Chapter- 5

COMPARISON ON THE BASIS OF ORGANISATIONAL PATTERN OF PRE-SERVICE SECONDARY TEACHER EDUCATION IN SAARC REGION

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5.1 Introduction

The domains of education are influenced regularly by Globalisation which has an all-round unique effect on economy, culture and information system around the world. Education today is facing the challenges as well as experiencing a range of opportunities due to Globalisation. Re-engineering of the entire system of education is thus becoming obligatory which depend upon number of factors out of which the most pivotal is the teachers. The teacher-educators can only bring success by developing a skill to identify different teaching objectives, attitude and patterns of teaching behaviour through quality teacher education programmes. A student-teacher when compare his/her teaching behaviour with different teaching behaviour patterns, makes a strategy of his/her own and implement them in a classroom situation which bring definite success. All the countries of SAARC region are focusing on recruiting the most capable persons into the teaching profession to achieve success in this arena. The student-teachers should be provided quality pre-service initial teacher education, bestowed with enough opportunities to upgrade their knowledge and skills. To attract most able candidates into the teaching profession in teacher education institutions and to motivate them, each Government should take some steps to improve the status of teacher-educators by offering better salaries and providing better working conditions.

Developing countries throughout the world are in the process of upgrading their current teaching force, while at the same time, redesigning their teacher education programmes for the upcoming lot. This chapter analyses and assesses the current status of the organisational pattern associated with secondary teacher education programmes prevailing in SAARC countries. The discussion concentrates on duration of pre-service secondary teacher education programmes, criteria of admission of the student-teachers to different courses, different curricular and co-curricular activities, method of instructions, method of evaluation, status of the teacher-educators and physical facilities available in the teacher education institutions in the region.

Good teaching depends upon some factors like reflective orientation to practice, an orientation which stresses on knowledge, disposition and analytic skills for controlling the complex classroom situation. Goodlad in his recent ‘Study of the Education of Educators’, has found fault with teacher education programmes for not
relating the curriculum to a conception of what teachers do and should do.\(^1\) Teacher preparation programmes of all the nations of SAARC region need to be strengthened so that the entity of teachers may come forth as a supportive, encouraging and humane facilitator in teaching-learning situations who can bring out the inner talents of the learners, can realise their physical and intellectual potentialities, can develop character and desirable social and human values and can act as responsible citizens.

Quality of teacher education programmes depends upon the efficiencies of the teacher educators of the institutions which can be assessed during the training session. The teacher educators should possess subject knowledge and competencies to implement them. They should be accustomed with respective national culture and should possess personality integrated with politeness, empathy and ethics. Teachers should rise above the prevailing political, geographic boundaries and differentiations with respect to religions, castes, creeds, languages, gender disparities, social mores, cultural traditions and forms and should treat their students unbiasedly. Finally, teachers should utilise their acquired competencies in real classroom situation.

In SAARC countries universalisation of secondary education is the new target after achieving a considerable success in basic education. The countries also identify the importance of curricular changes in the secondary teacher education programmes in accordance with the changing scenario of secondary education in the region. Accordingly, the educationists of SAARC countries have adopted a three-dimensional concept in making secondary teacher education curriculum considering the needs of the society. They should stress upon developing academic and professional attitudes rather acquiring of knowledge only. They have considered curriculum reforms as obligatory part of Teacher Education Programmes.

Teachers of SAARC region also have to realise that ICT-based education is indispensable now and they have to change their role altogether. They now have to learn how to use computers in their classrooms, how to familiar with internet access and how to use the hardware and software to enhance the teaching-learning process. Although one objective of the B.Ed. curriculum is to prepare student-teachers to apply ICT in teaching-learning activities, the curriculum focuses mostly on teaching them ICT skills as a separate discipline apart from pedagogical application.

\(^1\) Goodlad, J. (1990), Better Teacher for our Nation’s Schools, Phi Delta Kappan, 72(3), pp185-194.
Some experts opine that the pedagogical knowledge and skills provided to the student-teachers in the secondary teacher education programmes in entire SAARC region are usually based on those theories which are hardly applied within the classroom situations. These resulted poor production of teachers from educational institutes who face problem in real classroom situations. So, need to keep enough scope for practice teaching or internship has been felt in the whole region. Micro-teaching, a scale-down process of teaching technique has also gained popularity in developing teaching skills among the student-teachers in both pre-service and in-service secondary teacher education systems in the region.

A debate within the domain of teacher education on the supremacy of ‘content-knowledge’ over ‘learning-related knowledge’ is continuing for last fifty years. Learning related knowledge has to do with classroom management, pedagogy, and evaluation. It is revealed that student achievement depend largely on learning related knowledge than content knowledge.

5.2 Organisational Patterns of Secondary Teacher Education in SAARC Countries

5.2.1 Afghanistan

Only few teachers in Afghanistan are acquainted with thorough content-based knowledge and effective teaching methods, which is responsible for poor condition of secondary teacher education in the country. During the time of the Taliban, there was gender discrimination where female teachers were not permitted to work. They were engaged in home-based schools and were supported by private sources or NGOs. Shortage of female teachers affected enrollment of girls in the secondary level. To solve the situation so aroused, the Ministry has supported teacher education programmes since 2002.²

The demand for improvement in education is a burning issue now in Afghanistan. As part of this commitment the Ministry of Education developed the

National Education Strategic Plan, NESP (2006-2010) to promote educational activities throughout the country for a five year slot, keeping representatives from all departments of the Ministry of Education, provinces and districts, civil societies and international communities (UN and NGO) and donor agents. The purpose was to plan and review the system in a five year slot. It took several times for the Afghanistan Government to come out of the crisis and bring forth the strategic plans. The Strategic Plans represented a picture of the system and worked as the educational road map of the future. The country was also approaching to achieve the Millennium Development Goals (MDGs). It was the intention of the Ministry of Education to bring the desired commitment through the NESP.

In Afghanistan lower secondary and higher secondary education consists of Grades 7-9, and 10-12 respectively. Education from grade 1 to grade 9 is made compulsory as per new Afghan constitution endorsed from 2004 and the state has also guaranteed the right to free undergraduate education. Naturally enrolment figures in Afghanistan have improved considerably. Since 2001, the number of teachers in the country has increased from approximately 21,000 to more than 140,000. Among them 90% was not so much qualified with most them having no secondary pass certificate or graduation certificate which were required for becoming a secondary teacher. Only four teacher training colleges were operating in four provinces. According to the Schools Survey Summary Report-1386 (2007), by the time, the number of teachers has been multiplied by seven. However, only 22% meet the minimum qualifications of having completed grade 14.

Number of PhD holder teachers was 164 (158 male, 6 female). Teachers with masters degree were recorded as 1,136 (984 were male, 152 female) and teachers who held bachelors degree were 1,859 (1,538 male, 321 female) as per the Ministry of

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The teachers across the country who have completed grade 14 were given opportunities to complete bachelor's degrees in collaboration with National Universities. To rectify past inequalities of educational opportunity and gender disparity a range of pre-service secondary teacher education programmes targeting to satisfy the needs of most remote and neglected areas are taken by the Government.

Current demographic trends suggest that about 8.8 million children are likely to get access to primary education by 2020. Simultaneously, despite drop-outs, secondary attendance (grade 7-12) will also increase by 3 million, requiring an additional 112,000 teachers. These estimates have serious nuances for Teacher Education Programmes to meet these demands by the Teacher Education Department and it’s Teacher Training Colleges (TTCs).

What is most needed in the country is to promote teachers’ competencies, knowledge and skills at secondary level through quality teacher education programmes. The current system of teacher education does not focus on grade-specific skills and little attention is given to practical teaching skills. Therefore, even those teachers who have completed 14 years of education or have a University degree may still lack the skills and attitudes required to be effective teachers.

The low level of teacher salaries is another major problem in attracting and retaining qualified teachers in the education system.

5.2.1.1 Duration of Course

MOE supervises the Higher Secondary Teacher Training course of two year (Grade 13-14) duration which is provided to Standard XII pass candidates who have cleared the concerned entrance examination. There are also five-year pre-service programmes exist (Grade 10-14) in the provinces where there is shortage of grade 12

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graduates. Under the responsibility of MOHE, University Faculty of Education supervise teacher training course of 4 years (day) and 5 years (evening) duration too.

5.2.1.2 Status of Student-Teachers

- Students who are Grade 12 graduate can enroll in the two year pre-service programme.
- The process of registration for pre-service teacher training depends on the final result of the University General Entrance Exam cleared by the grade 12 graduates.
- Each successful student can select four colleges of preference. Only the students with the highest marks can get chance into Kabul University.
- Normally students select the TTC closest to their home, or that in Kabul. There are 12 different departments within the TTCs throughout Afghanistan.
- Only 27% of registered teachers have an education of grade 14 or higher, which is the official minimum requirement for teaching. In Kabul the rate is 60%.  
- The number of TTC graduates reached 16,064 in 1388 (2009), of which 6,713 (42%) new teachers were graduated from the pre-service courses and 9,351 (58%) existing teachers graduated from in-service programmes. A total of 5,875 females were graduated from TTCs in 1388 (2009) (37% of the total number of graduates), of which 1,726 were new female teacher-graduates in pre-service programmes.
- Since 1381(2002), the Ministry has recruited thousands of new teachers each year. To be hired as a permanent teacher a candidate should be a Grade 12 graduate and have obtained a teaching diploma, although many of the teachers throughout the country do not meet this official requirement.

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The student-teachers are so prepared to make their students to be school literate, numerate, and computer literate avoiding specific learning needs of each student in their class.

Lack of proper learning facilities and dormitories, especially for girls, act as hurdle for many girls from attending TTCs. MoE has arranged scholarship and institutional grants for girls to attract them to the teaching profession.

Employment of TTC graduate as a secondary teacher in their respective provinces are to some extent guaranteed through a declaration issued by the Ministry of Education in the first month of 1388 (2009) where it was stated to replace unqualified teachers with TTC graduates, though current recruitment processes lack transparency.

Number of student-teachers produced by the TTCs is still not sufficient to meet the requirement of teachers in the country as anticipated by the Ministry. There is a strong connection between the number of female teachers and the number of girls attending school. In 1388 (2009), only 31% of teachers were women. The objective set for 1389 (2010) by the Government is; “By 1389 (2010) the number of female teachers will be increased by 50%.”

The secondary school system in Afghanistan is public. Secondary teachers have to pass a nationally-administered teacher competency test. At present only those teachers, undergone pre-service or long-term in-service teacher education programmes provided by the MoE are recognised to have salary scales, though teachers of NGO conducted secondary school earn much more than that of public sector.

There is a deficiency of women faculty members and a low representation of some ethnic groups at the Teacher Training College and University levels. A lack of women faculty has a negative impact on women’s participation in secondary and tertiary levels of education. So new strategies to train, recruit, and retain women faculty and members of marginalised ethnic groups to the University and TTCs are taken care of. Ministry has taken the decision that the

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female teachers will be paid a one-time transfer grant of $400-600, to cover the costs related to replacement and re-settlement, and will receive a basic salary according to the new pay and grade scale. Further a top-up salary (50-200% of their base salary) is to be provided to them, depending on their place of posting. The MoE also has planned to recruit and relocate at least 1,200 female teachers, with spouses, to 200 rural secondary schools. This is expected to increase enrollment and retention of at least 24,000 girls in secondary schools. This activity has been done in collaboration with local NGOs.\textsuperscript{10}

5.2.1.3 Curriculum & Co-curricular Activities

Curricula in Afghanistan have always been used as a political and ideological tool for the last 80 years. So the present Ministry of Education was in a process of establishing a National Institute of Curriculum Development to establish a politically unbiased curriculum. The Curriculum Department is also responsible for the production and distribution of all other pedagogical and learning materials.

In 2001, multiple outdated curricula prevailed in schools. There were few organisations actively involved in reforming the curriculum and teaching materials. The high school curriculum includes subjects like English language, Pashto language, Dari language, Geography, Physics, Chemistry, Biology, History, Religious Studies, and Mathematics and Algebra.\textsuperscript{11}

A new curriculum has been framed in 2003 on the basis of active learning methods. The contents were incorporated according to the students’ learning needs. The Department of Compilation and Translation (CTD) along with the Islamic Education Component were responsible for development of curriculum, learning materials and teacher guide. The first principle affirms that the curriculum should be based on Afghan tradition, its religious and moral values and should be developed in the Afghan context. The curriculum was proposed to be ‘centralised and unified’, and student-friendly where quality should be assured and policy objectives should be achieved.\textsuperscript{12}


\textsuperscript{12} Curriculum Framework (2003), Afghanistan, p16-7
A unified educational curriculum was proposed in the Education Law of 2008 to maintain a standard which set forth general and specific objectives of education and training. Textbooks, teaching materials and teaching aids were provided by the Ministry of Education accordingly. It was planned that the curriculum would be applied in all public and private educational and training institutions to achieve success (Article 13).\textsuperscript{13}

The process of reformation of curriculum for secondary and upper secondary school level (grade 7-12) seriously began in 2006. Accordingly, to improve teaching in TTCs, curriculum, syllabi, textbooks, teacher guides, and other supplementary materials have undergone reformation since 2008. Shortage of national experts in certain fields of teacher education and curriculum development was a crucial problem for necessary reformation. UNICEF through the University of Columbia Teachers College (UCTC) took initiative in this regard since 2003. Ultimately UCTC with a team of Afghan professionals from Universities and with a team of people from the MoE and TTCs developed the new curriculum and prepared teaching materials for pre-service teacher education. In 2008, process of printing and distributing new teacher guide books for secondary teachers were started. All TTC faculties were trained on the new curriculum and its implementation. Course materials on fundamentals and special education were reshaped in 2009 and 2010. Training on new curriculum has been provided to the Provincial Master Trainers, science supervisors and academic supervisors who then conferred the new text-books to teachers and guided them to implement the curriculum properly. According to the Education Interim Plan (2011-2013) the goal was to provide teacher-guides to all teachers.

Once the framework has been approved, the Teacher Education Department started working with a team to develop the syllabi for each subject.\textsuperscript{14} National Institute for Curriculum Development has been set up as an autonomous body to coordinate curriculum development for teacher education. Textbooks and teacher guides were prepared in Pamiri, Uzbek, Turkmen, Baluchi, Pashai, and Nurestani. Following preparation of syllabi, the Ministry in coordination with several teams


developed the teaching materials, which included print, radio, TV and web-based materials.\textsuperscript{15}

The Pre-Service Secondary Teacher Education presently includes pedagogy, psychology, science, mathematics, Arabic, and one foreign language (usually English). Modern pedagogical methods and issues related to human rights, HIV/AIDS, narcotics and environment protection are also included in TE curriculum. The curriculum has focused on the role of teachers in the community and has highlighted some essential teacher attitudes. It is planned to upgrade 6,000 (4,834 male and 85 female currently teaching) Islamic education teachers / instructors (25\% of which will be female) to grade 14 through collaboration with the Teacher Education Department (TED) at the Ministry of Education with the assistance of National Skills Development Programme (NSDP).

\textbf{Co-curricular Activities}

With the National Olympics Committee, the Ministry of Education (Curriculum Development Department and Physical Education Department of General Education Department) has developed policies and guidelines for physical education and sports in secondary schools. In the teacher education programmes also, co-curricular activities are promoted. Student-teachers interested in sports are provided basic sports equipment and materials. They are also encouraged to participate in regional and international tournaments. Student associations are also motivated to practice co-curricular activities.

\textbf{5.2.1.4 Practice Teaching Programme}

The curriculum in Afghanistan has been delivered in face-to-face mode but importance of practice teaching is vehemently advocated. The Student-teachers are provided enough opportunities to apply their newly learned knowledge. But practice teachings are poorly conducted in the TTCs. Some of the TTCs run it with less duration than required. Experimental schools are attached only to two TTCs. These schools are managed and administered directly by the District Education Office of the MoE. Students, who attend a TTC which is connected with an experimental school

\textsuperscript{15} UNESCO, (2008), \textit{Status of Teacher Education in the Asia-Pacific Region}, Prepared by International Reading Association.
use to take a subject in ‘practical teaching’ and spend several hours in a week to observe and participate in class activities in these schools in the second year of their study.

5.2.1.5 Method of Instruction

A teacher-centred teaching methodology was adopted in Afghanistan from primary schools up to the university level. Punishment system was also prevailing in the Afghanistan schooling system.

The new curriculum has stressed on developing higher level intellectual skills, emotional and social skills of students. Teaching methodologies have accordingly prescribed to encourage students to learn in a constructive way. Trainings are provided so that the student-teachers can explore and cultivate potentialities of students by directing them through an inclusive and learner-friendly curriculum.

