Chapter-2

COMPARISON ON THE BASIS OF OBJECTIVES OF PRE-SERVICE SECONDARY TEACHER EDUCATION

2.1 Introduction
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2.1 Introduction

Teacher should always be continual learner both in and beyond the teacher education programmes as new settings are developed in the society and challenges emerge which require new learning. Teachers must ceaselessly adapt to new developments that may affect their work, including alterations to teaching method, new relationship with welfare professionals, adopting new technologies and reconfiguring pupil-teacher relationship. To prepare an efficient teacher is a challenging task today. Previously, it was thought that teacher are born not made but now it is proved by the works of recent researches in this field that efficient and competent teachers can be produced by modifying their behaviour. So the prime objective of the teacher education programme is to prepare effective and competent teachers. The success of any educational reform depends on the quality of teacher, which consequently depends to a large extent on the quality of the teacher education programme of a state. Teacher preparation, a primary aim of the colleges and universities, has now emerged as one of the most vital policy priorities in all the nations worldwide along with those belong to ‘South Asian Association for Regional Cooperation’ (SAARC) consortium. It is certainly a key element in achieving the goal of raising the school performance of basic and secondary students. Common geographic and climatic features prevail in SAARC member countries and they share issues related to socio-economy, culture, and education of their people. They have individual as well as some common objectives and issues which they are trying to sort out through mutual activities using the common platform of SAARC.

Human resource development is one of the five areas of cooperation as decided by the member countries. At the Fourth Summit in 1988, the Heads of the States and Governments of SAARC Member Countries agreed to establish SAARC Human Resource Development Centre (SHRDC) in Islamabad, Pakistan with the intention to carry out research, impart trainings, organise workshops, propagate information on Human Resource Development (HRD) issues and advise the Member States on HRD related policies and strategies.

In 1998, the SAARC leaders decided to include education in the contracted areas of cooperation and a Technical Committee was formed to deal with the principal area of importance in the region. It was further re-structured as the SAARC Integrated
Programme of Action (SIPA) in 1999 resulting creation of the Technical Committee on Human Resource Development. This was reconstituted in January 2004 to deal with matters pertaining to education, skill development, arts, culture and sports.¹

The Twelfth SAARC Summit held in Islamabad on 4-6 January 2004, while recognising the importance of HRD, expressed in the “Islamabad Declaration” that “Investment in human resource is critical for future development of South Asia. It is, therefore, essential to establish a Network of Centers of Higher Learning, Training and Skill Development Institutes (SDI) across South Asia. In this context, the role of SHRDC is important”.²

The Thirty-Fourth Session of the Standing Committee held in New Delhi on 5-6 December, 2007 also advocated the directives of Technical Committee on Human Resource Development (TCHRD) relating to education and skills development to SHRDC.³ A three-day workshop on “Improving the Quality of Education: Role of Teacher in Achieving Quality in Education in South Asia” was organised by SHRDC in collaboration with the Institute of Educational Development (IED), BRAC University, Dhaka, from 26-28 December, 2011 in Dhaka. The main objective of the workshop was to explore the current situation of quality of education with respect to teacher’s role and develop strategies to improve quality of education in future.

**Other objectives were:**

- To discuss country-specific information and statistics during country report presentations.
- To discuss the best practices on providing quality of education regionally and worldwide.
- To identify the areas where teachers can play effective roles in promoting quality education in the region.
- To analyse the effectiveness of teacher education programmes in the region.

² Source: http://www.shrdc.org/.....retrieved....4th June, 2012
³ Source: http://www.shrdc.org/......retrieved. 4th June, 2012
• To assess the progress achieved by Member States in realising quality of education.

• To recommend activities for teachers, policymakers and other authority concerned to achieve quality of education in SAARC Member States.

Main goal of Teacher education of SAARC countries is to promote quality teacher preparation so that quality students emerge who can build their nation by cooperation with each other in a spirit of friendship, trust and understanding. Objectives of Pre- Service Teacher Education (PSTE) programme at the secondary stage in countries of SAARC region are based on the philosophical background, national goal and value system of each country too because the education system is always influenced by these factors of the country concerned.

2.2 Objectives of Secondary Teacher Education in SAARC Countries

Teacher education works as an agent of national development as it builds teachers who are mainly responsible for building a sound society with aspiring students for which it deserves obligatory attention. SAARC acts like a platform for working together in a spirit of friendship, trust, and understanding to speed up economic, social and educational development in countries of the region.

