256,051	380785
High	207,987	306,171	514,158
Higher Sec.	50,603	60,071	110,674
Inter College	3,907	3,498	7,405
Degree College	15,123	7,239	36,587
<b>Total</b>	<b>608,849</b>	<b>838,670</b>	<b>1,461,744</b>

Source:(i) Pakistan Education Statistics 2014-15, AEPAM, Ministry of Federal Education and Training, Islamabad

The pupil teacher ratio at primary level is 33, at middle level it is 23 and at secondary level it is 24 (GoP, AEPAM, 2016). In both public and private sector for every three primary schools there is one middle school: for every two middle schools there is one secondary school. In case of public sector, for every eight primary schools there is one middle school and for every ten primary schools there is one secondary school.

### **Teachers training institutions**

Currently there are 206 teachers training institutions in the country with the enrolment of 722,728. Out of total teaching training institutions, 155(75%) teacher training institutions with the enrolment of 717,557 (99%) are in public sector, 51 (25%) teacher training institutions with the enrolment of 5,171 (1%) are in private institutions. Out of the total institutions, 50 (24%) institutions are for male, 41(10%) institutions are for female and 115(56%) institutions are with co-education. Female students accounted for about 34% to all students enrolled in teacher training institutions. Out of total institutions, 63(31%) institutions are located in Punjab, 64 (31%) institutions in Sindh, 39 (19%) institutions in KP, 12 (6%) in Balochistan, 7(3%) in ICT and the rest 21 (10%) teacher training institutions are located in FATA, GB and AJK. The total number of teachers in teacher training institutions is 3,733 of which 3,444 (92%) teachers in public sector and 289 (8%) teachers in private sector (GoP, AEPAM, 2016).

These institutions are providing pre-service training to prospective teachers and offer certificates, diplomas and advance training program leading to B. Ed. (Bachelor of Education), M.Ed. (Master of Education), M.Phil., and Ph.D. (Doctorate in Education). Most of the institutions offer Bachelor of Education program which is very popular.

### **Pre and in-service teachers training**

The public sector teacher training institutions are located throughout the country which provides both pre-service and in-service training to teachers. There are two types of training opportunities for prospective teachers and serving teachers i.e. pre-service and in-service. A brief description of teacher training in Pakistan is reported below:

(i) **Pre-service:** Pre-service education includes all the stages of education and training that precede the teacher's entry to paid employment in a school. The primary purpose of pre-service teacher education/training is to provide a supply of high level qualified teachers in sufficient numbers to meet the needs of every school in every geographical location. Pre-service teacher training programs equip teachers with skills, knowledge and attitudes necessary to take up teaching as a profession (Ahmad, 2012, p.36).

The pre-service training to Primary (I-V) and Elementary (VI-VIII) teachers is imparted in College of Elementary Teachers. Siddiqui (2004) stated that primary teachers were trained in normal schools of teacher training from 1947 to 1978, however, after 1978 all the teacher training schools were rename as Colleges for Elementary Teachers (p.44). The minimum qualification requirements for admission in College of Elementary Teachers for pre-service primary teacher are Secondary School Certificate (ten years education). The duration of training program is one year. After completion of training program, Primary Teaching Certificate

(PTC) was awarded which makes teachers eligible to teach at primary level. Admission requirements for Certificate of Teaching (CT) are Higher Secondary School Certificate and the duration of training is one year. Certificate of Teaching enables teachers to teach at elementary level (Shami & Hussain, 2006; GoP, MoE, 2004). Presently both PTC and CT programs have been discontinued instead Associate Degree in Education has been offered by various teacher training institutions across the country.

Allama Iqbal Open University was established at federal level in 1974 and it is an autonomous distance learning institution that offers courses in education for managers, planners and teachers. Its courses include pre-service and in-service programs for teacher certification and other graduate and post graduate professional qualifications in education. It enrolls 10,000 students annually for various certifications and diplomas (GoP, MoE, 2004, p.12).

Bachelor of Education (B.Ed.) is a one year program after Bachelor of Arts (BA)/ Bachelor of Science (B.Sc.). It is offered by Colleges of Education and Institutes of Education and Research/ Departments of Education in general universities. Colleges of Education are affiliated to universities. B.Ed. degree holders are eligible to teach at secondary schools. Students from Arts stream are trained to teach subjects like history, civics, geography and languages in Secondary schools whereas students from Science stream are trained to teach mathematics, physics, chemistry and biology in secondary schools. Khan & Saeed (2009) found that “the B.Ed. pre-service teacher education program at University of Education (UE) is relatively better in the curriculum content areas of lesson planning, lesson presentation, and assessment skills, but the areas of use of audio-visual aids and teaching techniques/methods are weak” (p.94).