According to the Curriculum Framework teacher-educators are expected to adopt facilitating learning by using diverse methods of instruction, coming out of traditional Afghan mode of instruction. The Framework has suggested to follow the methods comprised of concept mapping, use of ICT, experimenting, using video tapes, slides, posters and maps. Training materials are constituted with a combination of printed materials, audio-visual and web-based resources. Both theory and practice have been given priority in the training programmes. The pre-service teacher education curriculum for grade 1-9 teachers has been developed using a phased approach by the Teacher Education Department. The new curriculum necessitated teachers to assess students’ learning and progress in developing competencies of knowledge, skills and attitude or behaviour. Each lesson was focused to develop some or all of the competencies. Ministry has assembled several teams to develop the teaching materials, which include print, radio, TV and web-based materials. Teacher-educators are advised to play vital role in the class, run case studies and project work, continue inquiries and surveys, try brainstorming, practice group work and group discussion and encourage co-operative learning.16 They are allowed to implement the intended curriculum.

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After developing the learning materials, remote lectures were conducted through video conferencing to start testing the text prototypes which were prepared to support the TTC teaching staff. Japan International Cooperation Agency’s (JICA) office in Takamatsu, the Naruto University of Education, and JICA’s office in Afghanistan were connected through the JICA-Net video conference system so that the university teaching staff specialised in mathematics, physics, and biology discussed the teaching methods for their subjects with the teaching staff of the Sayed Jamaluddin TTC (STTC) and TTCs in Jalalabad and Bamyan.

STEP (Strengthening Teacher Education Programme) training workshops were also conducted in cascade mode from July 2006 where learner-centredness, constructive approach to learning, concept of formative assessment was practiced. Pre-service teachers were encouraged to undertake more clinical experiences in schools. Most courses are taught in a rote learning lecture style as used in schools. Advanced subject matter such as report writing, ethics, writing lesson plans, writing objectives, classroom principles, primary Math, Psychology, Basic and advanced Literacy, Dari, administrative responsibilities, fundamentals of Afghan Laws, and women’s rights are taught to the student-teachers using innovative teaching techniques and interactive methodologies that build critical thinking skills so that they can implement them in real classroom situation.\(^{17}\) STEP focused on teaching of teachers on use of Teachers’ Guide.

### 5.2.1.6 Evaluation Procedure

A standard test for TTC students is taken to measure achievement across student classes and assess merit nationally. Test results are planned to preserve in a database to access the trends over time.

It was targeted to expand a strong monitoring and evaluation system to ensure professional development of the teacher education programme. The monitoring and evaluation programmes reflect and respond to the actual needs of teachers in the field. Accordingly to the new curriculum, the assessment strategies may vary, depending on the concept or content to be taught. Prospective teachers are so taught to assess on available and appropriate strategies to be implemented in the classroom situation. In

addition to conduct the national teacher competency test for assessment and accreditation of teachers, the Ministry conducts a national student learning achievement study also. The district level teacher educators are made the Ministry’s key classroom monitors.

5.2.1.7 Physical Facilities

Dormitory support in the TTCs is needed to accommodate students from remote districts and especially for female students. As of 1388 (2009), 42 Teacher Training Colleges are equipped with dormitories to host 8434 male and female student-teachers (which is less than 20%). At least one Teacher Training College (TTC) in each province would be there where an average of 1000 student-teachers can be accommodated. In addition, 80 TTC satellites (also known as teacher development centres) have been established in rural and urban districts. Construction work for the same has been started. Where buildings are still not available, required space has been rented. Increase in the number of district-level TTCs will gradually reduce the problem.

A plan was chalked out to construct 18 new Teacher Training Colleges by 2010. 398 District Education Resource Centres were also planned to be constructed by 2010.

Boarding facilities in the TTCs are facing some infrastructural complicacies. International organisations have provided financial support to some TTCs to rebuild boarding facility on the campus especially for women.

5.2.1.8 Status of Teacher-Educators

The National Teacher Education Academy was established in 1386 (2007) to train teacher educators of TTC. Two rounds of four-month courses have been provided to over 300 TTC faculties, 27% of whom are female. The Academy does not, however, have a curriculum of its own and currently depends on the foreign educators. All graduates from the universities are considered for teaching position.

A number of qualified young of the country with Master’s and PhD degree acquired from abroad on scholarship are given preference as lecturers at different universities.
District Teacher Training Teams (DT3) provided training to 1,640 teacher trainers and 50,000 teachers on subject knowledge and pedagogy and arranged on-the-job support through the in-service programmes in 1386 (2007) and 1387 (2008). Through the programmes, a total of 3,640 teacher-educators (at least 10 from each district) holding a bachelor’s degree were recruited. Moreover, 11,000 school principals and head teachers in all 34 provinces were provided training and practical support on management. NGOs played an important role in implementing the DT3 programmes.

There is an awful need for professional teacher educators in at least 18 provinces. More than 400 TTC lecturers have been provided monthly regional incentives of 160-200 USD. The General Education programmes account for over 90% of the total operating budget. Teacher salaries remain the major annual operating cost among this. The Civil Service Commission reviews teacher salaries and other incentives of the pay and grading process. Priorities are given to the qualified teachers by taking encouraging steps in arranging non salary incentives include a programme of land lease and housing finance. Teacher Education Department started the regional allowances programmes in 2007, aiming at fulfilling the gap of teachers in high-risk and remote provinces by paying incentive salaries to the TTC lecturers and to female students.

In March 2004 the Minister of Education approved a significant increase in teachers’ basic salaries as per seniority and qualifications. Qualifying the national competency test of teachers was also considered for this process. Teachers are now paid starting from 6,500 Afghani (Afs) (approximately 130 USD) for the graduates of grade 12 to 21,400 Afghani (Afs) (approximately 428 USD) for those with doctoral degrees. This is a major hype from the past situation in Afghanistan. It is fact that more funding is needed in order to attract additional teachers, particularly females, in remote and unsafe areas. MoE gradually has initialised the computerised Afghanistan Financial Management Information System (AFMIS) and salaries are now paid through the Verified Payroll Plan, with 21% of employees receiving their salaries through the banking system.

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According to the World Bank statistics on some 50 developing countries that a reasonable target for teacher pay is a multiple of 3.3 times per capita GDP. This is considered to be the average teacher salary in better performing countries in the world. Currently Afghanistan’s teachers are paid on average 2.7 times per capita GDP. The objective is to raise this level to 3.1 times per capita GDP by 2015. The World Bank estimates that the figure for per capita GDP in Afghanistan should be USD 493 by 2015.

5.2.2 Bangladesh

Consequently upon getting independent in 1971, Bangladesh faced an outdated education system left by the Pakistani rulers which was introduced for the sake of their own socio-economic and political needs. A country with one of the densest population in the world of which 50% below the poverty line started her journey as an independent country with a dream to pull up the entire nation giving topmost priority to education. The Constitution of independent Bangladesh set education as a right of every people in the country, and made the government responsible for providing public education to at least Grade Five level. After achieving success in primary education by professional commitment of the entire gamut of authorities concerned, their motivated activities are observed towards achieving the same secondary level also. Teacher education is one of the important sub-sectors of the education system of Bangladesh. The challenges in the field are enormous, and the formation of a qualified teaching force is an utmost necessity. The main objective was to accelerate economic progress and enhance quality of life of the people of Bangladesh through proper education which can be achieved by massive activities of concerned administration with some professionally trained quality teachers.

The Ministry of Education, Bangladesh, has been implementing a project called Teaching Quality Improvement in Secondary Education Project (TQI-SEP) in the Teachers’ Training Colleges (TTCs) since 2005, with a view to promote teaching quality of the secondary teachers. The project, supported by the Asian Development Bank has followed a true ICT- based teacher education system at secondary level.
In Bangladesh a huge gap is there between the number of qualified student in Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) Examination with that of secondary school teachers. The pass rates for the SSC have increased from 60% in 2006 to about 82% in 2011 and for the HSC from 59% in 2005 to 75% in 2011, whereas the total number of secondary school teachers was 218,011 in 2010 (declined from 238,158 in 2005) though the proportion of female teachers has increased gradually from 20% in 2005 to 23% in 2010. The country so badly needs huge supply of qualified teachers at the secondary level.

National Academy for Education Management (NAEM) is now restructured to form the new apex body of teacher education – National Teachers Training Authority (NTTA). A new workshop-based pre-service teacher education programme has been implemented which focuses on teaching practice. It has achieved great success in delivering high quality teacher education in fourteen Government Teacher Training Colleges. A Bachelor of Education through Distance Learning has also been introduced.

A National Teacher Education Commission (NTEC) has been set up by the Government. With the support of Teaching Quality Improvement-Phase-I (TQI-I), a Non-government Teachers Registration and Certification Authority (NTRCA) was also established by an Act to improve the teacher recruitment system. The country is in need of establishing and implementing an integrated secondary teacher management information system with quality assurance system and teacher performance monitoring system to ensure effective performance of teachers. Under the TQISE Project Directorate of Secondary and Higher Education is guided by the Ministry of Education to help in establishing an integrated national secondary teachers’ education network and improve the teachers’ education system and thereby contribute to the quality of teaching-learning at the secondary level.

In 2006 and 2007, the Asian Development Bank (ADB) funded a 21-month regional technical assistance (RETA) study in four countries: Bangladesh, Nepal, Mongolia, and Samoa. The RETA study research advocated for use of ICT in education for improvements in teaching-learning, feasible and sustainable for country’s developmental challenges.

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In teacher training institutions women participation is significantly raised from 11% in 1980 to 29% in 2002. Now it is increased to some extent.

This is a major problem faced by the Government Teachers’ Training Colleges that enrollment in the B.Ed programme is decreasing day by day as the student-teachers tend to get a B.Ed certificate without much efforts from Private Universities and even from Non-Government Teachers’ Training Colleges as the standard is low there. Government should monitor and assess whether the standard teaching-learning quality is properly maintained in B.Ed courses offered by the Private Universities and Non-Government Teachers’ Training Colleges.

5.2.2.1 Duration of Programmes

One-year B.Ed course comprised of ten months long degree and two months practical course is offered by the Teachers’ Training Colleges (TTCs) in Bangladesh under the academic control of National University. Institute of Education and Research (IER) of Dhaka University offers 4-year B.Ed (Hons), M.Ed, M.Phil and PhD degree in Education. B.Ed and M.Ed courses are offered also by the Bangladesh Open University since 1992 through distance mode. Some private universities also offer B.Ed and M.Ed courses.

5.2.2.2 Status of Student-Teachers

The minimum academic qualification needed to undergo the B.Ed course is a Bachelor’s degree (B.A or B.Sc) from National University or any other Public University of Bangladesh. The willing candidate has to secure a second class in at least two examinations from SSC or Dakhil or equivalent to graduation level. Admission into the B.Ed programme is carried on competition basis. Candidates are selected for admission on the basis of past academic records, job experience, written tests, and/or a viva examination.

- A candidate can apply for admission into two TTCs as per choice. A candidate will be admitted to a TTC merit-wise according to his / her marks in the graduation.
- The application fees and registration fees per candidate are 200 and 100 Taka respectively. Registration is valid up to three years.
• Although pre-service training is not must for teachers, but a teacher having pre-service training from respective training institutions prior to their recruitment receive a higher wage after the appointment. There are Teacher Training Colleges (both private and public), the Physical Education College and Open Universities from where the student-teachers may procure Bachelor of Education (B.Ed.), Diploma in Education (Dip. in Ed.) and Bachelor of Physical Education (B.P.Ed.)

• Government has now initiated the decentralisation process in primary and secondary education management system and established an autonomous Teacher’s Registration and Certification Authority (NTRCA). In addition to the minimum qualification, teachers who wish to be recruited in government aided non-public institutions are required to be trained and pass a competitive examination held annually. They must also be registered in NTRCA for recruitment. This regulation does not apply to fully independent non-public institutions.

• More than 98% of secondary schools are non-government. But Government pays salary of 90% of the teachers and staff of these institutions. Educational researchers and officials of Bangladesh believe that job satisfaction and motivation of teachers are extremely low.

5.2.2.3 Curriculum & Co-curricular Activities

The curriculum of B.Ed programmes in Bangladesh consists of 15 courses under three divisions (a) Core courses, (b) School Teaching courses, (c) Practice Teaching courses. Core course includes - History of Education, Educational Psychology and Guidance, Principles of Education, Education and National Development, Evaluation and Measurement in Education and Methods of Teaching and Class Room Management. School Teaching course includes- Bengali, English, Mathematics, General Science, Social Science, Geography, History and Commerce. Practice Teaching course includes- Teaching School Subject-I, Teaching School Subject-II, Reports on Class Observation, School Visit and Co-curricular activities, Viva-Voce on Student Teaching.

Five learning areas are specified in the Bachelor of Education Curriculum: professional studies, teaching studies, education studies, technology and research studies, and teaching practice. Professional studies focus on developing trainee teachers ‘confidence and skill across all aspects of pedagogy including classroom management, giving instructions, lesson planning, questioning, group work and providing feedback to students’. Pedagogical content knowledge of school subjects are delineated in the teaching study area. Knowledge of educational policy, educational theory and practice in the context of Bangladesh are involved in Education studies. The technology and research studies are relatively new learning domain introduced in 2005. This learning area includes two courses: Basic Computer Skills (BCS) and Action Research. BCS includes basic computer skills for use in organising and presenting information and for recording assessment data. Action Research carries out a small scale project on some aspects of teaching and learning. The fifth learning area of this curriculum addresses practical experiences of trainees through teaching practice in schools.

Pre-service teacher education curriculum content is also significantly related to their teaching-efficacy for Inclusive Education (IE). Reorganisation of National Curriculum and Textbook Board (NCTB) has also started with the objective to separate functions of the Board into two units: curriculum and textbook. This would enhance competition in better textbook production and publishing and enable Board to concentrate on curriculum development.

Unitrack curriculum in secondary level education has been introduced from 2006. The format of the curriculum of secondary teacher education has accordingly changed leading to enhancement in the interaction between teachers, extension of the training opportunity to more number of teachers, and maintenance of good relation between teacher-educators and student-teachers. Presently the student-teachers enjoy the flexibility and independent nature of this new modality.

24 Ministry of Education of Bangladesh [MOEBD], 2005.
The secondary teacher education curricula place emphasis on holistic development and potentialities for present and prospective teachers on the basis of different skills of teaching, knowledge, values, attitudes, talents, interests, and confidence. The programme needs some changes, particularly in course duration and needs addition of some new subjects like value education and field study.

Co-curricular Activities

Co-curricular activities became a part of education in Bangladesh from the late 90s. Waste Management Education course is included as the co-curricular activity. Scope of co-curricular activities is there in the field of environment in the local context.

5.2.2.4 Practice Teaching Programme

The B.Ed. syllabus in Bangladesh offers adequate scope of peer-teaching and practice teaching. All Teachers’ Training Colleges, at present in Bangladesh have usually one or a fixed number of schools attached to them, where the student-teachers can exercise practice-teaching in these schools. Generally two months practice teaching is being done in the entire B.Ed course. Organisation like Institute of Educational Research (IER) have a number of demonstration schools also where the student-teachers are sent to conduct lessons which are supervised regularly for proper evaluation of trainees’ performance. The teacher-educators give them feedback and based on the feedback they take preparation for practice teaching. The student-teachers go through the sessions of simulations and they improve their lessons based on the feedback of the fellow trainees and teacher educators.

5.2.2.5 Method of Instruction

To inspire the student-teachers to be cognizant to their duties and responsibilities and to improve their quality in analysing problems and to take decision, teacher education programmes play an effective role. Teacher-educators have tried to adopt experimental Teaching-Learning method over the traditional lecture based technique to achieve better learning outcome. Case studies, Simulation, Micro teaching are also practiced in the secondary teacher training programme in practicum. The goal is to bestow the student-teacher’s confidence, support, and feedback.
The student-teachers are made familiar with the classroom materials based on existing secondary curricula and textbooks which include interactive audio lessons and visual materials such as posters. Teaching aids play a crucial role in making the teaching-learning situation a success. The use of modern teaching aids can create interesting learning environment. Student-teachers are made acquainted with using printed materials and group discussion which may allow the teachers to debate about the ideas and their application. However, use of teaching materials depends on the skills of the teacher-educators. Student-teachers practice various activities such as, group/pair discussion, jigsaw tasks, role play, problem solving debating, case studies, mind mapping and brain storming etc. The concepts of encouragement and support, involvement and skills of teaching are developed by using these activities within the student-teachers which would help them in real classroom situation.