2.2.1 Afghanistan

The education system of the country was disrupted a lot due to long time civil war and subsequent Taliban Regime. But after fall of the Taliban regime the main motto of Ministry of Education, Government of Afghanistan was to reconstruct and transform the process of classroom teaching, the curriculum and teacher preparation programmes. As a result, the quantitative and qualitative challenges associated with students, teachers and teacher education were anticipated from the very first days of the Interim Government and programmes were launched accordingly to reconstruct education system of entire country by the Ministry of Education (MoE) and Ministry

of Higher Education (MoHE), Government of Afghanistan with the assistance of national and international donor agencies. In this situation secondary teacher education programmes of Afghanistan are aiming at building a national cadre of qualified teachers to improve the learning achievements of all secondary school students.

Quality of teachers was a serious issue in the country as many of the teachers have little or no training or preparation for teaching. According to a report, the number of basic education teachers rose dramatically from 21,000 in 2001 to 128,000 in 2005. During these years, two-year Teacher Training Colleges (TTCs) throughout the country could able to provide two year education only to 1,646 teachers out of 128,000.\(^6\)

Educationists of the country as well as the Government decided that schools for general education, religious schools, vocational schools and teacher training institutes should be provided superior facilities and steps should be taken for upgradation of academic and professional skills of the teachers. It is also decided that all efforts to develop the residential and living conditions of teachers would be taken.\(^7\) The expected role of teachers according to the Curriculum Framework is set as the motivator of “facilitating learning” by using miscellaneous methods of instruction. This is quite different from the traditional Afghan mode of instruction, where the teacher has the knowledge and he is the sole authority and deciding factor in the classroom, and role of students is to replicate what the teacher conveys to them.

**Some of the objectives** set for secondary teacher education programmes as delineated in the *National Education Strategic Plan, 2006-2010* of Afghanistan are:

1. To ensure that at least 70% of secondary teachers may pass nationally-administered teacher competency test and at least 50% of female may have professional education by 2010,
2. To develop national pre-service teacher education programmes based on national teacher competencies,

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\(^6\) Ministry of Education, Gov. of Afghanistan, 2006

To establish National Teacher Training Institute (NTTI) and arrange national teacher qualification and registration system through it and assure a competitive and transparent recruitment system of teachers,

To establish provincial Teacher Training Colleges (TTCs) and to link those with TTI with facilities of audio-visual and internet link-up and set up district level Teachers’ Resource Centres (TRCs) linked with TTCs in each district,

To develop a new pre-service curriculum framework and syllabi for all grade 1-9 teachers and prepare accompanying text books and other instructional materials by 2007,

To operationalise 34 teacher training colleges with boarding facilities by the end of 2007 and establish 364 Teacher Resource Centers (one in each district) by 2010,

To provide professional education to 2200 Teacher-Educators by 2010,

To set up a sound and modern distance learning teacher education module,

To offer incentives to well-qualified Afghan teachers working in Iran and Pakistan to bring them back to homeland,

To ensure that 95% of teachers have successfully passed the national competency test by 2020 as addressed by the Afghan Ministry of Education (MoE) in the National Education Strategic Plan (NESP).  

2.2.2 Bangladesh

National Education Commission (NEC), Bangladesh acknowledged that the quality of secondary education was declining gradually. Secondary School Certificate (SSC) examination results gave a disappointing picture. Against this backdrop, NEC recommended policy guidelines for education administration, infrastructure and environment, curriculum, teaching methods, and evaluation, social status of teachers and teacher’s professional education. Addressing education administration of the country, NEC has recommended decentralisation of secondary education administration at the division, district, and sub-district (upazila) levels. They have also suggested for creation of a separate directorate for secondary education.

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Observing the quality of education in secondary level, NEC has suggested for (i) provision of laboratory equipment in school laboratories; (ii) modernisation of curriculum and syllabus; (iii) improvement of curriculum, teaching methods, and student evaluation; (iv) insertion of core subjects in madrasah and vocational curriculum; and (v) introduction of School-Based Assessment (SBA). To improve teaching quality, NEC proposed training for all subject teachers, development of professionalism among teachers, and capacity development of teacher education colleges.9

Number of trained teachers at the secondary level is very poor in Bangladesh. Pre-service secondary teacher education programmes of the country focus mainly on subject content, rather to develop teaching skills. Thus, teaching process in the schools remains defective and learning of students tend to be dominated by rote learning of facts only. As a result most of the learners of secondary education get little chance for pedagogic success. Programmes, curricula, and teaching practices do not provide the students much opportunity for obtaining basic learning and rational skills.