A three year course in science education after higher secondary school certificate leads to Bachelor of Science Education (B.S.Ed.). B.S.Ed. degree holders are entitled to teach at

elementary and secondary schools (GoP, MoE, 2004, p.6-12; Shami & Hussain, 2006).

Associate Degree in Education is a new program that was introduced in 2010 in some provinces. The degree in Education was a two years pre service teacher education degree linked to B.Ed. (honors). The content and pedagogy of programme considered equal to Bachelor of Education. The pre-requisites for admission in Associate Degree in Education program is Higher Secondary School Certificate (twelve years education) and its duration is two years (Khan, 2011p.112-113).

Master of Arts in Education (MAEd) is a two years program after Bachelor of Arts (BA)/ Bachelor of Science (B.Sc.) and Master of Education (M.Ed.) is one year program after B.Ed. MA/M.Ed. programs are offered by Institute of Education and Research/Education Departments of various universities. The graduates of these institutions are eligible to teach in elementary, secondary and higher secondary schools. Moreover, universities also offer M.Phil. and PhD programs in the field of education; however, for getting admission in these programs, the candidates have to qualify the GRE tests, both General and Subject GRE conducted by the National Testing Service (NTS) of Pakistan (Shami & Hussain, 2006; GoP, MoE, 2004; Malik, 1999; Khan, 2011). The curricula of B.Ed., M.Ed. and M.A Education are determined by the Higher Education Commission of Pakistan whereas curriculum for Diploma in Education used to determine by Curriculum and Extension Wing of the then Ministry of Education (Khan, 2011, p. 116).

University of Education, Lahore established in 2002, is the first specialized university in the field of Education in Pakistan. The main purpose of this university is to promote education in general and teacher education in particular. It deals with all levels of education right from school to university level. It offers degree programs ranging from Bachelor to Ph.D. in education

and other disciplines. University of Education is a multi-campus institution which consists of five divisions and ten campuses. Presently the University has enrolled about 12,968 students in various programs and disciplines of education. The University also has forty-five affiliated Government Colleges for Elementary Teachers (GCETs). About 127,894 students graduated from University of Education ranging from Bachelor to PhD in education and other disciplines (University of Education, 2012).

There is a general perception about pre-service of prospective teachers that these teachers try to obtain a professional degree/certificate from teacher training institutions to make them eligible for the job of teaching, and not to improve the quality of instruction imparted to the students. According to USAID (2010) “currently available pre-service teacher education programs do not have quality course content to comply with the National Professional Standards nor prepare teachers who can implement the 2006 National Scheme of Studies for K-12 grades” (p.12). Arshad & Naseem (2013) found that trained teachers are more effective in their performance than untrained teachers.

**(ii) In-service training:** In-service training is imparted to the teachers recruited by departments of education to update and refresh their knowledge, skills and competence. In-service teacher training enhances the professional competency of teachers by refreshing the techniques, activities and learning experiences. In-service teacher training ensures that the acquired skills, knowledge and attitudes continue to grow and improve with the changing times (Shah, Kiani, Mahmood & Hussain, 2011, p.41). As per policy recommendation each teacher must have the opportunity for in-service training at least once every five years. However, presently a primary teacher usually gets in-service training opportunity after 13 years,



elementary school teacher gets an opportunity of in-service training after eight years and secondary school teacher gets this opportunity after 16 years (GoP, MoE, 2004).

(iii) Teacher Education has been considered as provincial subject. Each province has a centralized organizational structure for teacher education. In Balochistan and Sindh Provinces, Bureau of Curriculum and Extension Center/Wing is responsible for pre & in-service teacher training. In Khyber Pakhtunkhwa, Directorate of Education and Teacher Education handles pre & in-service teacher training in the province. In these three provinces, in-service training programs are conducted by Provincial Institutes of Teacher Education (PITE) In Punjab province, Directorate of Staff Development is responsible for in-service teacher training. At the federal level in-service teacher education is conducted by the National Institute of Science and Technology Education (NISTE) (GoP, MoE, 2009, p.7; Memon, 2007 p.49-50). A brief review of organizational set up of in-service teacher training across the provinces is given below.