ICT is considered as the fundamental skill of the 21st century by the National Information and Communication Technology (ICT) Policy-2009, Bangladesh. It suggested different strategies to develop ICT literacy for primary and secondary teachers and students. To facilitate the teacher-educators and student-teachers in developing their knowledge and skills in Information and Communication Technology (ICT), Teaching Quality Improvement in Secondary Education Project (TQI-SEP) has provided one multi-media supported computer laboratory with internet connection and local area network to all government Teachers’ Training Colleges (TTC). Now training of secondary level teacher in computer applications is a must. A six week training from June 15 to July 30 2007 was conducted for the teachers for managing their own learning and scheduling the peer-discussing sessions.  

5.2.2.6 Evaluation Procedure

Semester system has been introduced in secondary teacher education programme in the country. Evaluation of each course is done on the basis of: (a) mid-term Examination, (b) Final Examination, (c) Assignment/Term Papers/Quizzes, (d) Student Teaching Supervision, (e) Viva-Voce and (f) Comprehensive Examination.

5.2.2.7 Physical Facilities

In the TQI-II project under the civil work repairing, renovation and extension have been done to 14 TTCs. Classrooms are made well furnished and well equipped. Computers, generators, laboratories, teaching aids, office equipments, photocopiers, fax machines etc. are supplied to the stakeholder institutes. Fourteen vehicles for 14 TTCs have been arranged to speed up the system. As a part of education reform driven by the Ministry of Education, multimedia classrooms are set up in secondary schools through public private partnership and a huge number of secondary teachers are trained accordingly through private trainers. Computer laboratory with internet connection and local area network to all government teachers’ training colleges (TTC) are installed. To make the teachers internet friendly, mobile vans with internet facilities are arranged.

5.2.2.8 Status of Teacher-Educators

As quality teacher education is vital to enhance the professional excellence of the teachers, it is essential to recruit qualified teacher-educators through transparent and scientific recruitment process.

Teachers are categorised in four main classes in Bangladesh at University level. The ascending rank of teacher is Lecturer, Assistant Professor, Associate Professor and Professor. To be considered for appointment to the post of a lecturer, candidates must have Master’s degree with at least one first class either at the Honours or at the Post Graduate level. A candidate with a third class in any of the degrees may also be eligible for appointment as a Lecturer, if he/she has a PhD degree. If suitable candidates are not found any of the qualifications may be relaxed. After attaining PhD degree, one can be appointed as Assistant Professor, and then gradually he/she is promoted to Associate Professor and Professor depending on research/teaching experience. Beside these, professor of Emeritus is given to extraordinary professors after their retirement. College or University teachers are paid a healthy salary than secondary or primary teachers.

In 2008 there was 14 Govt. Teachers’ Training College in Bangladesh, with 297 teacher-educators out of which 90 were female and number of total student-teachers was 2070 with 991 female. There were 97 Non-Govt. Teachers’ Training

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[28] Rajshahi University Calendar, 2006, 2, p 60.
College with 973 teacher-educators out of which 496 was female and 7696 student-teachers, with 3534 female.  

5.2.3 Bhutan

The Bhutanese education system is in a process of moving towards self-sufficiency from an almost total dependence on expatriate teachers in the 60s. However, dependence on expatriate teachers still persists at the secondary levels and private schools recruit a comparatively large number of expatriate teachers. At present around 8% of the total teaching force are expatriate teachers. About 11 percent of the lecturers in the institutes under the Royal University of Bhutan are expatriates.  

A team has been developed with highly motivated and specialised personnel in the Ministry of Education by the Human Resource Development (HRD) Section to supervise the entire education system of the country. In addition, it has the responsibility to plan both pre-service and the in-service teacher education programmes with the Royal University of Bhutan to develop an adequate and dynamic teaching force. It is planned to give priority to teachers to upgrade their qualification and professional competencies through accredited courses in the two colleges of education as well as fellowships abroad. Over 90% of the HRD budget under the plan is allocated for professional development of teachers. The basic purpose is to build a network of senior and master teachers in various curricular areas as well as at different levels to support the work of teachers and their development. Today, in Bhutan the education system includes formal, non-formal, and monastic schools. Enrolment in the formal system begins at age six. The government provides free education to all students till Grade 10 and scholarships to students who meet the requirements for higher and professional studies.

5.2.3.1 Duration of Course

The Secondary Teacher Education programme, B. Ed was launched in 1983 when the former Teacher Training Institute was upgraded and renamed as National Institute of Education (NIE). There is four year Bachelor of Education degree course prevailing in the NIEs.

Post-graduate Certificate in Education (PGCE) of one year duration is also offered by the NIE, Samtse, which was introduced in 1989. The PGCE programme was upgraded to Post Graduate Diploma in Education (PGDE) in 2007.

The School of Bachelor of Education Studies offers two undergraduate programmes: Primary and Secondary B.Ed- both of which are offered in campus and of four years of duration.

### 5.2.3.2 Status of Student-Teachers

All Grade XII students of Bhutan or holder of the Indian School Certificate are eligible to have the four years course of Bachelor of Education Degree from the NIEs. Candidates of science or arts stream are offered the degree normally on the basis of their scores in the 12th examinations or equivalent certificate meeting the Royal University of Bhutan’s selection criteria. In this programme, the student-teachers are provided with equal amounts of theoretical and practical training to teach students from classes 7th to 10th.

Students with Bachelors’ Degree in Science, Commerce or Humanities can undergo one year Postgraduate Certificate in Education (PGCE) from the NIE.

Earlier, the B.Ed degree included a one year field attachment programme for the candidates as apprentice teachers in some selected schools at the beginning of the programme. In 2008, 325 students were sent as apprentice teachers. From 2009 onwards the apprenticeship programme at the beginning was discontinued and the B.Ed students now undergo the apprenticeship during the 3rd year of the programme.

Earlier the B.Ed programme was offered only in English which is now being expanded to Dzongkha also.

A teacher for Secondary or Higher Secondary level requires a B.Ed (P), B.Ed (S), or PGDE as professional degree.

In the Academic Year of 2011 at Paro College of Education there were 106 teachers against 849 (494 boys, 355 girls) students with a Student-Teacher-Ratio.

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(STR) of 8:1 and at Samtse College of Education there were 106 teachers against 657 (426 boys, 231 girls) students with a STR of 6:1.\(^{32}\)

Majority of student-teachers are supported by the Government to continue the B.Ed course, however there is a growing number of self-financed students. The average tuition fee structure for Pre-Service B.Ed programme is NU 61800.00 per year or NU 15,450 quarterly.\(^ {33}\)

There is comparatively low percentage of the teachers with a Masters Degree and Ph.D Degree. A considerable number of teachers are now trained. 13 % of teachers were reported not to have trained in teaching profession but has been appointed on need basis.\(^ {34}\)

All student-teachers who are selected for teacher training have to pass specific English proficiency tests as well as an aptitude test for teaching as per recommendation of 10\(^{th}\) five year plan, 2008-2013.\(^ {35}\)

Teachers are the main torch-bearer in imparting quality education. So the teachers were given additional allowances depending on the number of years they have served, when the Government revised the salaries for civil servants in Bhutan in 2009. The allowance in excess of salary is paid with a view to promote higher performance and improved efficiency in the system. Now the teachers are to some extent motivated and satisfied after the pay revision.\(^ {36}\)

5.2.3.3 Curriculum & Co-curricular Activities

Bachelor of Education for Secondary level (B.Ed, Secondary) aims at preparing quality teacher with IT & Math as their two major subjects to teach effectively to the student of class VII to X. While revising the curriculum the


\(^{34}\) Ibid. p 60.


academicians took ideas from curriculum of different developed and developing countries. The curriculum development process took approximately one year. When the curriculum was completed, it was submitted to the Paro College academic board for approval, which was obtained in late 2002. The first batch with six trainees was started in February 2004. It was planned to initiate the curriculum at the NIE, Paro College and later on at the NIE, Samtse. The curriculum that was developed for Bhutan teacher education institutes was holistic in nature.

The course has been designed focusing on Professional Development Studies (PS), Personal Development Studies (PR) and two Subjects Specialisation (SS-I) and (SS-II) as per students’ choice which are shared into eight semesters. A student eligible for the B. Ed (S) course can choose science or arts subjects based on his/her performance in the class 12 examinations. The course also included a study of current school curriculum subjects, a group of core educational subjects, skill and attitude necessary for making them familiar with real classroom situation at secondary level. Equal emphasis on the learning of theory and its practical applications are kept in course orientation. In-service training and workshops are organised at national, Dzongkhag and school levels, as well as through foreign fellowships to keep the teachers in touch with new developments in curriculum and other recent educational issues.

Modules on ICT in Education were not offered at B.Ed course in either of the colleges before 2000, due to unavailability of trained lecturers and insufficient computer equipments. Soon the need of incorporating ICT in the curriculum is revealed. Primarily all the teacher-educators are planned to be trained in basic ICT skill to transfer the same to the student-teachers. Singapore International Foundation (SIF), a nonprofit foundation was approached to assist in developing an ICT-enhanced curriculum for teacher education and help in building capacity so that the colleges would be able to provide ICT training. The teacher education institutes were also took initiatives in introducing an ICT track for their Bachelor of Education programmes and provided training to their teacher-educators accordingly. In 2001, a Specialist Team again assisted the Bhutan Education Department to develop a three-module course (called Functional IT) within the pre-service teacher training programme. This course was designed to endow all Bhutanese teachers with ICT skills and to help them
to prepare instructional materials. This course was subsequently introduced at the NIE, Paro and Samste. The second phase of the project aimed at developing and initiating a new elective ICT subject within the Bachelor of Education (B.Ed) programme.\textsuperscript{37}

\textbf{Co-curricular Activities}

Modern education system emphasises on wholesome education where students are inspired to go beyond curricular activities. To treat the multiple potential students, different co-curricular activities regarding essential life skills, environmental studies participating in sports, cultural activities and social works are incorporated in the teacher education programmes.

\textbf{5.2.3.4 Practice Teaching Programme}

B.Ed degree included one semester (The duration is about 21-22 weeks) field attachment programme for the candidates as apprentice teachers in selected schools at the beginning of the programme in Bhutan. From 2009 onwards the apprenticeship programme at the beginning was discontinued and the B.Ed students are now undergone the apprenticeship during the 3rd year of the programme to share the expertise and experiences gained with other colleagues, seniors and heads of schools. All student-teachers are required to spend one semester in the third year in practice teaching where they teach a number of lessons with guidance, support and advice from the local teachers, associate teachers and the supervising faculty. Reading books on professional skills also help the student-teachers to enhance professionalism.

\textbf{5.2.3.5 Method of Instruction}

The aim of secondary teacher education is to create highly meticulous professional teachers who use scientific and modern methods of teaching and address Quality Wholesome Education to Bhutanese students at the secondary level who can meet the challenges of 21\textsuperscript{st} century. Accordingly different methods of teaching are adopted and diverse teaching skills are practiced at the NIEs. Student-teachers are suggested to read different books on elective or teaching subject to gain mastery of subject’s knowledge. The B.Ed programme was once conducted in English only which has now been expanded to Dzongkha too.

Teachers use different methods and aids and deliver the concept differently and meaningfully. They make the students feel the need of classroom learning and learning beyond classroom. Variety in teaching method is adopted to make learning more entertaining and to retain the quality students.

A Specialist team worked with the lecturers from the NIE, Paro to equip the trainees who have taken ICT as elective with sufficient skills to teach computer studies in middle and high schools. The student-teachers are also provided the skills to develop teaching materials and to teach using the ICT.

5.2.3.6 Evaluation Procedure

There are eight semesters in the four year B.Ed course for secondary level. At NIE, Paro a team of visiting professors from the School of Education, University of London once made a periodic visit to the college and worked as moderator and external examiner for the degree courses. Later the college adopted an internally developed system of moderation, examination and evaluation of students.  

5.2.3.7 Physical Facilities

All publicly financed tertiary education in Bhutan is under the umbrella of the Royal University of Bhutan. At the moment 10 different institutes and one private Tertiary Institute constitute the Royal University of Bhutan.

NIE, Samtse and Paro offer unique learning opportunity for their students. Enrollments in both the NIEs have shown a 34% increase since 2004. Both the institutes have excellent boarding facilities, guest rooms, IT labs, cafeteria, modern lecture theatre, and convenience shops.

Student teachers generally have to apply for the hostel every semester. Once entered as residents in the hostel, they must stay for the whole semester. Rooms are handed over to the residents and returned back at the end of each semester in proper condition. They have to take appropriate measures to prevent damages and misuse of facilities in the hostel and the institute premises. Each hostel has a TV room for student teachers to watch a limited choice of TV channels.

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5.2.3.8 Status of Teacher-Educators

Quality of a teacher education programme depends largely on the quality of the teacher-educators involved with it. In Bhutan teachers have to work in restrictive social environment with high moral expectations put by the community keeping touch with the Bhutanese traditions and customs. Still lack of exposure to the teachers is there which is affecting the teaching standard. All of the programmes of secondary teacher education are taught by a team of qualified and dedicated faculty attached to Royal University of Bhutan.

The two NIEs definitely contributed a lot to improve the scenario of secondary teacher education but their efforts are not enough as the requirement of trained teachers is far more than their intake capacity. There is a Centre for University Teaching and Learning (CULT) at Samtse College of Education established with the aim to promote advance research and innovation in tertiary teaching and learning sectors. There is also a Centre for Educational Research and Development (CERD) at NIE, Paro which was established in 2001 with an aim to support, encourage and promote a culture of research and scholarship for development of education programmes and practices in the country.

Teacher Educators in Bhutan have enough proficiency in English and Dzongkha languages, Teaching-Learning theories, Student Psychology, Educational Philosophy, and Knowledge of Sociology. They have commitment to teaching profession and they use to practice Inspiring Visionary Leadership Quality Curriculum, Teaching strategies and skills, high degree of integrity, creativity and resourcefulness. They should possess mastery on the relevant teaching subjects to teach up to senior secondary level and keep themselves updated and acquainted with the global changes in teacher education. They also have proficiency on principles of curriculum development, curriculum review and course diversification.

5.2.4 India

Teacher education in India is intimately connected with society and has deep-rooted association with the philosophy, culture and character of the country. In pursuance of the NPE 1986, a major step was taken by the Central Government to enhance the professional capacity of a large number of teacher education institutions
to meet up the requirement of student-teachers at the secondary level. The responsibility of secondary teacher education of India lie upon the colleges of Teacher Education affiliated to different universities. The universities in cooperation with NCTE have worked out the road map of academic aspects, conduction of examination, awarding degree and ensuring quality of secondary teacher education institutes.

A so called landmark decision taken by the NCTE was “to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning.” 40. Two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act, 2009 as well as the fundamental doctrine of Constitution of India are responsible for development of present teacher education system. According to the NCF 2005, a teacher requires to be a facilitator of children’s learning in a manner that the child is motivated to construct his/her knowledge. Later, National Curriculum Framework for Teacher Education (NCFTE, 2009) was framed so that the student teacher could able to understand the importance of universalisation of secondary education to meet up the constitutional provisions. NCFTE, 2009 addresses that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce qualitative improvements of the entire gamut of education system. The NCFTE (2009) has provided a suggestive framework for the teacher education programmes towards developing a long duration programme of teacher education to enhance its coverage to the suggested courses over a short duration programme. The National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade to achieving coordinated development of teacher education. It joined hands with the Distance Education Council (DEC) and National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance.

The Bachelor of Education programme, generally known as B.Ed., is the professional course at secondary level in India that prepares teachers for upper primary or middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII) levels.

5.2.4.1 Duration of Course

NCTE prescribes one academic year or two semesters B Ed degree for teachers’ training at the secondary level which is conducted in the Government, Government-Aided, Private-Aided and Private-Unaided Colleges under different universities. According to the NCTE, there shall be at least two hundred working days each year excluding the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development to be performed at nearby schools.

There is also provision for the XII pass students to undergo four year Integrated B.Ed course in the Regional Institutes of Education (RIE) established in different regions of the country which is conducted by the NCERT.

There is a country-wide debate initiated by the NCTE towards increasing the duration of the B. Ed course to two years from the existing one year. According to the experts it is necessary for better transaction of the curriculum and practicum as well as to ensure achievement of objectives of teacher preparation at secondary stage.

B.Ed. through correspondence or distance mode prevailing in the country is of two years duration.