To come out from this adverse situation the ongoing Teaching Quality Improvement (TQI) Project for Secondary Education of Bangladesh so aimed at improving quality of teachers entering to the system. The quality of training provided to the teachers by the experts is aiming so that the teachers can acquire new skills and can increase their learning outcome as quality teachers are recognized as the most important element of quality education. To achieve this, the Ministry of Education (MoE), Bangladesh is in the process of setting an apex body, National Teachers’ Accreditation and Registration Authority (NTEARA), by amending the Non-Governmental Teacher’s Registration and Certification Authority (NTRCA) Act 2005. Establishment of NTEARA and its activities remained as a challenge.10

To build up pre-service and in-service teacher education programmes, Government has planned to set up Teacher Resource Centers. A new teaching degree

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and new teaching certificate are to be introduced, and staffs involved in teacher education will be promoted. It is decided to make necessary arrangements to educate teacher-educators, student-teachers, and administrators. More Teacher Training Institutes are also to be established in selected areas.  

At present the teachers require exposure to various external influences within the country and abroad. To materialise the requirement, the university authorities and educationists are planning to develop a multifaceted programme of faculty improvement on a regular basis. These include encouraging conduct of professional conferences, participation of faculty member in such conference both in the country and outside, establishing liaison with the industry, maintaining contact with national and international problems, inviting distinguished experts to deliver lecture, discussion and collaborating work. Set up of good library, encouraging faculty members to write quality text or reference books, encouraging exchange programme between similar institutions and organisations and developing suitable facility for documentation, abstracting, reference services for wider dissemination of information are also aimed at for upgradation of the whole system.

To produce quality teachers the Government is in a view to measure learning outcomes of students, particularly from disadvantaged group of society, enrolled in the secondary education. This will surely be achieved through a continuous process by (i) framing teacher development policy and make proper curriculum framework to ensure rationality within a uniform approach that the Government envisions within its National Education Policy; (ii) setting and implementing standards for teacher recruitment, proper utilisation of teacher, providing modern training and providing teaching materials in the classroom particularly for subjects like Science, Mathematics, and English; (iii) developing, upgrading and strengthening network of teacher education institutions at all levels.

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The educationists and specialists of teacher development programme are also aiming at:

(i) plotting out the existing teacher education programmes and the persons involved in it and their connection with each other.

(ii) supervising the ongoing teacher education programmes, including Bachelor of Education (B.Ed), Continuing Professional Development (CPD), Secondary Teaching Certificate (STC).

(iii) reviewing the institutional analysis undertaken by the TQI Project and identify areas that require further assessment and analysis.

(iv) assessing the condition of teacher competencies and recommend further developments to ensure merger of different pre-service and in-service teacher education programmes.

(v) appraising teacher’s professional records and recommend for their promotion.

2.2.3 Bhutan

Bhutan has the aim to create necessary surroundings to promote quality education at secondary level such as preparing well-trained teachers, providing active learning techniques , arranging to provide adequate facilities and instructional materials, preparing well-directed and realistic curriculum, and a healthy, safe, gender-sensitive atmosphere that makes full use of local language proficiencies.\(^\text{13}\)

The attitude of The Royal Government of Bhutan towards teachers is evident from the expression: ‘The attainment of the set goals will be dependent upon our capacity to train teachers who are not only highly professional in their approach to education but also motivated and dedicated to the profession they have chosen’.\(^\text{14}\) As expressed in the *Bhutan2020* (Planning Commission, 1999) the intension of secondary teacher education of the country is to provide a quality education and to achieve this, following *objectives of teacher education* programmes are kept \(^\text{15}\):


• To ensure recognition of the innate potential of every student,
• To instill an awareness of the nation’s unique cultural heritage and value, both of traditional and international respect,
• To prepare would be teachers for the world of work by instilling in them the self-respect of labour,
• To make them familiar with the change-oriented technologies,
• To create interest of the student-teacher towards the wholesome education as to make them mindful, reflective, creative, skillful, successful, confident, active and informed,
• To build the student teacher as responsible, matured and productive citizen who would sustain the spirit of the country,
• To acquire Gross National Happiness (GNH) which is the skeleton of overall growth of the country in conformity with the culture, institutions and spiritual value of the country (Ministry of Education, 2008)  

To build a peaceful, democratic, sovereign, secure, stable and self-reliant Bhutan with a group of young energetic modern teachers.