In the Punjab, Directorate of Staff Development (DSD) was established in 2004 as an apex body responsible for both pre-service and continuous professional development programs for teachers, head teachers, teacher educators and other related personnel whose work affect the quality of learning at schools. Its main functions includes: In-service training of government school teachers and other related staff; identifying and proposing structures and procedures enabling quality learning and coordination with other government organizations imparting pre-service training to teachers. Government College of Elementary Teachers (GCETs) came under the administrative control of DSD in 2006 and Punjab Institute of Teacher Education (**PITE**) merged with DSD in 2009. Presently 29 Government Colleges for Elementary Teachers (GCETS) with over 7000 enrolment of pre-service students are functioning under the administrative control of DSD. Out of total, 22 GCETs also function as District Training and Support Centers (DTSCs). DSD has an

elaborate network of cluster training and support centers for in-service training of teachers at district level. Clustering brings together group of schools and centrally located school to function as a Cluster and Support Center from teacher support activities for primary school teachers. All Districts of the province were included in Continuous Professional Development (CPD) program in 2011 by establishing District Training and Support Centre (DTSCs) with the mandate to plan, facilitate, coordinate and implement in-service training and professional developmental activities at the district level for the Primary, Elementary, Secondary and Higher Secondary school teachers. DSD has trained more than 626,000 Teachers, Head Teachers, Master Trainers and Principals of Government College of Elementary Teachers and Education Managers in various disciplines of education in last five years i.e. 2010-2014 (GoP, DSD, 2014; Javed, Jaun & Nazli, 2012; GoP, MoE, 2009).

In Sindh province, Bureau of Curriculum and Extension Wing and Provincial Institute of Teachers Education are the main organizations responsible for both pre-service and in-service teachers training. Government Elementary College of Education, Regional Education Extension Centre, Teacher Training Centre and Training Outposts are working under the administrative control of Bureau of Curriculum and Extension Wing. The Boards of Intermediate and Secondary Education are the examining and certification bodies for the teacher education courses. The Bureau of Curriculum and Extension Wing also undertake curriculum development for teacher education and text book development in collaboration with Sindh Text Book Board. The PITE in Sindh province caters to the in-service needs of teachers. PITE also develops materials for teacher education and conducts research. For in-service teacher training program, the services of faculty of Bureau of Curriculum and Extension Wing and Government Elementary College (Education) are utilized. So there is collaboration between PITE and Bureau in provision of in-service training. However, PITE neither has a regular budget nor a regular

program for in-service teacher training and usually conducts teacher training on the request of either donors or under different schemes assigned by the provincial government

(UNESCO/USAID, 2006 p.22-23; GoP, MoE, 2009 p.7)

In Khyber Pakhtunkhwa, the Directorate of Curriculum and Teacher Education exercises administrative, financial and academic control of 20 Regional Institutes of Teacher Education (RITE), Government College of Physical Education and a Government Agro Technical Teachers Training Centre. Provincial Institute of Teacher Education conducts in service training program for teachers and it uses the services of faculty of Bureau, RITE, in addition to its own staff. The PITE reports directly to Secretary Education Department and it is working directly under the control of Secretary Schools and Literacy Department (UNESCO/USAID, 2006 p.23).

In Balochistan, the Bureau of Curriculum has the administrative, financial and academic control of Government Elementary College for Teachers and College of Education which offer pre-service training to teachers. Bureau is also responsible for curriculum development of teacher education and it is also the examining and certification bodies for the PTC and CT courses offered by Government College of Elementary Teachers. Bureau of Curriculum offers 10 to 15 days in-service training courses mostly sponsored by donor agencies. The Bureau also conducts management courses for head of schools. Provincial Institute of Teacher Education (PITE) conducts in service courses for primary and middle school teachers. PITE Balochistan is working under the administrative control of Bureau of Curriculum; however, it does not get regular budget from the provincial government for its regular activities such as in service teacher training and material development so in most cases the in-service teacher training programs are funded by international donor agencies (UNESCO/USAID, 2006 p.23-24).

Private sector providers have mushroomed in teacher training as a response to the growing need for different types of requirements for teacher training which the public sector may not have been able to provide. Teacher training institutions in Pakistan also include autonomous bodies, private universities, and degree awarding and chartered institutions which also provide pre-service training to prospective teachers (UNESCO/USAID & ITA, 2008). Well established chains of private schools such as City School System and the Beacon House System have their own training facilities where the teachers are given training in various branches spread across the country, but most others private sector schools do not provide training to their teachers (Aly, 2007 p.23). The quality of education imparted by the majority of private schools is questionable due to shortage of properly trained and qualified teachers. Majority of teachers appointed by private sector have academic qualification up to intermediate (12 years of schooling) or Bachelor level (14 years of education) and they are paid much lower salaries compared to their counterparts in the public sector. Moreover, the teachers working in private sector have no job security and private sector hires very few teachers who have any pre-service training (Memon, Joubish, and Khurram, 2010, P. 674).