5.2.4.2 Status of Student-Teachers

- Candidates with at least 50% marks either in the Bachelor’s Degree and/or in the Master’s degree or any other qualification equivalent thereto, are eligible for admission to the programme.
- Admission is made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government, as per the policy of the State Government/University, to which the institution is affiliated.
- Seats for the Backward Classes, Handicapped, women etc. are kept reserved as per the rules of the Central Government / State Government. There shall be relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates.\textsuperscript{41}

\textsuperscript{41} NCTE,(2009), New Norms.
• The student-teachers have to bear the fees for the B.Ed course as prescribed by the affiliating body / State Government concerned in accordance with provisions of National Council for Teacher Education (Guidelines for Regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time. The institutions are not allowed to charge any donations, capitation fee etc from the student-teachers.

• As per recommendation of NCTE, to be a teacher at Secondary Level, at present, one must have a Professional Degree and have to clear the Teachers’ Eligibility Test (TET) conducted by the State following the guideline of MHRD, India.

5.2.4.3 Curriculum & Co-curricular Activities

In India there have been attempts to re-organise teacher education curriculum, to ensure that teachers are able to meet the demands of the changing school education paradigm. The Curriculum Framework for secondary teacher education in India was developed by the non-statutory NCTE in 1978 which was revised by the NCERT in 1988. The traditional approach to teacher preparation was based on philosophical, sociological and psychological orientation of courses. The first Curriculum Framework for Quality Teacher Education was framed by NCTE in 1998. The Executive Committee of NCERT took a decision, at its meeting held on 14th and 19th July 2004, to revise the National Curriculum Framework, following the statement made by the Hon’ble Minister of Human Resource Development. National Curriculum Framework (NCF)-2005 has got its present shape through a series of intensive discussions by eminent scholars from different disciplines, principals, teachers and parents, representatives of NGOs, NCERT faculty, Experts from Kendriya Vidyalayas and several other stakeholders at various levels. State Secretaries of Education and Directors of SCERTs, participants of the regional seminars organised at the RIEs, public and media opinions have also significant contribution in forming NCF-2005. The NCF-2005 has pointed out that repeated practice in the teaching of a specified number of isolated lessons is considered as sufficient condition for professional development. It has also propounded that theory courses have no lucid link up with practical work and ground realities and the evaluation protocol in teacher education system in India is too much theoretical,
excessively quantitative and lacks comprehensiveness. A Discussion Paper on Curriculum Framework was jointly prepared by NCTE and NCERT in 2006. The initial draft of the NCFTE, 2009 was developed by an Expert Committee comprised of Prof. C.L. Anand, Prof. S.V.S. Chaudhary, Prof. V.K. Sabharwal, Prof. C. Seshadri, Prof. R.S. Khan, Prof. Raja Ganesan and Prof. L.C. Singh, based on the ideas generated in a series of prolific discussions by the members of the committee and eminent scholars, representatives of NGOs, faculty of RIEs of NCERT, SCERTs, DIETs, IASEs, CTEs, teacher-educators, student-teachers, University’s Departments of Education, and State Departments of Education at the two national consultative meets held at Udaipur and Hyderabad. In designing the secondary teacher education curriculum, NCFTE, 2009 has shifted from the traditional way of focusing on theoretical and empirical knowledge of teacher-educators to the experimental knowledge of student-teachers and has tried to take some remedial measures to the issues raised by NCF-2005.

As per NCFTE-2009, the secondary TE curriculum has been planned for an annual pattern of implementation. Though provision has been kept for reorganisation into semester pattern where two semesters of about 18 weeks each including admission, preparatory holidays and examination, assuming six working days in a week will be considered. Internship in teaching and the courses which are preparatory to internship were taken into consideration while framing semester pattern.

NCTE while finalising the structure & curriculum framework focused on a new approach to curricular areas of teacher education. The curriculum of teacher education is broadly dealt with five sectors: Foundations of Education, Pedagogical Knowledge, Pedagogical Content Knowledge, School-Based Experiences and Add-on Courses. The foundations of education include learner studies, contemporary studies, and educational studies. The Add-on courses include Language Proficiency, Communication and ICT Skill Development. These courses are not compulsory and are to be offered to students who lack them. Flexibility & Integration are given stress in reshaping the curricular framework.

42 National Curriculum Framework for Teacher Education, 2009 (Draft Discussion), NCTE, New Delhi
Language Proficiency and ICT Skill Development courses are viewed as pre-requisite for the programmes and hence were organised at the beginning of the programme through workshop mode. One day per week is proposed to keep ear marked for school based practical work identified under Initiatory School Experiences course and stresses are given to practical work course also. Teachers interested in using ICT are equipped accordingly so that they can use it for improving the quality of instruction.

Specific curricular inputs like provision of scholarships and remedial teaching are provided for the disadvantaged students.

Co-curricular Activities

Co-curricular activities are practiced in highest level in India. Community work, different cultural activities of local context, making various types of Teaching-Learning Materials, creating piece of art and crafts are considered as co-curricular activities in the secondary teacher education programmes.

5.2.4.4 Practice Teaching Programme

Practical work has been recognised as significant component of competent teaching process. Internship in teaching is designed to give the prospective teachers a real classroom experiences so that the teacher may develop high professional competence as a teacher. As per NCFTE-2009 guideline, Foundations of education are to be contextualised by making them practice oriented and so practice of teaching has been given a high priority in present secondary teacher education programmes of India. Practice teaching and practicum are fundamentally related with pedagogy and much of the essence of pedagogy lies in the practical work. As per NCTE norms, there shall be at least forty days for practice teaching or skill development in nearby schools.

Trivial changes in the pattern and practices of student teaching have been made. The problem-solving approach, discovery method, competency based teaching learning have been followed and the indigenous contributions, like those of Gandhi, Tagore, Aurobinda, Zakir Hussain and several others who had the potentialities for bringing in innovative ideas in teacher education were honoured and persuaded.
Application of educational technology, informatics, telematics, cybernetics etc. is to be learnt from the teacher-educators for effective use in the classroom situation. It is essentially directed towards capacity building which may be integrated, among other competencies like managerial skills, organisational efficiency, leadership skills, democratic attitudes, innovative and creative abilities etc.

Pedagogical analysis of the subjects offered for practice teaching has been made compulsory. The student-teachers should go through the subject before presenting it to the class and evolve a need-based pedagogy and transactional strategy. The teacher-educators use to deliver model lessons of different types in actual classroom situation and the student-teachers use to learn the techniques as well as make its critical appraisal. Subsequently the student-teachers assess their performance with the teacher-educators and get the feedback. Practice teaching thus requires thorough preparation, detailed supervision and adequate time to enhance the quality.

5.2.4.5 Method of Instruction

The most critical aspect of the proposed teacher education curriculum is its transaction. It is important to ensure whether the impact of teacher training programmes in terms of transacting the curriculum properly is seen in secondary schools of India. Teacher-educators here mostly adopt the Lecture method. Interactive teaching, co-operative teaching-learning, self-discovery approaches are not at all practiced here. In the secondary teacher education programme of India, teacher-educators put emphasis on ‘why to teach’, ‘how to teach’ and ‘what to teach’ aspects in the teaching-learning situations. The student-teachers are thus motivated to explore their divergent thinking and problem solving strategy and can communicate their ideas clearly in the class.

With a view to move away from theoretical lectures, the student-teachers in the secondary teacher education programmes in India are provided specific engagements. Methodologies adopted largely by the teacher-educators in secondary teacher education programme in India are of following kinds:

Lecture-Discussion method:

The teacher-educators exchange their experiences to develop insights and relate them to the school situations.
**Reading and Reflection method:**

Student-teachers are encouraged to read various books on education to enrich themselves.

**Observation-Documentation-Analysis:**

**Micro-teaching** and **Simulated Social Skill Teaching**: Real school or community experiences are arranged for the student-teachers with an intention to reveal their own understandings and allow them practicing in a scaled down method adopting Micro-teaching and Simulated Social Skill Teaching thereby reshaping their teaching ability.

**Team Teaching:**

A method of cooperative teaching or team teaching is experimented sometimes in the classroom with two or more teachers planning and conducting instruction jointly which is offered to same group of students in the secondary teacher training programmes.

**Programmed Instruction:**

Programmed Instruction method is used successfully in teaching of science.

**Seminar:**

Students undertake thematic study, prepare write-up and make seminar presentation followed by open-house discussion to enhance their knowledge base, communication and rhetoric skills.

**Case Study:**

An in-depth and comprehensive study of a single or few cases are taken up as per the guidelines provided and a study report is prepared.

**School Based Practical:**

Learning experiences are provided through several school based practicum for development of certain professional qualities and competencies.

**Workshop:**

A series of learning experiences in a given performance area are provided in the form of workshop.
5.2.4.6 Evaluation Procedure

As per NCFTE-2009 guideline, evaluation in teacher education needs to be objective and comprehensive so that it can cover the entire scope of developing dimensions in the student-teachers leading to their conceptual, pedagogical aspects as well as can scale attitudes, temperament, habits and capacities within a teacher adopting quantitative and qualitative dimension of growth.\textsuperscript{44}

Multiple approaches are adopted for the purpose of evaluating achievement for the theoretical contents in different Universities in India. It is somewhere continuous as well as annual, somewhere internal as well as external. Formative and summative assessments are done with different weightage. Semester system is now followed in most of the universities. Both Number System and Grade System are adopted here.

For proper evaluation teacher-made objective type of tests, diagnostic and prognostic tests, etc. are generally used. The essay-type question, explanation type questions are also used for identifying abilities of the student-teachers. Continuous progress record of the students-teachers is accounted at the time of evaluation of the practice teaching. Different kinds of practical works, project reports, sessional works, tests and records of various activities are evaluated by experts for giving proper feedback. The evaluation strategy at this stage is aiming at identifying the students' potentialities of teaching at the secondary stage.

5.2.4.7 Physical Facilities

NCTE has made the guideline for the civil work, electrical work, specification of general classrooms, multimedia-based IT enabled classrooms, library, laboratory, sanitary and other necessary infrastructural facilities required for the secondary teacher education institutes. According to NCTE guidelines there should be a building with an approved capacity where provision for adequate number of classrooms, hall, laboratory, space for conducting instructional activities would be there. Separate rooms for the principal, faculty members, office for the administrative staff and a store should be there. An internet enabled educational technology laboratory with hardware and software required for Information Technology (IT) literacy should be

\textsuperscript{44} National Curriculum Framework for Teacher Education, 2009 (Draft Discussion), NCTE, New Delhi.
there. Ladies Hostel and separate ladies toilets should be there in the secondary teacher education institution.

According to this specification Teacher Education Institutes are supposed to be constructed throughout the country whether it is built by public or private finance and it is the responsibility of NAAC to supervise whether the standard in all respects are maintained.

5.2.4.8 Status of Teacher-Educators

India has a large system of teacher education. Teacher educators play the pivotal role for effective implementation of teacher education curriculum. According to NCTE guideline, for an intake of 100 students or less, in a B.Ed institution the teaching faculty should comprise of one Principal or Head and at least seven as Assistant Professors for foundation course and methodology course. For intake of students in excess of the prescribed limit, the number of full time teachers shall be increased proportionately.

Educational quality of teacher educators also has been considered as a major issue in teacher education system. Teacher educators should have one year M.Ed degree as the professional degree. They can further go for Ph.D. and so on. None of these are designed specifically to prepare a quality teacher-educator rather endowed with knowledge related to teacher education. Recently the M.Ed course has come under severe criticism on several issues. It lacks specificity, focus and rigidity as a professional education programme. It is more or less identical with the 2 year M.A in Education course (which is a separate, academic study on Education).

In pursuance of National Policy on Education (NPE), 1986 and the notification of Government of India regarding revised pay scale for teachers in July, 1988, the UGC in consultation with the State Governments and competent persons found justification for holding National-level Eligibility Test (NET) for recruitment of lecturers in universities and colleges. Accordingly the UGC has decided to conduct the qualifying test and options are given to the states also to accept the UGC conducted test or to hold the same of their own keeping the standard and dignity as of UGC. There are two avenues to enter this academic circle, one through direct selection by a University or college (government or private), and the second through
selection by a centralised commission. Selection in both the cases is based on interview following fulfillment of criteria like having prescribed scores in Masters’ level, having qualifying certificate of National Eligibility Test (NET) conducted by University Grants Commission (India) or equivalent test conducted by the State Government and / or having Ph.D degree as per the New Regulation, 2009 of UGC.

**Recruitment of Teacher Educators**

Qualifications prescribed for teaching positions as per the Regulations of NCTE are as follows:

**Lecturer**

(a) **Foundation Courses**- one post per 100 intakes for an institution

- Masters’ Degree in Science / Humanities / arts with 50% marks
- M. Ed. With at least 55% marks or its equivalent grade and
- Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory
- A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

OR

- M.A. in Education with 55% marks or its equivalent grade
- B.Ed. with at least 55% marks and
- Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory
- A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.
(b) Methodology Courses - six posts per 100 intakes for an institution

- Masters’ degree in subject with 50% marks

- M. Ed. degree with at least 55% marks or its equivalent grade and

- Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory

- A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

Having obtained 55% at Master of Education level and 50% at Masters’ level or 55% at M.A. Education and B.Ed. and qualified the NET/SET exam teacher educators become eligible to apply in a College of Education.

Principal / Head (in multi-faculty institution):

- Academic and professional qualification will be as prescribed for the post of lecturer

- Ph.D. in Education

- Ten years teaching experience out of which at least five years teaching experience in a Secondary Teacher Educational Institution.

- A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

This is a major issue in the profession that the overall selection procedure for the post of teacher-educator (Lecturer) should be transparent, objective and credible. Methodology of recruitment process should be based on the Academic Performance Indicators (API) as provided by the UGC. These procedures can be followed for both direct recruitment and for promotions under the Career Advancement Scheme (CAS).
Pay scale of teacher-educators is determined under CAS. The salary of the three tier Professors with Academic Grade Pay (AGP) has been fixed by 6th Pay Commission of 2006\(^{45}\) (In Indian Rupees, considering US$1 = INR Rs 50) – Assistant Professor: Rs 15,600-39,100 (AGP: Rs 6000), total amount: Rs 45,000/- per month, Associate Professor: Rs 37400-67000 (AGP Rs 9000), total amount: Rs 80,000/- per month, Professor: Rs 37400-67000 (AGP Rs 10,000), total amount: Rs 82,000-120,000/- and Professor (HAG) Rs 67000-79000 (limited only to 10% in equivalent grade of additional secretary government of India).

5.2.5 Maldives

In 1977, Maldives started its teacher education programme with a Primary Teacher Training Project with the aid of UNESCO, UNDP and UNICEF within the Educational Development Centre (EDC). The teacher education section was gradually separated from the EDC in March 1984 to form the Institute for Teacher Education (ITE) which is an autonomous body.\(^{46}\)

There was an acute shortage of qualified teachers in Maldives. As a result a large number of untrained teachers were employed temporarily at the schools. In 2004 more than 20% of the teachers in Malé schools and almost 40% outside Malé schools were untrained. Of the teachers who had undergone pre-service teacher training, only some had degree-level qualification. Moreover, in some island schools, no trained teachers were there.\(^{47}\)

Public school system in Maldives was patterned after the British system in terms of organisation of curriculum and methods of instruction. System of schooling in the country was comprised of five years of primary schooling leading to two years at the middle school level followed by three years of junior secondary school and two years of senior secondary school studies. At the end of the 3-year junior secondary cycle and the 2-year junior secondary cycle students sit for the London EDEXCEL General Certificate of Education (GCE) Ordinary-level (O-Level) and Advanced-level (A-Level) examinations respectively.\(^{48}\)

\(^{45}\) Report of the 6\(^{th}\) Pay Commission, India.
\(^{46}\) UNESCO, (1990), Principal Regional Office for Asia and the Pacific, Innovation and Initiatives in Teacher Education in Asia and the Pacific Region, Case Studies, Bankok, p 2.
\(^{47}\) Statistical Year Book of Maldives, 2004
Though large number of primary teachers was locally provided training, demand for trained secondary teachers was increasing. Training for secondary teachers was initiated in 2003, including a three-year undergraduate degree programme in English Language Teaching, arranged in collaboration with Macquarie University, Australia. In the current approach of teacher education two phases are there: Pre-Service and Ongoing Professional Development. Due to the lack of qualified local teachers at the secondary level, especially in English, the MoE had to recruit expatriate teachers, mainly from Sri Lanka and India.