To improve quality of education, executive order from Prime Minister, Royal Government of Bhutan was circulated vide order no COM/04/06/160 dated August 15, 2006 where the aims of the teacher education are demarcated as:

• To complete the current reform of the teacher training programme at the two National Institutes of Education (NIEs), with the academic content being enhanced to graduate levels.
• To include provision for encouraging reading habit of the student of NIEs in the revised curriculum.

• To integrate improved study skills modules in the new curriculum and ensure that it is used during their learning at NIEs.
• To launch language laboratory in both the NIEs.
• To introduce a more systematic system of monitoring and support involving heads of Schools, Dzongkhag (District) Education Office (DEO) and teachers.
• To initiate a need based curriculum.

2.2.4 India

In India, to ensure quality education in the secondary level, quality teachers are prepared through Pre-service Teacher Education Programmes (PSTE). One year Bachelor of Education (B.Ed) programme is being run largely in teacher education institutions and universities which are managed by Government and private bodies. The apex regulatory authority of teacher education in India is National Council for Teacher Education (NCTE) which is shaped as a statutory body after a Parliamentary Act (1993) in 1995. The main objective of the NCTE as per National Curriculum Framework for Teacher Education (2009) is to carry out planned and coordinated development of the teacher education system in the country along with regulation and proper maintenance of norms and standards in all respect in the teacher education system, both primary and secondary.

Encouraged by the Prime Minister’s vision of developing India as a Knowledge Society, the Planning Commission has constituted a Vision 2020 Group to look into various parameters of knowledge society which relates to knowledge as a base to create values to be shared through global networking. National Council of Educational Research and Training (NCERT) have been assigned the task to develop the educational aspect of Vision 2020. At present, in most of the teacher education colleges the teacher education programme (B.Ed.) is of one year duration after graduation. Vision 2020 is aiming at changing to the trend in teacher education to the following extent:
• To make teacher education of two year duration after graduation. This is because one year is too short to create the knowledge based pedagogy.

18 Rajput, J.S., (Editor) Vision 2020-Education, CERT, New Delhi
• To provide enough exposure to teachers in pre-service training programmes so that they can fully make use of information and communication technologies.

• The focus of teacher education will be more school based. Teacher education programmes will offer inputs so that the teachers become more commitment oriented.

• To enable the student-teachers to develop thinking capacities by modifying present trend of rote learning.

• To develop in teachers a new insight about plurality of perspectives.

• To develop collaborative programmes of teacher education jointly with the National Council of Educational Research and Training, National Institute of Educational Planning and Administration, State Council of Educational Research and Training and District Institute of Education and Training.

**Main objectives** of Pre Service Secondary Teacher Education of India are delineated as follows:

• To build a national system of teacher education based on India’s cultural ethics, its unity and diversity coordinating with change and continuity.

• To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.  

• To help the student-teacher to act as liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

• To help them develop skills, understanding, interest and attitudes through which they can promote all round growth and development of student under his care.

• To enable the potential teachers to understand their student better.

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19 Khosla, D.N., (Editor), (1998), *Curriculum Framework for Quality Teacher Education*, NCTE, Member Secretary, NCTE, New Delhi-16, p 47.

To allow the prospective teachers to adopt disciplinary approach in teaching, and to develop among students curiosity in such studies.

To enable them to understand the propositions of liberalisation, privatisation, globalisation (LPG), World Trade Organisation (WTO) and Outsourcing etc. on education and adopt precautionary measures against their ill effects.

To build self-reliance in the potential of teachers as trained teacher can essentially face the class with confidence and can deal with many odd situations.

To develop love and respect for Indian culture, and its contribution to the world and to instill a sense of national pride and identity.

To enable them to build up the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including Information and Communication Technology (ICT) organise supplementary educational activities and draw out community cooperation.

To allow student teachers not only to understand the nature of subjects but also the unity and integrity of knowledge.

To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feeling.

To help the future teachers to acquainted with methodology of teaching.

To familiarise the future teachers with all modern approaches of education. An attitude of research and experimentation is attempted to be created in them.

To enable them to incorporate yogic, health, physical, aesthetic and inclusive education with other educational activities.

To help in building favourable mentality for the teaching profession. During the course of training, many doubts of the student-teachers have been removed. It results in creation of love and respect for teaching profession.

To develop among them the capacity for undertaking research in education along with action research for improving the quality of education, for the solution of its problems and to evolve the culture specific and community oriented pedagogy.
• To help them develop happy and healthy school and community relationship and promote interest in lifelong learning.