Moreover, several donor agencies such as Canadian International Development Agency (CIDA), United States Agency for International Development (USAID), World Bank (WB), Asian Development Bank (ADB), Department for International Development (DFID), European Commission (EC), UNICEF and UNESCO are supporting teacher education in Pakistan (UNESCO/USAID & ITA, 2008, p.13). Most of donor funded programs have focused on in-service teacher professional development as an approach to institutional capacity building and enormously contributed to teacher education in Pakistan. However, most of the donor funded

projects seem to have emphasized achieving quantitative targets rather than focusing on qualitative changes in the services of teachers education(Ali, 2011, p.211).

Before the introduction of 18th Constitutional amendment in Constitution of Islamic Republic of Pakistan, school curricula for grades I-XII including curriculum and text-books for PTC and CT was the responsibility of the Ministry of Education, Curriculum Wing. Each province has a Curriculum Bureau or Curriculum Research and Development Centre (CRDC) which had a close liaison with Curriculum Wing of Federal Ministry of Education and provided academic support to the Ministry for curriculum development. Usually Ministry of Education had provided broad guidelines to provincial Education departments and sought their expert opinion. The curriculum draft was finalized by the National Curriculum Review Committee, Islamabad. In wake of 18<sup>th</sup> Amendment in the Constitution in 2010, main subjects of education i.e. curriculum, syllabus, planning, policy, centers of excellence and standards of education came under the purview of the provincial governments. The National Curriculum 2006 and National Textbook and Learning Materials Policy 2007 were developed in consultation with federating units. All provinces have adopted the National Curriculum 2006 and developed textbooks even after devolution of education to provinces in wake of 18<sup>th</sup> Amendment. The higher education curriculum including the curriculum for Bachelor and Master level programs in education is the responsibility of respective departments of the universities or colleges. The title of courses and broader framework are usually discussed by the faculty, and then each teacher plans in his/her own way to impart instructions in the classrooms. Moreover, in order to bring uniformity in curriculum for tertiary education, the Higher Education Commission also prepares curriculum outlines through various committees with the membership from teacher education institutions.

These outlines are provided to the universities as guidelines and minimum requirements (Saeed, 2007; Siddiqui, 2010; Mirza, (n.d)).

In-service teacher training is usually meant for continuous renewal of professional knowledge and skills of teachers. Most of the experts are of the view that present mechanism of in-service teacher training in Pakistan is supply driven rather than demand driven. The in-service program of teachers does not improve the skills and knowledge of teachers and it has little impact on the students' achievement. All provinces are providing in-service training to teachers; however, most of the provinces do not have a regular program due to lack of funds. Therefore, these programs in most cases are sponsored by donor agencies. In most of the provinces, the database of the trained teachers are not maintained properly consequently the same teachers are trained a number of times. The duration of in-service varies from one week to one month and it also varies across the provinces. Ali (2011) argued that “ the literature is consistent in emphasizing the correlation between the steady declination in the status of teaching profession, particularly poor quality of initial and in-service training imparted to teachers and poor students' learning outcomes recorded over years inPakistan” (p.210). However, Shah, Kiani, Mahmood,& Hussain, (2011) found that trained graduate teachers with in-service training performed better on the aspects of teaching methodology, use of audio-visual aids and application of evaluation techniques in the class.

## **Initiatives**

A number of initiatives have been introduced to bring qualitative reforms in teacher education in Pakistan. The Ministry of Education adopted and notified ten National Professional Standards for teachers in Pakistan in 2008. These standards are designed to define competencies,

skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists. The standards are to guide the development of pre-and in-service programs of teacher education (USAID, 2010 p.8). Recently standards for teachers have been developed by Ministry of Federal Education and Professional in consultation with provinces which were discussed in the Inter Provincial Education Conference and all provinces agreed to adopt these standards.

Higher Education Commission has set up Quality Assurance Division to provide an integrated quality assurance and management service for higher learning. Higher Education Commission has also established National Accreditation Council for Teacher Education (NACTE) in 2007. The main purpose of NACTE is to ensure and enhance the quality of teacher education and to accredit all teacher education programs offered in the public and private sector institutions in the country. NACTE has developed National Standards for accreditation of Teacher Education Programs. These standards define the requirements for specific and essential components of a teacher education program. They guide towards the detailed documentation of program and processes for accreditation (NACTE, 2009).