After a series of social, economic, and political changes, the most crucial event in the field of education in the Maldives occurred with the establishment of a unified national system of education (Ministry of Education, 1995). This system really strengthened the structure of primary and middle school education. But the system suffered a lot due to lack of qualified teachers and appropriate infrastructure. The expansion of lower secondary education throughout the country in the late 1990s is a significant achievement in the Maldivian education system. Previously, lower secondary education was concentrated to Malé only, but is now being expanded to the atolls. This provides greater opportunities for students in the atolls to complete their lower secondary education and sit London-based school certificate examinations (Ministry of Education, 1995). Maldives government has placed a priority to improve secondary teacher education. As per statistics of 2004, nearly one-third of the country’s population is in school, with over 25,000 students studying at secondary level.49

Education in Maldives has developed a lot in recent years, still the Maldivians believe that the progress has not yet achieved in desired direction. Though the country has reached the target of United Nation’s Millennium Development Goals (MDGs) of universal access to primary education, access to secondary or tertiary education in Maldives is still limited due to lack of quality teachers and limited exposure of teachers to continuous professional development programmes.

Teacher Education in the country is instituted as a new domain at about two decades ago. It is observed that students of secondary level remain passive in the classrooms. One of the reasons is that philosophy of teaching and teaching

49 Educational Statistics Yearbook, 2004, Maldives
methodology of local and expatriate teachers vary significantly. Local teachers who lack skills in delivering content prepare for their lessons and make the methodology interesting and child friendly. Expatriate teachers have higher qualifications but they don’t deliver lectures in local language- which leads to mismanagement of classroom. Efforts are made to assist local and expatriate teachers to improve skills that in turn improve the performance of the students.

The major event in Maldives’s education arena happened in 2011 with the establishment of Maldives National University (MNU). This was a dream project of many people who worked for educational development of Maldives. Now Institute for Teacher Education is operating as a Faculty of Education and is the largest faculty of the Maldives National University which is Maldives’ leading and most diverse teacher training institution that offers courses at Bachelor, Advanced Diploma, Diploma levels in different areas including Primary School Teaching, Middle School Teaching and Secondary School Teaching.

5.2.5.1 Duration of Course

Secondary level teacher’s training was limited to the English Medium Teachers who were provided Teacher Education Development Programme of two to three years duration which was an overseas programme. Now Faculty of Education of MNU is providing the required training for secondary level through a three years programme with six semesters.

For Secondary level there is also a provision of one year (two semesters) diploma course.

5.2.5.2 Status of Student-Teachers

Raising the quality of education in Maldives was identified as the biggest challenge due to the inconsistencies in education standards and practices across the country. The key stakeholders of the sector are the quality teachers. So the main aim of Maldives is to build up a good stock of quality teachers for the secondary level.
Three years degree course of secondary teacher education

For admission into the course a candidate requires:

- 2 passes at GCE A Level in subjects of chosen combination and 3 passes at GCE O Level/SSC including Dhivehi

AND

- Certified proficiency in English or satisfactory performance in a written test of English. OR

- Diploma in Teaching - Secondary with 2 passes at GCE AL or Foundation Studies Level 2 in subjects of chosen combination

AND

- Certified proficiency in English or satisfactory performance in a written test of English.

- A Course Fee of MVR 8,640 (MVR-Maldivian Rufian) is required.

Diploma course

For admission into the course a candidate requires:

- 2 passes at GCE A Level / HSC including the chosen teaching subject and 3 passes at GCE O Level / SSC including Dhivehi

AND

Certified proficiency in English or satisfactory performance in a written test of English. OR

- Pass in University Foundation Studies Level 2. 50

Those students who are fortunate enough to complete secondary school have better opportunities for further studies and often go to places like Sri Lanka, Singapore, Malaysia, Pakistan, India, UK, Australia and any other countries to achieve higher education and professional training. There are only a small number of local teachers employed in secondary education. About 70% of the secondary teachers are still expatriate, came mainly from India.

5.2.5.3 Curriculum & Co-curricular Activities

The country has experienced first level of development in the curriculum framework of teacher education. Curriculum Development began in Maldives in 1976, while Teacher Education Programmes began in 1977. The main aim of forming a curriculum here was to train teachers according to national goals. The National Curriculum is based on fundamental principles within an Islamic framework. The Educational Development Centre (EDC) is responsible for rendering national objectives into curriculum statements. The curriculum statement was adopted as policy by the Ministry of Education. Simultaneously EDC started preparing the national frameworks for individual subject areas. EDC took help from Subject teachers and subject specialists from various sectors, including the Department of Public Examinations and the Institute of Teacher Education in the process. EDC is also responsible for specifying the curriculum materials for the secondary levels. The centre has developed teaching materials and resources for Islamic Studies, Dhivehi and Fisheries Science.

The present secondary school curriculum in Maldives is not indigenous in its orientation, rather influenced a lot by the University of Cambridge. However, Dhivehi and Islamic Studies curricula for secondary schools are locally developed for the preparation of Secondary School Certificate and Higher Secondary School Certificate Examinations. Education development in Maldives began with the implementation of First Ten Year Master Plan for Education (1986-1995) and the Second Master Plan for Education (1996-2005) by the Government of President Nasir and President Gayoom.

The increasing demand for secondary education is an invariable consequence for the success of the universalisation of primary education. Gradually, requirements for instructional aides, utilisation of facility, need for text book, and the social demand for upper secondary education have been increased. Consequently, demand for employment of youth with grade 10 and grade 12 have also been increased.

The Educational Development Centre (EDC, 2011) decided to implement the first phase of the new curriculum in 2013 followed by a four years long National Curriculum reform process. GCE O'level and A'level curriculum is followed in the

secondary high schools. Due to limited trained local teachers for teaching in secondary education the curriculum offered, is limited to the studies of Science, Business and Commerce, Hospitality and Arts. Areas such as Visual arts and Performing Arts are not stressed. Over 70 percent of students choose to study within the Business stream at secondary level.

The new national curriculum is comprehensive and holistic in nature which should keep in touch with recent the socio-economic changes in Maldives. The curriculum has been undergone periodic review and is adequately supported by the authority concerned so that the resources are available to support teachers. Moreover, the curriculum is prepared more inclusive so that it may cover all students’ needs. Student with special needs is also considered while planning, implementation and review of the national curriculum.\(^5^2\)

Major subjects included in the secondary teacher education programme are Accountancy, Commerce, Economics, Mathematics, Biology, Chemistry, Physics, and Micro-Biology. These are taken in a combination of any two.

At the secondary level, a lack of resource materials resulted in teachers becoming largely dependent upon class textbooks for guidance. Some curriculum developers need further training, particularly in modern curriculum design techniques. Adequate reference materials, journals and curriculum materials are not found in libraries. There is limited access to the Internet. Curricula and lesson plans emphasise critical thinking, problem-solving, conceptual understanding, applying and clearly communicating knowledge and skills.

**Co-curricular Activities**

Activities related with Population Education and Life Skill Based Education are considered as co-curricular activities in Maldives.

**5.2.5.4 Practice Teaching Programme**

In Maldives to meet up the scarcity of trained teachers many untrained teachers were employed on provisional basis. In 1984, a new initiative was taken to train the techniques and skills of teaching to the untrained atoll teachers. At the Atoll

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Education Centre, training of all the untrained teachers of that particular atoll is done. The practice teaching of pre-service trainees and the training of untrained teachers occur simultaneously. This programme is undertaken in the atolls during the practice teaching period of Dhivehi Medium atoll teachers. The teacher educators accompanying practice teaching group generally administered this two-week training. This allowed the untrained teachers an excellent opportunity for vivid learning.

5.2.5.5 Method of Instruction

Mainly teacher-centred methods of instruction are adopted in Maldives based on behaviourist views of teaching and rote learning. In the teacher education programmes, teachers’ and students’ attitudes and perceptions towards the changing paradigm from traditional teacher-centred methods towards more student-centred methods of cooperative learning have been achieved. It was evident that both teachers and students considered the cooperative learning as an effective one. Principles of cooperative learning did also match well with the traditional cultural values of Maldivian society.

Though locally designed National Curriculum is followed in the primary school teaching, the content of the secondary curriculum is guided by GCE Examination. School subjects (except Dhivehi and Islam) are taught in English. ITEs generally offer training in the local language (Dhivehi) and English language. The teachers who have gone through teacher education programme in Dhivehi are generally employed in the schools of Island. In these teacher education programmes stresses are given on mixed linguistic (both Dhivehi and English) skills of student-teachers.

The teacher-educators use Information Communication Technology (ICT) into classroom as a resource tool for all student-teachers. They also use the internet-based teaching. They use self made Teaching Learning Materials for all subjects. There are Micro-teaching clinics where closed circuit television (CCTV) is also used. Video recordings of micro lessons are replayed to trainees who observe and analyse their performance in the supervision of teacher educators. Through observation, practice and evaluation at these clinical settings, student-teachers develop a practical and critical understanding of basic teaching skills.
5.2.5.6 Evaluation Procedure

Quality control in education in Maldives is managed by the Supervision and Quality Improvement Division (ESQID) of the MoE. Assessment and evaluation of the trained teachers at the central level is done by the ITE. At the regional level also, workshops for teacher-educators on assessment and evaluation are done (AEC, APS). Maldives Qualification Authority (MQA) is a government body responsible for quality control of post-secondary qualifications. MQA helps in preparing teachers’ lesson plans and takes formative and summative evaluations.

5.2.5.7 Physical Facilities

Maldives through its Vision 2020 hopes that ten years of formal schooling will be the minimum standard throughout the country and a good quality tertiary education will be well established in the nation. To make it possible utilising the resources in best way to develop the infrastructure of teacher education institutions are the areas of priority. Particular attention should be given to affordability, sustainability and management capacity.

5.2.5.8 Status of Teacher-Educators

Establishment of Subject Teacher Committees in schools of Malé by the MoE during the mid 1990s was considered as the preliminary step to provide knowledge sharing and professional development of teachers in Maldives. Still, there are a good number of expatriate teacher-educators working in the field of secondary teacher education.

The teacher-educators of a teacher education institute in Maldives are considered as the essential player in promoting quality education. To enable effective teacher education programmes training of teacher educators is also essential. This training largely put stress on curriculum, as well as on management and leadership. Some agencies like VSO (An international development organisation that works through volunteers), the British Council, World Bank also took initiatives in teacher training of the country. Part-time lecturing staffs have been recruited from the local schools and MoE Departments also.

53 Inservice Teacher Training Programme, 2003, Maldives
Opportunities for developing professional skill are few in Maldives. Teachers’ training modules and trainers’ guide have been developed at the Faculty of Education. The intention is to train individuals from atolls on the materials of each module. Because of a lack of capacity, it was difficult to identify suitable people for training. However to ensure in-service development, short-term attachments, workshops and seminars in related areas of teacher education are occasionally arranged by the MoE where a top-down method is adopted in which the method of delivery, the target school and teachers are chosen by the MoE.

They are often sent to study trips to neighbouring countries on behalf of the MoE to ensure continuing professional development and their fruitful implementation in the country.

Social status of the teacher-educators is high in Maldives. Monthly salaries for teacher-educators are handsome compared to the salaries of other government jobs.

5.2.6 Nepal

More than half-a-century ago Nepal National Education Plan report (NNEPC, 1956) stated that: ‘Teacher is the main cause of success and failure of education. Success and failure of education depends on whether the teacher has created educational environment or not’. But the present system of pre-service teacher education at secondary level in Nepal is not so sound. The existing system is in a position of restructuring its components. The country has realised the need of quality teacher-educators for preparing quality teachers to yield quality education in secondary schools. National Education System Plan 1971-1976 (NESP, 1971) addressed minimum qualification for teachers at different level and advocated mandatory provision of professional training of 10 months duration to get a permanent status in their job. The project considered teachers as the changing agent of the community. The National Education Commission (NEC, 1991) was the first Education Commission after the political change in 1990 which considered the linguistic and cultural diversity of Nepal. In 2005, MOE; Nepal approved a training policy with respect to Human Resource Development which provided a guideline for the training institutions. Since June 2002 until 15 July 2009, a new Teacher Education
Project (TEP) was there in the country to promote the professional capacity of teachers and strengthen the teacher education system in Nepal. In 2007, the government formed an Education Policy Committee (EPC) with the Minister of Education as its chairperson. Under the supervision of the policy committee, School Sector Reform (SSR) policy was adopted by the government in 2008. A seven year School Sector Reform Plan (SSRP) (Fiscal Year [FY] 2009/10– FY2015/16) was framed by the Government of Nepal for development of school education. SSRP has made a special Teacher Preparation Course and made it compulsory as an independent professional qualification along with the minimum academic qualification prescribed for entering to the teaching profession.

### 5.2.6.1 Duration of Course

Bachelor of Education (B.Ed) degree of 10 months duration has been prescribed for the pre-service teacher education at the secondary level in Nepal. Now, professional degrees like two year Proficiency certificate, Intermediate of Education (I.Ed.) and M. Ed. are also provided in the country. The I. Ed. Programme can be done after passing School Leaving Certificate (SLC) Examination to produce lower secondary teachers. Three year B. Ed. Programme and specialisation course of 2 years in M. Ed, M.Phil. and Ph.D. degrees are also available in Faculty of Education (FoE) at different Universities. Higher Secondary Education Board (HSEB) also provide pre-service teacher training programme for the lower secondary teachers.

### 5.2.6.2 Status of Student-Teachers

MOES, 2005 report recorded 26.69 per cent lower secondary and 39.85 per cent secondary trained teachers. But initiatives of the Government of Nepal and National Centre for Education Development (NCED) turned it to almost 97 per cent. Report establishes that 54.8 per cent of teachers in lower secondary level in the community schools are now fully trained. 79.4 per cent of secondary school teachers are fully trained. As of July 2009, under the SSR (School Sector Reform) Plan, the NCED has provided demand driven teacher education programmes with the help of Resource Centres (RCs).

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54 National Centre for Education Development, NCED, 2009.
Among the Universities in Nepal, around 90% of university students are studying under colleges of Tribhuvan University in Kathmandu and other parts of the country. Still number of institutions in the tertiary level is limited in comparison to the number of students.

In order to become a teacher in a lower secondary school, one requires twelve years of education. If a candidate’s major subject is not education, a ten-month teacher training is also required. The secondary teacher education programmes are offered in the training institutions under the supervision of National Centre for Education Development (NCED) of MOES. Accordingly, teachers in secondary schools should acquire a bachelor’s degree (equivalent to fifteen years of education) and complete a ten-month teacher education programme when their major subjects are other than education. In addition to the minimum academic requirement described above, all applicants need to pass a teacher licensing examination (administered annually by the Teacher Service Commission, TSC) to become eligible for recruitment. Once the license is acquired, it remains permanently valid. Applicants also have to complete practical training for one to one-and-a-half months for both lower secondary and secondary levels. For higher secondary teachers, there is no teacher licensing system.

Government fully bears teacher’s salary of Community-Managed Schools and Community-Schools (aided). Maximum salary of a Lower Secondary and Upper Secondary teacher is NPR 204054 p.a and NPR 263126 p.a respectively.56

5.2.6.3 Curriculum & Co-curricular Activities

Defective official curricula and poor text-book are alleged to be the key factors for overall quality decline of education in Nepal. The curriculum at secondary level was also out-dated. Students at secondary level suffered a lot as they did not get proper teaching for the optional subjects presented to them through the curriculum.57 So the country badly needed quality teachers for secondary level and accordingly took initiatives to prepare a need based teacher education curriculum for the secondary level. The plan to develop the National Curriculum Framework (NCF) started in 2004.

According to Curriculum Development Centre (CDC), the initiative actually started in 2006, by appointing a new Executive Director. CDC is responsible for developing and implementing curriculum, text books, teaching-learning materials, teacher guides, assessment guides. The current curriculum for lower secondary and secondary education is functional and life skill-based. It has focused on problem-solving approaches. Stresses have been given on practical activities or learning-related knowledge to the subject-matters or content-knowledge.

In the Teachers’ guidebooks, information related to drug addiction, its abuse and control have been addressed as the same has been included in the lower secondary and secondary school curriculum also. As science and computer education, Human Rights, environmental conservation and gender equality have been integrated to the secondary school curriculum, accordingly these are incorporated in the secondary teacher education curriculum too.

In 2006 and 2007, the Asian Development Bank (ADB) funded for a 21-month long regional technical assistance (RETA) study in four countries: Bangladesh, Nepal, Mongolia, and Samoa on use of ICT in school education and teacher education programmes.58

Secondary Education Support Programme (SESP) is still looking for a better matched curriculum for secondary level.

Different cultural activities like arts, handicrafts, dance and music are practiced as co-curricular activities.

5.2.6.4 Practice Teaching Programme

Intense importance is now being given to the practice teaching in the secondary teacher education programmes in Nepal. In practice teaching the student-teachers have to prepare daily lesson plans and have to observe functioning of whole school and make a comprehensive report upon return to their institutions. But the time allotted to the practice teaching is insufficient.