• To produce teachers who can teach with enthusiasm and can strengthen the democratic set up of the country.

• To make one a good teacher alongwith making him a good citizen.

A professionally trained secondary teacher is expected to identify the merits and demerits of secondary education in India and should accustom with status, problem and issues concerning with education at this level. He should develop mental make-up for evaluating the system and utilising the same for promotion of excellence in education. The teacher educators are expected to have transparency of thought with respect to components of the course, objectives of teaching, and their significance to educational and social goals.\textsuperscript{21}

2.2.5 Maldives

Secondary teacher education is a recent development in the Maldives which came with the systematic launching of teacher education programmes which initiated in 1977. Therefore, all the programmes initiated all the structural changes occurred and the developmental trends and phases that teacher education has experienced in the country may be considered as new and innovative initiatives. The transition rate from primary to secondary education remains very low in Maldives. The very reason behind it is lack of trained teachers, especially in the islands. The educational policies of Government focus was on Primary (Grade I-V) and the Middle (Grade VI-VII) schools and involved creation of unified curriculum for Grade I-VII, improving teacher education and upgrading or establishing new schools in the atolls. Ultimately this showed the way of establishing an Atoll Education Centre (AEC) in each Atoll and an Atoll Primary School (APS) in all but one atoll, which is a single island atoll.\textsuperscript{22}

In 2004, according to the Vulnerability and Poverty Assessment 2 (VPA-2), while most of the islands had at least one trained teacher, some have none. The student-to-trained teacher ratio in 2004 was also more than 100 students per trained

\textsuperscript{21} Khosla, D. N. (Editor). (1998), \textit{Curriculum Framework for Quality Teacher Education, NCTE}, Member Secretary, NCTE, New Delhi, p 53.

teacher for four percent of the atoll population (eight percent in 1997), and nineteen percent of the atoll population lived on islands with 50 – 100 students per trained teacher (30 percent in 1997). The objectives of the education sector are listed in the seventh National Development Plan (2006-2010).

A number of innovative programmes have been initiated during this time with the objective of improving quality of education as well as teacher education which included:

- To keep pace with the huge expansion of secondary education, secondary teacher education system is to be explored accordingly otherwise its standard would surely fall as local untrained teachers are engaged mostly,
- To prepare a secondary curriculum which is relevant to the needs of the society which will utilise full potential of the individual as well as prepare revise teacher education curricula keeping close connection with Faculty of Education (FE) to reflect recent changes in school curricula,
- To make teaching an attractive profession and increase the number of young Maldivian teachers,
- To teach student-teacher the National as well as local code of behaviour,
- To promote team building by establishing learning communities and collaborative work among teachers and school leaders across schools,
- To develop a national curriculum for secondary level this is relevant to the Maldives local context by 2010,
- To provide knowledge of up-to-date teaching methodologies, skills and experience to deliver quality education,
- To help in identifying and develop skills of individual students and create proper learning atmosphere,
- To organise continuing teacher education programmes with encouragement and emphasis on professional development of the lot,

To upgrade the existing Information Technology equipped Teacher Resource Centers (TRC) for betterment of dissemination of knowledge,

To increase number of local teachers employed in secondary education replacing the expatriate teachers mainly from India,

To provide a range of on-going professional development programmes to develop teacher’s content knowledge and teaching skills,

To assist the Institute of Teacher Educations (ITCs) with national and international funds to increase capacity output of secondary school teachers,

To improve physical facilities of schools by providing additional space for library, laboratory, Information and Communication Technology (ICT) based classrooms for secondary level students and toilets and staffroom facilities for staffs,

To guide the teacher in shifting their ‘always know everything’ attitude to develop and practices one to improve student learning,

To encourage the student-teachers to take responsibility for their own development through reflection and learning,

To direct teachers by competent authorities to implement changes occurred,

To minimise the mental gap between the local and expertise teachers by building harmony in working towards a shared vision of betterment of learning and teaching outcome,

To develop value of teacher collaborations and peer support,

To minimise the gap so created within the mind of the teachers with respect to what they ideally like to do and what they actually do as most teachers remain unaware of their own shortfalls and strength,

To arrange regular supervision on teaching process followed by constructive feedback focusing on developing teacher’s practical knowledge towards improving practice and maintaining quality,

To organise more workshops to instill interest to innovative process of teaching by preparing and using locally available low-cost teaching aids,
• To develop accurate policy guidelines for improving the quality of services provided by higher education and training institutions,

• To initiate attractive incentives for the local teachers to encourage them in active participation in the professional development programmes and for bringing the teachers back from Pakistan, Iran,

• To increase the percentage of trained Maldivian teachers from 70 to 80 percent and graduate Maldivian teachers from 3 to 10 percent by 2010.