Punjab province has raised the minimum academic qualification for recruitment of elementary (I-VIII) teachers to Bachelor degree with B.Ed. as professional qualification and MA/MS with M.Ed. for secondary school teachers since 2003. Following the recommendations of NEP 2009, most of the provinces have enhanced the academic qualification to intermediate (12 years education) with Associate Degree in Education or Bachelor degree with B.Ed. for recruitment of elementary school teachers. For secondary teachers the minimum academic and professional qualification is either BA/BSc with B.Ed or MA/MSc with B.Ed/M.Ed.

The teacher training institutions used to offer certification courses, i.e. PTC and CT to primary and elementary teachers with the duration of nine months resulting inadequate quality teachers. The PTC and CT programs have been discontinued in all provinces instead they have introduced two years Associate Degree in Education (ADE) and four years B.Ed Honor program; however, the holders of PTC/CT qualifications are eligible for recruitment as primary and elementary teachers up to 2016 in some provinces especially in Balochistan.

### **Issues and problems**

Teacher training in Pakistan has been confronted to various challenges and issues. The most common problems faced by the teacher education in Pakistan are:

- a) Lack of funding and resources, hence, poorly equipped training institutions.
- b) Short training duration especially in case of in-service training.
- c) Quantitative expansion at cost of quality.
- d) Narrow scope of curriculum.
- e) Imbalance between general and professional courses, over-emphasis on theory.
- f) Lack of coordination between education departments and training institutions.
- g) Deficient quality of instruction, lack of in-service training of teacher educators.
- h) Failure in implementing useful reforms, vague objectives, poor quality of textbooks.
- i) Defective examination system, lack of supervision and accountability.
- j) Lack of research and evaluation of teacher training programs.

Dilshad,( 2010,). Khan (2011) has identified problems pertaining to teacher education and stated *“the quality of education provided in the government schools of Pakistan had been poor due to low levels of teacher competence, lack of classroom-based support for teachers, lack of systems to assess student-learning outcomes, uneven supervision, insufficient resources for*



*critical teaching and learning materials, and weak sector governance and management*” (p.83-84). Moreover, findings of various studies indicate that the staff of the GCET is poorly trained and under-motivated and they use inappropriate teaching methods (Ali, 1998, p.5).

In Pakistan, the teaching profession has never been of prime importance rather professions like engineering, medical and other professions. This profession is unable to attract potential candidates having outstanding academic records due to lesser incentives, slow promotions and lesser fringe benefits. Usually graduates who are unable to get any job in other sector, turn to the teaching profession as a last resort (Rashid and Mukhtar, 2012, p.335). A major criticism of teacher education particularly in the public sector is that it has not resulted in improvement in student learning outcomes commensurate to the volume of inputs which have been allocated to in-service trainings however, teacher education cannot be seen as the sole explanatory variable for student outcomes (GoP, MoE, 2004, p.2).

The quality of teachers is poor due to low level of educational qualification both academic and professional required to become a primary school teacher. It has been established through different studies that pupil achievement is closely related to number of years of formal schooling of teachers. The other factors responsible for low quality of teacher education include inadequately trained master trainers, lack of monitoring and support system, little emphasis on teaching practices and no accredited institution to certify teachers (Memon, Joubish, and Khurram, 2010, P.673). Huma (2013) argued that “in Pakistan there is no other examination or test to assess teachers competence for certification than the exams conducted by the universities at the end of courses and programs” (p.303). Ali (2011, p.210) maintained that in-service and pre-service teacher education programs of most of the public sector institutions are of substandard and based on textbook and examination. He also contended that the teaching methods used by

these institutions are predominantly based on chalk-and-talk, memorization or lectures. While discussing the key management issues, Aly (2007) argued that “majority of the stakeholders are of the view that recruitment, transfers and postings of teachers are heavily influenced by political intervention – the degree varying in various parts of the country” (p.13.) He further stated that teacher training is donor driven and there is no recurrent budget allocated for the purpose.

## **Conclusion**

Pakistan has made tremendous expansion in number of teacher training institutions since its inception as independent sovereign state. Each education policy document has deliberated on teacher education and recognized the pivotal role of teachers in quality improvement. These policy documents presented various measures to improve teacher education; however, these measures were half-heartedly implemented, consequently the desired results could not be achieved. It is encouraging to note that some initiatives have been introduced, these initiatives may have a positive impact on the quality of teacher education. However, the existing literature on teacher education in Pakistan has deliberated extensively and identified the most common issues. Hence the quality of education in Pakistan is substantially dependent up on the quality of teaching force, therefore, the challenges being faced by the teacher education needs very serious considerations.

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