5.2.6.5 Method of Instruction

From the educational policy perspective, maintaining quality in the teaching-learning process is a significant factor. In Nepal, teacher educators generally follow the modern constructivist view as the method of instruction in the secondary teacher education institutions. But due to lack of resources and short duration of training course, quality teaching is practically impossible. Teachers frequently meet to share ideas on teaching and teaching materials. Actually orientation of the textbooks directs the approach of teaching methodologies. But as they are made content-based and written by academicians instead of the curriculum developers, common methods of teaching-learning like rote memorisation, note copying and lecturing are mostly followed. The short duration of teacher education course makes this situation even worse. Now pursuing the present curriculum student-centered teaching is practiced to some extent by the teacher-educators. In Nepal both teachers of secondary schools and the teacher-educators of the teacher training colleges play the role of a manager, guide and a facilitator, rather being an authority.

Digital video recorders are now being used in the secondary teacher education institutions by the student-teachers to record and playback (using the laptop) actual classroom lectures and activities. There are three main types of activities which are recorded: 1. extracurricular activities including school opening and closing ceremonies 2. local cultural events and 3. Micro-teaching (practice teaching in the training centre with peers) and student teaching (school-based, with children). The teacher educators use laptop for two main purposes; to edit and play the videos for administrative purposes.

5.2.6.6 Evaluation Procedure

Both formative and summative evaluation systems are practiced in the Secondary Teacher Education Programmes in Nepal.

5.2.6.7 Physical Facilities

Being a small landlocked mountainous country mostly arid terrain is seen in Nepal. So arranging water for the institutions by digging well, renovating building and classrooms with nominal furniture, setting up proper sanitation in different teacher education institutions were the basic aim. Utilising Government and foreign
aids modern ICT enabled institutes equipped with library, modern laboratory and other relevant facilities have now been set up.

### 5.2.6.8 Status of Teacher-Educators

With the massive expansion of junior and senior secondary education, it was necessary to train secondary teachers in post-secondary institutions by the quality teacher educators.

Teacher-educators for Secondary Teacher Education Programmes generally require a Master Degree with first division or equivalent in related discipline or Ph.D. degree in relevant discipline. They may possess degrees either in education and general pedagogy, or in the specific academic disciplines (e.g. mathematics education). Marks sheet of School Leaving Certificate Examination to the last degree are to be submitted while applying for the post of lecturer. Professional degree in teacher education is preferable in recruitment of lecturers for College of Education or lecturers for Faculty of Education.

The teacher educators mostly possess the two year M.Ed degree or M.Phil or Ph.D done from the Faculty of Education (FoE) of Tribhuvan University.

There has also been an emergent call for better trained teacher-educators to work in the wide range of school-based continuing professional development (CPD) programmes.

Salaries of teacher-educators in Nepal are low. They feel that the salary and benefits they are provided currently are inadequate compared to their demand.

### 5.2.7 Pakistan

In the time of first democratic Government in Pakistan from 2008-2013, many important legislative steps were taken including declaring primary and secondary education to be a fundamental right and provision of education as an obligation of the state (Article 25(A))\(^{59}\). This resulted huge enrolment in the secondary level and the country had to prepare a large number of quality teachers to manage the situation. Consequently, efforts have been started to improve the teacher education programmes

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\(^{59}\) Part of the Eighteenth Amendment to the Constitution of Pakistan passed in 2010.
To keep pace with the ensuing growth of Information and Communication Technology and growing notions of globalisation the country took initiatives to prepare professional teachers for secondary level. Teacher Education in Pakistan is an important area for research. Experts on education and teacher education in the country reveal that the education level of teachers is poor. Best talents in Pakistan do not show much interest to the teaching profession. Relatively low salaries, unattractive working conditions, and the high teacher-student ratio, which is around 1:40 at the primary and 1:36 at the secondary level are the main reasons for which the young generation of the country are reluctant to join the teaching profession. Teacher Education is imparted through pre-service and in-service teacher education institutions. There are 275 teacher training institutions providing pre-service training (certificates, diplomas and degrees). In addition, there are 300 teacher training resource centres in different districts throughout the country. Substantial literature on education are available in Pakistan, which suggest that the country is in a move to reshape her education system by reengineering her teacher education system. The country has faced several problems in providing quality education to the younger generations due to lack of basic resources including qualified teachers.\footnote{Source: http://unesco.org.pk/education/teachereducation/..retrieved on Dec.17, 2013}

### 5.2.7.1 Duration of Course

B.Ed degree is provided in Pakistan for teaching at secondary level (from Grade VI to X) which is of one year duration (42 weeks). There is also B.S.Ed degree which is of three year duration. Certificate of Teaching (CT) course is of one year duration. There is also a four year B.Sc (Hons) in Education Studies for teaching at secondary level.

All the professional degrees suffer for their short duration and experts are planning to extend duration of B.Ed course to two years (i.e. four semesters).

### 5.2.7.2 Status of Student-Teachers

Huge enrolment in primary as well as in secondary level necessitated recruitment of large numbers of teachers at the secondary level in Pakistan. A large number of student-teacher take admitted to different teacher education courses meant for secondary level creating a high ratio between the teacher-educators and student-teachers in teacher education institutes.
Student-teachers who intend to teach in class (5-8) level have to complete 12 years study and have to undergo one year duration Certificate of Teaching (CT). Those who intend to teach in secondary level have to undergo one year B.Ed degree course after completing 14 years of study.

For teaching in secondary level, three year B.S.Ed degree is also provided to the student-teachers who have completed 12 years of study. Those who are B.Sc (Hons) in Education Studies (12 years of study) can also be a teacher in secondary level after completing a four year teacher education course.

Admissions to the professional courses for teaching are done on the basis of merit in Pakistan. All the universities and teacher education institutes have constituted committees for the selection of student-teachers for admission to various educational programmes. These committees select the candidate on the basis of marks obtained by them in the last examination passed. A second division (45% marks) at the minimum entry level (Metric /Intermediate/B.A., B.Sc.) is the basic requirement for admission. Admission to the courses is subject to marks obtained at the entrance tests and interviews.

In Balochistan, scholarships of Rs.250 and Rs.350 per month along with Rs 500 per year for books are offered to PTC and CT trainees respectively. Admission is also made on self finance basis. In Government Federal College of Education reservation are kept for Federal Administered Tribal Areas (FATA), Federal Administered Northern Areas (FANA), Military, and teachers’ wards.

According to Training Institutions’ budgets for 2003-2004, annual cost to have a PTC/CT Certificate ranges between Rs.15, 000 to Rs.110, 000 per candidate. In global perspective, the cost of providing conventional teacher education to a student-teacher is on an average 7.6 times the cost of studies of a secondary school student. In Pakistan it is a surprisingly 25.5 times higher. Producing low grade teachers at such a high cost is a matter of great concern for controllers, planners and policy makers of teacher education programmes in Pakistan.

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61 Davies, L., (1996), Global Perspectives on Teacher Education.
62 Pakistan Teacher Education And Professional Development Program (PTEPDP), USAID Contract EEE-I-00-01-00010-00, Performance Gap Analysis And Training Needs Assessment Of Teacher Training Institutions, Academy for Educational Development, USAID, Islamabad.
One year B.Ed course are granted to the graduates with second division also through Distance Education course which costs about 8000 Pakistani currency per semester.

5.2.7.3 Curriculum & Co-curricular Activities

Universities prepare their own curricula. The Higher Education Commission also prepares curriculum outlines through various committees with members from teacher education institutions. These outlines are provided to the universities as guidelines and minimum requirements for making a quality curriculum.

Curricular reforms in every case have always been a challenge in Pakistan. Efforts in reforming the school curriculum have often faced huge confrontation when changes were proposed to subjects like Islamic studies, history (particularly Pakistan Studies), Urdu, or literature. Politicians also get involved in this matter. Recently in April 2013, the Punjab Government banned its new Urdu textbook in the allegation of being anti-Islam and anti-Pakistan.63

Implementation of the curriculum in teacher education is the exclusive responsibility of the Provincial Government. However, it is now being addressed that each textbook should accompany a teacher’s guide which must be approved by the National Bureau of Curriculum and Textbooks (NBCT).

The CT level courses still follow the 1995 curricula. At B.Ed. level the Universities have not yet implemented the 1996 curriculum.

The B.Ed., M.Ed. curricula provide a list of reference books, some of which are written by foreign authors, which are hardly available neither at the book market nor in the college libraries in Pakistan. Guidebooks and solved papers published by private publishers help the trainees and the trainers to some extent.

The curricula of each teacher education programmes were analysed using the themes of socio-cultural, economic and environmental perspectives and sub themes of the Education for Sustainable Development. Both in the CT and B.Ed course, along with the core subjects like perspective of education in Pakistan, human development

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and learning, school organisation and management, evaluation and guidance, society, school and teachers, individual projects, two courses of content and teaching methods to be selected from general, science, industrial, commerce, agriculture, or home economics offerings, and teaching practice (under the broad area of Education Psychology, Education Sociology). The curriculum also focuses on contemporary issues like population explosion, environmental pollution, drug abuse and international commitments like education for peace, tolerance and human rights, education to maintain democratic attitude and moral or religious education.

Some serving teachers take part in curriculum development but due to lack of requisite expertise their contribution in developing practical methods are considered as nominal. The existing training programmes provide little exposure in practical area, and the teachers’ academic qualifications do not necessarily contribute to curricular creativity.\(^\text{64}\)

*Co-curricular activities* are rarely practiced in Pakistan.

### 5.2.7.4 Practice Teaching Programme

According to the National Educational Census (NEC) of Pakistan, 2005, data and some other studies, professional preparation of teachers in Pakistan is addressed as neither standardised nor based on acceptable professional standards\(^\text{65}\). Along with adequate pedagogical knowledge provision of practice teaching has been kept for the student-teachers of secondary level who undergo Certificate in Teaching (CT) and Bachelor of Education (B.Ed) degree to promote their professional growth during the preparation phase. Considerable marks are allocated for Teaching Practice. Final Lessons are delivered in presence of an external examiner. Ninety days have been allotted in practice teaching programme in Pakistan.

### 5.2.7.5 Method of Instruction

Teacher education courses in Pakistan are designed according to the national curricular framework and syllabus. Different methodologies are adopted in pre-service teacher education programmes of the country. Provincial Text Book Board

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commission selects material on merit basis which are approved and reviewed by Federal Ministry through National Review Committee.

In Pakistan National Academy of Higher Education, an institution of HEC has developed a programme of Professional Competency Enhancement Programme for Teachers (PCEPT). It contains seven modules of teaching. One of them deals with the Andragogical Skills and practice of Micro-teaching. From 2009 onwards micro-teaching forms an integral part of training workshops all over the country. In collaboration with Michigan University, the contents and methods of the modules have further been developed. United States Agency for International Development (USAID) also took some initiatives in instructional methodology.  

Teaching in the PTC, CT and B.Ed. classrooms is generally lecture and dictation based. Trainees are not involved in any of the activities like group work, problem solving, and activity approach or practical work as suggested in the syllabuses. The student-teachers also follow the didactic method of teaching. Activity-based approach in teaching is totally missing. Library study also has been ignored in the learning programme. In language teaching, Grammar-Translation method is adopted.

5.2.7.6 Evaluation Procedure

Annual assessment as well as semester system is practiced in B.Ed. programmes in different Universities of the country.

Evaluation process in secondary teacher education institutions would be more effective if external evaluation policy is adopted.

5.2.7.7 Physical Facilities

Now there are lots of teacher education institutions set up in the country which provide Primary Teaching Certificate PTC and Certificate of Teaching CT and B.Ed. Degree and Postgraduate level professional education. There are Bureaus of Curriculum in Sindh, Balochistan and KP and the Department of Staff Development (DSD) in the Punjab. Four Provincial Institutes of Teacher Education (PITEs) and the University of Education (UoE) Punjab are also there.

Most of the training colleges are in dismal condition. Some college buildings at Sindh are to be repaired immediately. The BoCs and the newly established PITEs have fare infrastructure. Improvement of physical facilities encourages group work and activity based learning of the student-teachers. Considerable budgetary allocations should be there to enhance the physical facilities of the training institute like building laboratory, libraries, teaching and learning materials and providing enough IT facilities to improve quality of the course.

5.2.7.8 Status of Teacher-Educators

The selection of faculty in Pakistan is done by Public Service Commissions. M.Ed. is the minimum required qualification for appointment as lecturer. Although the cadres of faculty in training institutions remain under one controlling authority, there is no separate cadre of teacher educators. The teachers who are professionally qualified are appointed as teacher educators in secondary level teacher training institutions. The posts are inter-transferable between the colleges, the Executive District Officer (EDO) Schools and the Provincial Department of Education.67

There are four faculty ranks; lecturer, assistant professor, associate professor, and professor.

A lecturer in Pakistan requires a Graduation with Master’s Degree and high academic contribution in related field. An Assistance Professor requires a Ph.D. in relevant field and at least two years of teaching or research or professional experience. An Associate Professorship can be conducted in the fourth year of employment. A professor should have ten years of post-Ph.D teaching or research experience in an HEC recognised university or a post-graduate institution or professional experience in the relevant field in a national or international organisation.

There is no system of Performance Appraisal of the teacher educators. Promotions to higher grades or higher post are advocated on the basis of seniority rather than performance appraisal. The Annual Confidential Reports (ACRs) are just maintaining as an outdated tradition.

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67 Pakistan Teacher Education And Professional Development Program (PTEPDP), USAID Contract no. EEE-I-00-01-00010-00, Performance educational Development, USAID, Islamabad, p10 Gap Analysis and Training Needs Assessment of Teacher Training Institutions, Academy for...
Teachers in Pakistan are underpaid compared to people with similar qualifications in other professions. Teacher Education also suggests that teaching in Pakistan is considered a job, not a profession. Accordingly, teachers do not have a professional attitude towards teaching. However teachers remain in a respectable position in socio-cultural and religious perspective, rather than financial cause.

The Academy for Educational Development (AED) Pakistan, is currently implementing the Pakistan Teacher Education Professional Development Programme (PTEPDP). The overall objective of PTEPDP is to enhance the professional skills of Pakistani teachers in teaching of Mathematics, Science and English.

5.2.8 Sri Lanka

Education in Sri Lanka is chiefly State governed. The teacher education network of Sri Lanka today is mainly formed of the National Institutes of Education (NIEs). It was manifested that the continuation of the Bachelor of Education Degree Course suffered a lot due to the conflicts among the authorities working behind this which were set up by the Ministry of Education under new Teacher Education reforms. Although lots of students interested in teachership got enrolled in the Bachelor of Education Degree course of the NIEs, the course has experienced numerous criticisms over the years on account of its quality and effectiveness. It was necessary to take some steps to reorganise entire course and to restructure its curriculum to ensure its acceptance by other degree awarding institutions.

Parliament Act No 30 of 1986 paved the way for the establishment of College of Education for pre-service teacher education in Sri Lanka and the authorities responsible for this were the Ministry of Education, Sri Lanka and Provisional Education Authority, Sri Lanka. This enabled the young people who have passed the GCE (A/L) to enter to the teaching profession. To enhance quality of the course, it was necessary to relate it to the new school curriculum. In this situation it was decided to develop a single degree course by the competent authority which would be appropriate for both Primary as well as secondary school curricula, in place of the numerous Bachelor of Education Degree courses prevailed earlier.

The new Bachelor of Education Degree course of the NIE has been developed with the aim of preparing effective graduate teachers. This course allowed the trained
teachers to enhance their professional growth as demanded by the newly established Teacher Service Commission and the persons related with educational reforms. This course has also enabled the teachers in remote, difficult areas to attain professional development through an in-service course leading to a degree.

5.2.8.1 Duration of Course

There are two types of secondary teacher education courses prevailing in Sri Lanka.

a) A three year course

b) A face to face contact session conducted during week-ends and school holidays which takes maximum of six years to complete the course.

5.2.8.2 Status of Student-Teachers

Minimum admission requirement for Bachelor of Education Degree courses is a Bachelors degree with 30 credits in the relevant subject area or equivalent prior learning experience or a qualification in the relevant subject area.

National universities enroll candidates for the Bachelor of Education Degree from among youth who have passed the G.C.E. (A/L). Enrolment of students to the new Bachelor of Education Degree Course of the NIEs requires two additional qualifications. Here teachers who have teaching experience and who have professional degrees are allowed to continue the course.