2.2.6 Nepal

The episode of teacher education in Nepal started with the establishment of Basic Education Teacher Training Centre in Kathmandu in 1948 with a view to educate the primary school teachers. However, the Centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 to set up College of Education in 1956 to provide two-year and four-year teacher education programmes to the prospective lower secondary, secondary level teachers of the country. Secondary teacher education programme actually set off in 1957 when College of Education was established by the Government in association with USA Government. In 1973, the College of Education has been turned into Institute of Education as one of the ten Institutes under Tribhuvan University which from the very beginning conducted pre-service and in-service teacher education programme.

According to the Education Act, 2001, it is mandatory that only trained teachers would get the teaching license in Nepal. Even after huge intellectual and financial contribution to teacher education, the transfer of teaching skills into the classroom situation is still considered as the basis of quality teaching in the study on ‘Effective Classroom Teaching Learning’. Pre-service teacher education as per recommendation of Royal Commission of Higher Education is conducted by faculties and schools of different universities and Higher Secondary Education Board (HSEB) affiliated schools. It is believed that trained teachers with knowledge of contents and

skills in pedagogy bring about a qualitative change in education. But in case of Nepal where percentage of these teachers is very low, quality improvement in education is far-reaching goal unless the country runs massive teacher education programmes. According to the **National Curriculum Framework for school education in Nepal** (2005, revised in 2007) the **national objectives of teacher education** are\(^{26}\):

- To prepare citizen dedicated to uphold and protect democracy and human rights, who should have quality like – dignity of labour, committed to education, enterprising, disciplines, capable enough to endure the personal, social and national challenges of the twenty first century. \(^{27}\)

- To prepare productive and skilled citizens competent to undertake challenging job of a competent, professional teacher.

- To be insightful to social equality and justice and develop conduct accordingly to create inclusive society.

- To help student-teachers to conserve and sustain natural environment and national resources and heritages.

- To prepare globally competent human resources with theoretical practical knowledge of modern information technology.

- To prepare student-teachers who can explore inherent talents of the students.

- To encourage more inclusion of female teachers and providing fellowships for pre-service teacher education for women and candidates from other disadvantaged groups.

- To develop an effective, rational curriculum and provide modern training materials.

- To prepare potential teachers both in subject matter and in teaching methodology.

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2.2.7 Pakistan

According to the educationists, the status of secondary education in Pakistan is in wretched condition due to lack of professional teachers in the secondary level. Inadequate professional education for teachers, ill facilities, associated policies and their mal- implementations were shown responsible for this critical situation at the National Conference on Teacher Education (2005) organised by Institute of Educational Development (IED), Pakistan. The conference came to the conclusion that current Secondary Teacher Education in Pakistan was guided by a mechanistic approach which ‘produced technicians rather than reflective, reflexive and critical practitioners’.  

The experts of The Asia-Pacific Programme of Educational Innovation for Development (APEID) also have same observation that lack of enthusiasm, motivation, dedication and preparedness among the teachers, unattractive pay scale and poor social status of teachers, low quality pre-service teaching provided by the teacher training institutes are responsible for the turmoil situation of Secondary Teacher Education in Pakistan. British Council’s survey on Teacher Education of Pakistan also indicates that secondary teacher education system of Pakistan requires substantial extension and quality improvement. Asian Development Bank ‘s study on Pakistan Teacher Education system reveals that shortage of trained teachers is the main constraint towards forming a sound Secondary Teacher Education system of Pakistan.