5.2.8.3 Curriculum & Co-curricular Activities

The National Education Commission (1992), Sri Lanka, recognised a number of National Goals for the National System of Education and competencies on which the curriculum should be framed. The National Institute of Education (NIE) under the Ministry of Education is responsible in Sri Lanka for development of National Curricula, training of teachers and research works in education. Studies conducted for teacher education reforms suggest that outdated curricula of pre-service secondary teacher education had little relevance to schools. This necessitates a reform in curricula and associate teaching methodologies to transform the teaching -learning process in schools.

Following the large-scale curriculum diversification project in the country in 2000, student-teachers are prepared to teach various school subjects in the Secondary
Teachers Education Institutes. The number of specialisation courses of colleges was increased to 25 from 7. The subjects taught in the secondary teacher education course include religion covering Buddhism, Hinduism, Christianity and Islam; Aesthetic education covering Music, Drama, Art; Mother Tongue covering Sinhala and Tamil.

National Goals of Education was further extended and some competencies were identified to achieve those goals as addressed in the NEC Report (2003). Since 2006, the National Institute of Education (NIE) has carried out a reform of the school curriculum keeping view on the recommendations of the NEC. NEC has stressed on improving life competencies of secondary students and activity-based learning. Competencies in communication based on four sub-sets; Literacy, Numeracy, Graphics and IT proficiency, competencies relating to the Environment Science, competencies relating to Religion and Ethics, competencies in Play and Use of Leisure, competencies relating to ‘Learning to Learn’, competencies relating to Personality Development and Preparation for the world of work are focused in the present secondary curriculum. Accordingly the secondary teacher education curriculum has been made. Along with academic subject components, professional components are included in the curriculum. The Pedagogical knowledge of subjects includes General Component and Practical Component.

The NIC with the assistance of UNICEF have examined the secondary curriculum and text books from a gender perspective and provided support to develop more sensitised educational material. Teachers are made aware of gender issues during the pre-service training programmes.

**Co-curricular Activities**

Various social activities and activities in creating art and craft are considered as *Co-curricular activities* in Sri Lanka.

**5.2.8.4 Practice Teaching Programme**

Followed by two years Institutional period there is a provision of one year internship period in teaching programmes in Sri Lanka. To improve the quality of internship, special training is offered to the school principals and mentors also who are responsible for continuous growth of the system through self-evaluation and development. Reflective practice and Action Research are also commenced.
The Practical Component includes:

§ A seminar presentation during the course period on a topic covered by the subject or an issue within it.

§ A practical component leading to a final report (A critical essay and a research report).

§ Two presentations on the practical component.

5.2.8.5 Method of Instruction

Considering the changing role of teacher from transmitter to transformer, a conscious effort is now being made to bring about a pedagogical change as well. Competency-based, student-centred and activity-oriented learning-teaching materials are now being developed. Moreover attempts are made to systematise quality inputs to colleges by adapting the norm-based, unit cost resource allocation mechanism (NBUCRAM).

Student-teachers are given several assignments for improving quality teaching. One assignment on each subject selected under professional and general component is given. Two assignments are given on each subject selected under the Pedagogical Knowledge Component. Three assignments are also there with respect to each subject selected under the Academic Subject Component. Quality improvement schemes in the internship programme have also been attempted.

5.2.8.6 Evaluation Procedure

Continuing as well as summative evaluation system is there in the teacher education evaluation. Written test at the end of each academic year are also taken by the examination Division of NIE. A Project Team has been given the responsibility for preparation of the register of resource persons for setting and moderating of question papers and also for evaluation of answer scripts and assignments. Grading approach in the evaluation system has also been introduced.

5.2.8.7 Physical Facilities

The Education Sector Development Project (ESDP) in Sri Lanka was set up to support the country's Education Sector Development Framework (ESDFP; 2006-2010). The ESDFP was endowed with a US$60-million grant from the International Development Association (IDA) covering February 2006-June 2011 for
infrastructural development of central and provisional education system of the country. The project was expanded through an additional US$10 million aid of IDA in 2008. Besides helping basic education (grades 1-9) and secondary education (grades 10-13) of the country the project focused on improving the quality of education by promoting cognitive achievement levels, associative competencies, attitudinal skills, curriculum restructuring and upgrading, teacher framework and system development to enhance the motivation, competencies and performance of teachers.\textsuperscript{68}

The Government of Sri Lanka has involved private sectors in educational investment, particularly at the tertiary and vocational levels which included classroom and institutional development of teacher education institutes also. The country now needs to devote more of its financial resources towards quality inputs such as incorporating IT into education and raising the quality of teaching. Provincial councils play the basic role in flow of public education finances. Education is the most decentralised sector in Sri Lanka where half of the budget in education is allocated as provincial expenditures.

5.2.8.8 Status of Teacher-Educators

Be it a Teacher Education College, General College or University, teachers there in Sri Lanka are designated as:

- Professor emeritus (on retirement at the age of 65)
- Senior professor
- Professor
- Associate professor

Appointment of professors still follows the British system in Sri Lanka and is governed by the University Grants Commission (UGC) regulations. A points-based system considers contributions to the research field, national development and institutional development. Several types of professorships exist in the country:

Professor positions are clearly separated from other junior faculty positions such as, in seniority order: Senior Lecturer (grade I) (usually PhD and 6+ years

service), Senior Lecturer (grade II) (usually a Ph.D and 2+ years service), Lecturer (usually with PhD), Lecturer (probationary) and Assistant Lecturer.

A candidate for Associate Professor, Professor or Senior Professor must have Ph D/ Doctoral Degree in relevant subject. Besides, an Associate Professor, Professor or Senior Professor should possess ten, fifteen and twenty publication respectively in the indexed journal. The above provision came into forth with effect from 01.04.2014.\footnote{University Grant Commission Circular no. 04/2014 dated 01.04.2014. Retrieved from http://www.ugc.ac.lk/attachments/1325_04_2014.pdf... on April 3, 2014.}

More than 70\% of teachers in Sri Lanka are females. There is no barrier for women to participate in professional development programmes. Salary and other benefits such as fellowships are provided without any discrimination based on gender.

A well structured teacher appraisal system is functioning in the country keeping a close liaison with Trade Unions which takes part in pay structure, promotion and transfer of teachers, selection of teachers for training or scholarship etc.

5.3 Comparative Discussion

Teaching is a noble profession and teacher education is the process through which teachers are prepared professionally. A profession is exemplified by an organised body of knowledge on which the undertaking is based (the knowledge base of teacher education), characterised by a reasonable duration of formal and thorough professional courses associated with practical experience in the field and featured with code of professional ethics that bind its members into a fraternity.\footnote{National Curriculum Framework for Teacher Education, 2009 (Draft Discussion), NCTE, New Delhi}

Teaching in modern world is an interactive process however it depends much on teacher's own value base and concept. Skills of a teacher are developed specifically in classroom situation. The teacher must act in favour of his / her student. To prepare an efficient teacher is a challenging task today for all the countries. Once, there was a conception that teacher are born not made but recent researches in this field have proved that efficient and competent teachers can be prepared by amending their
behavior pattern. Actually the purpose of the teacher education programmes is to prepare effective and competent teachers. The success of any educational reform depends on the quality of teacher, which invariably depends on the quality of the teacher education programme prevailing in the state.

Teacher education programmes are featured with core leadership, sound conceptual foundations, and good donor support and expertise. At the same time, there has been unevenness in the quality of implementing agencies, budget expenditure-procurement and staff recruitment process. Activities in this component develop a clear concept of best performance in the classroom, and develop the leadership skills.

It is very much significant that the existing education system in SAARC countries bear the impression of the British colonisation system of early 19th century, and consequently, the British schooling, framing of curriculum, syllabus, textbooks even teacher education structure are to some extent manifested in these countries.

Most of the countries in SAARC region are developing in nature and all of them are trying their level best to achieve Millennium Development Goal (MDG) in the target time. Enrollment ratio in both primary and high schools has been increasing significantly. In secondary school level with respect to student teacher ratio, Pakistan’s position is relatively worse. The country’s student/teacher ratio is roughly 40:1, as compared to about 30:1 in Bangladesh and 25:1 in India. To teach this huge number of students all the countries are in a process of building their secondary teaching force by reforming their teacher education programmes. After a thorough study of different relevant documents on organisational patterns of secondary teacher education programmes of SAARC countries, features related to course duration, curriculum review, method of instruction, status of student-teachers and teacher-educators etc. are juxtaposed leading to a comparative estimation. The study has shown that there are some similarities as well as distinctions among the features of ongoing programmes of secondary teacher education (pre-service) systems prevailing in SAARC countries.
Duration of Course

From the study it is evident that secondary teacher education programmes (pre-service) with different duration are offered to prepare secondary teachers and Certificates, Diploma, Graduate and Post-Graduate programmes are offered in all the countries. Duration of the courses is framed according to local contexts of the countries.

- In Afghanistan there are pre-service Higher Secondary Teacher Training course for two years and five years duration. Again under the responsibility of MOHE, University Faculty of Education supervise teacher training course of 4 years (day) and 5 years (evening) duration too.

- Bangladesh provides one-year B.Ed course comprised of ten month long degree and two months practical course which is offered by the Teachers’ Training Colleges (TTCs) in the country under the academic control of National University.

- There is four years Bachelor of Education degree course running in the NIEs of Bhutan. There is also a one year Post Graduate Certificate in Education (PGCE) course.

- One academic year B Ed degree for pre-service teacher education at the secondary level is offered in India as per recommendations of NCTE. There is also provision for the XII pass students to undergo four year Integrated B Ed course in the Regional Institutes of Education (RIE) established in different regions of the country which is conducted by the NCERT.

- Now, Faculty of Education, Maldives National University is providing the required training for secondary level through a three years programme with six semesters in Maldives. A provision of one year (two semesters) diploma course for the secondary level also exists.

- Bachelor of Education (B.Ed) degree of 10 months duration is prescribed in the pre-service teacher education at the secondary level in Nepal. Three year B. Ed. Programme is also available in Faculty of Education (FoE) at different Universities.
• B.Ed degree is provided in Pakistan for teaching at secondary level which is of one year duration. There is also B.S.Ed degree which is of three year duration. Certificate of Teaching (CT) course is offered with one year of duration.

• A three year course for secondary teacher education is there in Sri Lanka. Another six year week-end, face-to-face course is also there.

**Status of Student-Teachers**

The profession of teaching suffers sometimes from shortage of qualified intake also. The system should first ensure a large stock of qualified graduates to meet the needs of the professions and secondly attract qualified applicants to enter teaching to compete with other professions. Eligibility or admission criteria of student-teachers to the secondary teacher education courses in SAARC region are more or less same which are appended below.

• In Afghanistan Students completing Grade 12 can enroll in the two year pre-service programme. A student may choice a TTC. Number of student-teachers produced by the TTCs is still insufficient to meet the requirement of teachers in the country. To attract girl-students in teaching profession the MOE has provided scholarship and institutional grants.

• The minimum academic qualification needed to undergo the B.Ed course in Bangladesh is a Bachelor’s degree (B.A or B.Sc) from the National University or any other Public Universities of Bangladesh. A second class in at least two examinations from SSC / Dakhil / or equivalent to graduation level is a must. Admission into the B.Ed programme is carried on competitive basis with respect to past academic records, job experience, written tests, and or a viva examination as the case may be. A candidate can apply for admission into two TTCs as per choice.

• All Grade XII students of Bhutan or holder of the Indian School Certificate are eligible to have the four years course of Bachelor of Education Degree from the NIEs in Bhutan. Students of science or arts stream are offered the degree normally on the basis of their scores in the 12 th class examinations or
equivalent certificate covering the Royal University of Bhutan’s selection criteria. Along with English, B.Ed programme is now being expanded to Dzongkha also. Student-Teacher and Teacher-Educator ratio in NIE Paro and NIE Samtse is very low with 8:1 and 6:1 respectively as recorded in 2011. As per recommendation of 10th five year plan (2008-2013), the intending teachers should pass a specific English Proficiency test and an aptitude test for teaching.

- Entry qualification for secondary level teacher education in India is three years graduation with at least two school subjects paper with a minimum of second class marks. Generally, a candidate requires 50% marks at the graduate level from any recognised University of India and has to sit for a Common Entrance Test (CET) to get admitted in the course which may vary at various universities in different states. Seats are reserved for the Backward Classes, Handicapped persons, Women, etc. as per the rules of the concerned State Governments. The tuition fees and other fees have been charged as prescribed by the concerned State Governments or Affiliating Universities. As per recommendations of NCTE, to be a teacher at Secondary Level, at present one must have a Professional Degree and have to clear the Teachers’ Eligibility Test (TET) conducted by the State, following the guideline of MHRD, India.

- For admission into three year Degree Course a candidate in Maldives requires 2 passes at GCE A Level in subjects of chosen combination and 3 passes at GCE O Level/SSC including Dhivehi And Certified proficiency in English or satisfactory performance in a written test in English. For Diploma in Teaching a candidate requires 2 passes at GCE A/L or Foundation Studies Level 2 in subjects of chosen combination and certified proficiency in English or satisfactory performance in a written test in English. Total course fee required is MVR 8,640 Maldivian Rufian. Some students are fortunate enough to go to Sri Lanka, Singapore, Malaysia, Pakistan, India, UK, Australia and any other country for attaining higher education and professional training.

- A student-teacher having a ten-month teacher training degree followed by a bachelor’s degree (equivalent to fifteen years of education) can be a teacher in secondary school (whose major subject is not Education). Despite the above
mentioned minimum academic requirement, all applicants need to pass a teacher licensing examination. Applicants also require to complete a practical training for one to one-and-a-half months for both lower secondary and secondary levels. For higher secondary teachers, there is no teacher licensing system. Government solely bears teacher’s salary of Community-Managed Schools and Community-Schools (aided).

- Admissions to the professional courses for teaching are done on the basis of merit in Pakistan. A second division (45% marks) at the minimum entry level (Metric /Intermediate/B.A., B.Sc.) allows a candidate to apply for admission in the course. Student-Teachers who intend to teach in class (5-8) level in Pakistan have to complete 12 years study and have to undergo one year duration Certificate of Teaching (CT).Those who intend to teach in secondary level have to undergo one year B.Ed degree course after completing 14 years of study. For teaching in secondary level three year B.S.Ed degree is also provided to the student-teachers who have completed 12 years of study. Those who are B.Sc (Hons) in Education Studies (12 years of study) can also be a teacher in secondary level after completing a four year teacher training course. Students got admitted at the professional training courses in Pakistan are generally of low quality. Those who fail to get admission in higher education institutions or cannot afford the cost of further education or don’t get jobs in other fields, turn to education faculty and use to get admitted in teacher education courses in the country. Teachers at primary as well as at secondary level carry a low social status in the country. The low quality intake worsens the job of teacher-educators and they feel discouraged in taking innovative training strategies.

- Minimum admission requirement for Bachelor of Education (B.Ed) Degree courses is a Bachelors degree with 30 credits in the relevant subject area or equivalent, prior learning experience and / or a qualification in the relevant subject area in Sri Lanka. National universities enroll candidates for the Bachelor of Education Degree from among youth who have passed the G.C.E. (A/L). Enrolment of students to the new Bachelor of Education Degree Course of the NIEs requires two additional qualifications.
**Curriculum & Co-curricular Activities**

A teacher education curriculum framework should always be tuned with the curriculum framework for school education. A teacher preparation programme should accordingly be need-based and demand-driven. Curriculum development is a continuous process and demand system approach. Close view on school-context, school-knowledge, learners and the learning process should be kept while making it. Vigorous supervision is needed on implementation of curriculum so that it cannot be done merely by periodic and summative evaluations. The system should assess all its components simultaneously, like curriculum structure, curriculum content, teacher education, support materials and evaluation strategies. All the curricula of SAARC countries focus on holistic development and competency enhancement of present and prospective teachers on the basis of different skills of teaching, knowledge on content, upholding national values, alteration of attitudes, developing talents, and confidence. Curricula of pre-service teacher education in all the countries of the region have been designed to prepare their secondary school teachers to cope with the nature of their work. However there are some points of variation. Co-curricular activities are practiced highest in India and lowest in Pakistan.

- The process of reformation of curriculum for secondary and upper secondary school level (grade 7-12) in **Afghanistan** began around 2006. Curriculum, syllabi, textbooks, teacher guides, and other supplementary materials have undergone reformation since 2008. Pedagogy, psychology, science, mathematics, Arabic, and one foreign language (usually English) are included in the present Pre-Service Secondary Teacher Education. Modern pedagogical methods and issues related to human rights, HIV/AIDS, narcotics and environment protection are also incorporated in the TE curriculum. The curriculum has stressed on the role of teachers in the community. Co-curricular activities are practiced in lesser magnitude. Sports activities are encouraged as **co-curricular activity** in the country.

- The secondary teacher education curricula in **Bangladesh** focus on holistic development of prospective teachers by providing different skills of teaching, knowledge, values, attitudes, talents, interests, and confidence through pre-service teacher education programme. Basic Computer Skills (BCS), Action
Research, Inclusive Education (IE) are practiced in the pre-service programmes. It is planned to separate National Curriculum and Textbook Board (NCTB) into two units: curriculum and textbook. Waste Management Education course is included as the co-curricular activity.

- The academicians of Bhutan followed curriculum of different developed and developing countries and reviewed the Bachelor of Education (secondary) curriculum. Professional Development Studies (PS), Personal Development Studies (PR) and two Subjects Specialisation (SS-I) and (SS-II) as per students’ choice are incorporated in the course. Balance between theory and its practical application is maintained in the course. Essential life skills, environmental studies are integrated in the teacher education programmes as co-curricular activities.

- As per NCFTE 2009- India, curriculum of teacher education is broadly dealt with five sectors: Foundations of Education, Pedagogical Knowledge, Pedagogical Content Knowledge, School Based Experiences and Add-on Courses. The foundations of education include learner studies, contemporary studies, and educational studies. The Add-on Courses includes Language Proficiency, Communication and ICT Skill Development Practical Works. The secondary TE curriculum has been planned for an annual pattern of implementation. Flexibility & Integration are the two sectors in the course where stresses are given. Specific curricular inputs like provision of scholarships and remedial teaching are provided for the disadvantaged students. Community work, different cultural activities of local context, creating art and crafts and making various types Teaching-Learning Materials are considered as co-curricular activities.

- Curriculum Development began in Maldives in 1976. The main aim of forming a curriculum here was to train teachers according to national goals. The National Curriculum is based on fundamental principles within an Islamic framework. Major subject included in the secondary teacher education programme are Accountancy, Commerce, Economics, Mathematics, Biology, Chemistry, Physics, Micro-Biology. Curricula and lesson plans emphasise critical thinking, problem-solving, conceptual understanding, applying and
clearly communicating knowledge and skills. But there is limited access to the Internet. **Co-curricular activities** include practice of life skill based education and peace education.

- The plan to develop the National Curriculum Framework (NCF) started in 2004 in **Nepal** under the guidance of Curriculum Development Centre (CDC). Text books, teaching - learning materials, teacher guides, assessment guides are also prepared. In Teacher's guidebooks, information related to drug addiction has been addressed. Science and Computer Education, Human Rights, Environmental Conservation and Gender Equality have been integrated to the secondary teacher education curriculum too. Different cultural activities like arts, handicrafts, dance and music are practiced as **co-curricular activities**.

- The curricula of each teacher education programme in **Pakistan** were analysed using the themes of socio-cultural, economic and environmental perspectives and sub themes of Education for Sustainable Development. Both in the CT and B.Ed course, along with the core subjects like Education Psychology, Education Sociology, the Curriculum has also focused on Counseling and Guidance, Evaluation, Organisation and Class Management and contemporary issues like population explosion, environmental pollution, drug abuse and international commitments like education for peace, tolerance and Human Rights, education to maintain democratic attitude and moral / religious education, value-education and international crimes. **Co-curricular activities** are neglected here.

- The National Institute of Education (NIE) under the Ministry of Education is responsible in **Sri Lanka** for development of National Curricula, training of teachers and research in education. The subjects taught in the secondary teacher education course include religious subjects covering Buddhism, Hinduism, Christianity and Islam; Aesthetic education covering Music, Drama, Art; Mother Tongue covering Sinhala and Tamil. The secondary teacher education curriculum has been made so that the teacher can help the students to enhance competencies in communication based on four sub-sets;
Literacy, Numeracy, Graphics and IT proficiency. Competencies relating to the Environment Science, Religion and Ethics, Personality Development and Preparation for the world of work are also enhanced during the course. Creating art and crafts are considered as co-curricular activities in the country.

Practice Teaching Programme

The professional experience is regarded as the most significant component of any pre-service teacher education programme. All the countries in SAARC region have felt the importance of practice teaching in their pre-service secondary teacher education programmes. They have placed it in their curriculum and implemented the same under close supervision. The supervising teachers play a key role in professional development of student-teachers. One year internship period in teaching programmes are there in Bhutan and Sri Lanka. Ninety days practice teaching is allotted in B.Ed Programmes in Pakistan. Bangladesh has kept two months practice teaching to their B.Ed course. At least forty days practice teaching has been prescribed by NCTE in India. Period and scope for practice teaching in Afghanistan, Maldives and Nepal are inadequate. The countries where due to short duration scope of practical activities has been marginalised, increase of duration is thought of to keep proper link up and balance between the theory and practice. Student-teachers of the region are provided guidance largely on effective teaching of subject contents as well as on proper classroom management. Stress should be given to practical work including assignments and projects in secondary teacher education courses throughout the region.

Method of Instruction

Various types of teaching and learning strategies are being adopted in pre-service secondary teacher education programmes in SAARC countries. Methods which are inquiry-based, problem-based and case-based are largely being used with an intention to shift from the traditional approach towards constructivistic approach in preparing the student-teachers. Such methods of instruction adopted by the teacher-educators of all most all the countries of the region are providing enough opportunities for the pre-service student-teachers to apply sound concepts of teaching and learning theoretically in realistic, complex and authentic educational perspectives.
A teacher-centered teaching methodology was practiced in Afghanistan from primary schools up to the university level. Teaching methodologies have prescribed to encourage the student-teachers to learn and motivate in a constructive way. Methodologies of teaching are adopted in the TTCs so that the student-teachers can explore and cultivate potentialities of students. Strengthening Teacher Education Programme (STEP) training workshops were also conducted in cascade manner from July 2006 where learner-centeredness, constructive approach to learning, concept of formative assessment were practiced. Ministry has assembled several teams to develop the teaching materials, which include print, radio, TV and web-based materials. Teacher-educators play vital role in the class. They run case studies, continue inquiries surveys and project work, try brainstorming, practice group work and group discussion and encourage co-operative learning. Videotaped lessons of expert teacher-educators are also supplied to the student-teachers.

Teacher-educators try to adopt experimental Teaching-Learning method over the traditional lecture based technique to achieve better learning outcome in Bangladesh. Case studies, Simulation, Micro teaching are also practiced in the secondary teacher education programme. Teaching aids play a crucial role in making the teaching-learning situation a success. The use of modern teaching aids can create interesting learning environment.

The objective of secondary teacher education is to create highly meticulous professional teachers who use scientific and modern methods of teaching and address Quality Wholesome Education to Bhutanese students of secondary level who can face the challenges of 21st century. The B.Ed programme, along with English, is now been expanded in Dzongkha too.

Teacher educators in India mostly adopt the Lecture method though, it is generally not supplemented by using instructional materials. Interactive teaching, co-operative teaching-learning, self-discovery approaches are not at all practiced. In the Secondary Teacher Education programme in India, emphasis is being given on implication of teaching and types of teaching methods. Classroom management is also to be taken care of by the teacher educators. Lecture cum Discussion method, Reading and Reflection method, Observation-Documentation-Analysis methods are adopted here. Micro-
teaching, Simulated Social Skill Teaching, Team Teaching, Programmed Instruction are practiced here and Seminar, Case Study, School Based Practical, Workshops are organised.

- Mainly teacher-centred methods of instruction are adopted in Maldives based on behaviourist views of teaching and rote learning. In the teacher education programmes, perceptions toward the changing paradigm shift from traditional teacher-centred methods towards more student-centred methods of cooperative learning have been achieved. In Training programmes stresses are given on mixed linguistic (both Dhivehi and English) skills of student-teachers. The teacher-educators use Information Communication Technology (ICT) into classroom as a resource tool for all student-teachers. They use self-made Teaching Learning Materials for all subjects. There are Micro-teaching clinics where closed circuit television (CCTV) is also used.

- Teacher education courses in Pakistan are designed according to the national curricular framework, syllabus and weightage. Different methodologies are adopted in pre-service teacher education programmes of the country. Provincial Text Book Boards Commission select material on merit basis which are approved and reviewed by Federal Ministry through National Review Committee. In Pakistan National Academy of Higher Education, an institution of HEC has developed a programme of Professional Competency Enhancement Programme for Teachers (PCEPT). It contains seven modules of teaching. One of them deals with the Andragogical (Science of Understanding) Skills and theory and practice of Micro-teaching. From 2009 onwards micro-teaching forms an integral part of training workshops all over the country.

- Competency-based, student-centred and activity-oriented learning-teaching materials are now being developed in Sri Lanka to facilitate this move. Moreover attempts are made to systematise quality inputs to colleges by adapting the Norm-based Unit Cost Resource Allocation Mechanism (NBUCRAM). Student-teachers are given several assignments for improving quality teaching. One assignment on each subject selected under professional and general component is given.
Evaluation Procedure

Both summative and formative evaluation systems are practiced in the SAARC countries. Number system and grade system- both exist here. Semester system has also got success and almost all the countries incorporated semester system into their secondary teacher education programmes. Number system has been replaced by the grading system in some cases. External and internal examinations are conducted in most of the countries to assess performance of the student-teachers. Written-test, viva-voce, and assignments are largely used as tools for examination. Practice teaching is assessed by observing and supervising the performances in real classroom situation. In teacher education programmes of all SAARC countries, student-teachers are taught how to assess the available and most effective evaluation system to be adopted in real classroom situation. Giving Assignments, Student-Teaching supervision, taking Viva-Voce and Comprehensive Examination are common in those countries.

Physical Facilities

In true sense ‘Institute’ is not only buildings, physical facilities are still essential to its effective operation. The transformation from a teacher training section to a teacher education institute involves independent premises, modern classrooms, a library, laboratory, new technological facilities and more independent working facilities for the staff.

In Afghanistan and Pakistan physical facilities in the institutes of secondary teacher education are in dismal condition due to political turmoil. Now reconstruction of the same is the main task in both the countries. Same thing has happened to Nepal and North-East part of Sri Lanka due to inner political conflicts. All other countries are trying to construct more number of institutes covering the whole area of the country with Government aid, Private finance or utilising International aids. Institutes with principal room, staff room, common room, adequate space, ICT-enabled classrooms, Computer Laboratories with internet facilities, well equipped laboratories, libraries, and toilets have already been built or are being built in all the countries in the region. There is the National Assessment and Accreditation Council (NAAC) in India to supervise whether the buildings are made as per specification. Concerned authorities are there to supervise the same with respect to other countries.
in the region also. Boarding facilities are there with most of the institutes in the countries especially for the girls’ students.

**Status of Teacher-Educators**

Teacher-educators of the region are playing an important role in building the capacity of student-teachers in the pre-service teacher education progeammes at the secondary level. So, well qualified faculty members including principals, teacher-educators, and technical staffs are to be recruited for the secondary teacher education institutes of all the countries in the region. Countries in the region are in a process of recruiting well qualified young with at least Masters’ Degree, through entrance examination or interview as per the procedures maintained in the country concerned.

Most of the teacher-educators are trying to adopt constructivist approach, driven by the concept that learning is an active construction and reconstruction of knowledge and teaching is a process of guiding and facilitating students in the process of knowledge construction. The prime aim of teacher educators is to develop various competencies among the student-teachers which are to be cherished throughout their teaching career. Generally, teacher-educators of secondary teacher education institutions of the region are highly paid and enjoy high social status. Teacher-educators of Afghanistan, Nepal and Pakistan are to some extent dissatisfied with their salary. A sound promotional system has also been adopted for the teacher educators in the region, which is aptly followed in India and Sri Lanka.

- A number of qualified young of Afghanistan with Master’s and Ph.D degree acquired from abroad on scholarship are given preference as lecturers at universities. There is an awful need for professional teacher educators in at least 18 provinces. More than 400 TTC lecturers have been provided monthly regional incentives of 160-200 USD. Teacher Education Department started the regional allowances programme in 2007 aiming at fulfilling the gap of teachers in high-risk and remote provinces by paying incentive salaries to the TTC lecturers and to female students. It is fact that more funding is needed in order to attract additional teachers, particularly females, in remote and insecure areas. Efforts are being made on behalf of the Government to return the teacher-educators back home who left the country during the war situation by providing lucrative incentive.
To be considered for appointment to the post of a lecturer, candidates in Bangladesh must have Master’s degree with at least one first class either at the Honours or at the Post Graduate level. A candidate with a third class in any of the degrees may be eligible for appointment as a Lecturer, if he/she has a Ph.D degree. After attaining PhD degree, one can be appointed as Assistant Professor, and then gradually he/she is promoted to Associate Professor and Professor depending on research/teaching experience. A lecturer of Teacher Education College or University is paid a healthy salary.

In Bhutan teachers have to work in restrictive social environment with high moral expectations keeping pace with the Bhutanese traditions and customs. All the programmes of secondary teacher education in Bhutan are taught by a team of qualified and dedicated faculty attached to Royal University of Bhutan. Teacher Educators in Bhutan have enough proficiency in English and Dzongkha languages, Teaching-Learning theories, Student Psychology, Educational Philosophy, and Knowledge of Sociology. They have commitment to teaching profession and they use to practice Inspiring Visionary Leadership Quality Curriculum, Teaching strategies and skills, high degree of integrity, creativity and resourcefulness.

According to NCTE guideline, in India for an intake of 100 students or less, in a B.Ed institution, the teaching faculty should comprise of a Principal/Head and at least seven lecturers. Selection in the post of teacher-educators for education faculties of Universities or colleges is based on interview following fulfillment of some criteria like: having prescribed scores in the Masters’ Degree, clearance of National Eligibility Test (NET) conducted by University Grants Commission (UGC) or the equivalent test conducted by the State Government or having a Ph.D degree according to New Regulation-2009. Presently the teacher educators get professional knowledge through one year M.Ed Degree. Further advancement is available through Ph.D, though M.Ed has come under severe criticism. Pay scale of teacher educators (present and newly appointed assistant professors / associate professors/professors) is determined under Career Advancement Scheme (CAS). They are provided attractive pay package and they enjoy a sound social life.
• The teacher-educators of a teacher training institute in Maldives are considered as the essential player in promoting quality education. To enable effective teacher education programmes, proper education of the teacher-educators is also essential. Opportunities for developing professional skill are few in Maldives. Teachers’ training modules and trainers’ guide are being developed at the Faculty of Education to support all trainers who deliver different courses. They are often sent to study trips to the neighbouring countries on behalf of the MoE to ensure continuing professional development and their fruitful implementation in Maldives. Social status of the teacher-educators is high in Maldives. Monthly salaries for teacher-educators are handsome compared to the salaries in other government jobs.

• Teacher educators in Nepal generally require a Master Degree with first division or equivalent in related discipline or Ph.D. degree in relevant discipline. They may possess degrees either in education and general pedagogy, or in the specific academic disciplines (e.g. mathematics education). Marks sheet of School Leaving Certificate to the last degree are to be submitted while applying for the post of lecturer. Professional degree of teacher education is preferable for the lecturers of College of Education or lecturers of Faculty of Education. The teacher educators mostly possess the two year M.Ed degree or M.Phil or Ph. D done from the Faculty of Education (FoE) of Tribhuvan University. Salaries of teacher-educators in Nepal are low. They have felt that the salary and benefits they are currently provided are inadequate compared to their demand.

• The selection of faculty in Pakistan is done by Public Service Commissions. A lecturer of teacher education institute in Pakistan requires a Graduation with Master Degree and high academic contribution in related field. An assistant professor requires a Ph.D. in relevant field and at least two years of teaching / research / professional experience. M.Ed. is the minimum required qualification for appointment as teacher-educators. Although the cadres of faculty in training institutions remain under one controlling authority, there is no separate cadre of teacher educators. The teachers who are professionally qualified are appointed as teacher educators in secondary level teacher education institutions. There is no system of Performance Appraisal of the
teacher educators. Promotions to higher grades or higher post are advocated on the basis of seniority rather than performance appraisal. Pay structure for teacher-educators in Pakistan is not so healthy. However teachers remain in a respectable position in socio-cultural and religious perspective, rather than financial cause.

Appointment of professors still follows the British system in Sri Lanka and is governed by the University Grants Commission (UGC) regulations. A points-based system considers contributions to the research field, national development and institutional development. A candidate for the post of Associate Professor, Professor or Senior Professor must have Ph.D / Doctoral Degree in relevant subject. There is no barrier for women to participate in professional development programmes. A well structured teacher appraisal system is functioning in the country. Salary and other benefits such as fellowships are provided without any discrimination based on gender.