To strengthen capacity of the Government of Pakistan to assure quality of teacher education, a project naming ‘Strengthening Teacher Education in Pakistan’ (STEP) is working under the guidance of United Nations Educational, Scientific and Cultural Organisation (UNESCO) and with financial assistance of United States Agency for International Development (USAID). The Government of Pakistan along with all these authorities are aiming at:

- improving the quality of professional development of teachers and teacher training institutions through formation of sound strategic framework,

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28 Mr Memon Muhammad, Director of Institute of Educational Development of Agha Khan University concluded likewise at the National Conference on Teacher Education, 2005.
• formulating policy with a view to build active support for teacher education,

• coordinating active involvement in strengthening field-based teacher education activities,

• setting definite standard for teacher certification and proper accreditation,

• constituting secondary teacher education programme to the fast emerging need of the country,

• reorganising the curriculum contents, method and evaluation of teaching and other teaching related matters regularly,\textsuperscript{30}

• keeping a close supervision by the concerned authority over balanced nature of academic course of teacher education, content of school curriculum, teaching methods, teaching practice and curricular activities and taking step if any deviation takes place,

• solving budgetary and financial problem of Teacher Training Institutes,

• updating text books and reference books of secondary teacher education and providing teacher’s guide or supplementary materials by the authority concerned,

• restructuring examination system of teacher education programmes,

• ensuring financial and other facilities to the teachers,

• maintaining proper evaluation of B.Ed and M.Ed courses,

• making proper revision of pre-service secondary teacher education curriculum to restructure it according to teachers’ need, contextual appropriateness to the technological and global world keeping close liaison with the real school and classroom situation,

• thinking over duration of the professional degree course for pre-service secondary teacher education so that it can match with other professional

degrees and so that there is scope to cover the key domains of knowledge and opportunities for extended period of teaching practice in schools,

- keeping strict observation on entry level criteria of secondary teaching profession,
- making modern and proper recommendations for improvement of Secondary Teacher Education Programme of Pakistan.

2.2.8 Sri Lanka

National Institute of Education (NIE) is the foremost institute in Sri Lanka which led the way to development of general education with quality, equity and relevance in a pluralistic society. It is authorised to design and develop curricula for general and teacher education and responsible for professional development of educational community. Pre-service secondary teacher education programme in Sri Lanka has following objectives:

- To develop professional and general competence of personnel involved in secondary education system,
- To assure quality education through a balanced curriculum for the development of productive student teachers competent to face local and global demands,
- To build professionalism and to promote leadership among the student-teachers for proper development of secondary teacher education,
- To develop student friendly, teacher friendly schools where democracy and human values are achieved and sustained,
- To provide quality education for all, by developing curricula, enhancing professionalism and organising research to empower learners to realise their potential to build a humanitarian society,
- To make teacher education more cost effective,

• To facilitate the professional development of teachers to enhance the quality of life, value system of individuals, building of nation, development of community and functional-changing agents of education and society 32,

• To meet the need for competent and committed teachers for the secondary school system,

• To encourage activity based learning of student-teachers,

• To foster development of higher order academic abilities and skills among the student-teachers.

2.3 Comparative Discussion

On the basis of above discussion the objectives of secondary pre-service teacher preparation programmes of different SAARC countries are stated below:

Country-wise Objectives of Pre-service Secondary Teacher Education in SAARC Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Objective of Secondary Teacher Education</th>
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| Afghanistan | w To restructure the teacher education curriculum  
             | w To renovate class room teaching  
             | w To ensure security and social status of secondary teachers  
             | w To return the reputed Afghan teachers back to the country |
| Bangladesh  | w To set up more number of Teacher Resource Centres and Teacher Training Institute throughout the country  
             | w To supervise the ongoing training programmes, including Bachelor of Education (B.Ed), Continuing Professional Development (CPD), Secondary Teaching Certificate (STC)  
             | w To strengthen Teaching Quality Improvement (TQI) Project |

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<thead>
<tr>
<th><strong>Country</strong></th>
<th><strong>Objective of Secondary Teacher Education</strong></th>
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| Bhutan      | w To create interest of the student-teacher towards the wholesome education  
             w To complete the current reform of the teacher training programme at the two NIEs  
             w To incorporate improved study skills modules in the new curriculum |
| India       | w To provide enough exposure to teacher in pre-service training programmes  
             w To develop in teachers a new insight about plurality of perspectives  
             w To help the student-teacher to act as liaison between the school and the community |
| Maldives    | w To prepare a curriculum which is relevant to the needs of the society  
             w To make teaching an attractive career choice and increasing the number of young Maldivian teachers  
             w To upgrade the existing Information Technology equipped Teacher Resource Centres (TRC) |
| Nepal       | w To help student-teachers to conserve and exploit natural environment and national resources and heritages  
             w To encourage increased recruitment of female teachers and providing fellowships for pre-service teacher education  
             w To develop an effective curriculum and providing modern training materials |
| Pakistan    | w To coordinating active intervention in teacher education including field-based teacher education activities  
             w To keep close view on balanced nature of academic course of teacher training, content of school curriculum, teaching methods, teaching practice and curricular activities  
             w To resolving budgetary and financial problem of Teacher Training Institutes |
| Sri Lanka   | w to build professionalism and to promote leadership among the student-teachers  
             w to make teacher education more cost effective  
             w to encourage activity based learning of student-teachers |
To understand the reality related to something is difficult when studied in segregation. When situations are analysed, juxtaposing more than one thing at a time, the implicit realities are unveiled enabling concerned authorities to take further action to control or further improve their own. The secondary teacher education system developed in the SAARC countries is mainly based on Western ideas and objectives due to a long legacy of colonisation in this region. The social complex and conflict of the region have affected the system, with more or less similar kinds of problems. So a comparative study of Secondary Teacher Education System in SAARC countries will help identify the positive and negative aspects of the gamut of teacher education which will further help in planning and implementing changes in the system according to national as well as international challenges. It is envisaged that:

§ There are variations in the objectives of teacher education programme of individual SAARC country as national goal, philosophy, value system of each country is different. However, some commonalities with respect to quality, access, gender parity and economic parities are there.

§ Preparing Professional Teachers to improve the teaching-learning status in classroom situation and to handle the challenges and prospect of 21st century global scenario of secondary teacher education are the crucial needs in all the eight countries, where all are taking care of building the stock by adopting various pre-service teacher education programmes as per need of the nations. A range of disparities are seen with respect to duration, structures, curriculum weightage, curricular areas and its implementation.

§ Naturally, the key target fixed by all the authorities of SAARC country’s secondary teacher education is to promote quality education of teachers which includes an acceptable level of subject knowledge, computer & English literacy, experience to deliver need-based learning method.

§ Improvement in the courses structure and curricula in secondary level of teacher education is a common objective of the SAARC member countries. A quality teacher education programme can make a quality teacher who can
spread awareness on National Development and national prosperity among their students.\textsuperscript{33}

§ To achieve target in the Secondary Teacher Education, \textbf{appropriate norms} are being set up in each SAARC member country and regulatory authorities concerned are keeping close watch whether the \textit{norms are maintained properly}. Promoting individual subject competence is also aimed at.

§ The unstable political situation, grave problems of terrorism, religious regional and ethnicity made it essential on the part of these countries to help each other in order to \textbf{achieve peace and development in the region} in every domain. \textit{Spread of education in both formal and non formal perspectives} is necessary to achieve national goals of each country. So focuses recline on development of teacher education. At present Secondary Teacher Education System in SAARC countries aiming at a paradigm shift in teacher preparation with emphasis on professional enrichment, and the establishment of careful monitoring of teacher performance and linking this to their career development.

§ \textbf{To share varied experiences and opinions} from dignitaries of the region on secondary teacher education programmes in their countries through organising valuable \textit{Workshops}.

§ India and Sri Lanka have set up objectives of their secondary teacher education programmes in a \textit{modern way} to cope up with recent trends and issues of global secondary teacher education programmes. \textbf{Educationists of both the countries have adopted} new practices and technologies to achieve desirable attributes like \textit{creativity and innovation in students}.

§ The basic objectives of secondary teacher education of India are to \textbf{prepare good human being, skillful human resources, responsible citizens} and to \textbf{improve teaching learning system}. In the Sri Lankan secondary teacher education system more emphasis has been given on \textit{improving teaching-learning system, community development and development of their nation}. Both Pakistan and Afghanistan are \textbf{in turmoil of severe political},

\textsuperscript{33} Source: http://www.saarc-sec.org/data/agenda/...retrieved on 15\textsuperscript{th} July, 2013
social and religious conflicts which have hindered them in achieving goals of secondary teacher education.

Afghanistan is aiming at making a national reserve of trained teachers by setting up different types of Teacher Training Colleges, Teacher Resource Centres throughout the country along with establishment of National Teacher Training Institute. Positive initiatives have been taken to bring the qualified Afghan teachers back from abroad. Besides these, the country has taken up various targets in the field of teacher education, which are still to be achieved. Pakistan is trying to increase their budget for secondary teacher education. Maldives and Bhutan are aiming to be self-sufficient in achieving their goal in secondary teacher education by short listing the number of foreigner teachers. Bhutan is aiming at achieving peace happiness and prosperity in all respect by 2020 through trained teachers. Bangladesh and Nepal are in a way towards accomplishing their objectives to promote secondary teacher education in their countries by adopting modern technologies and techniques within their capacity.

Educationists and dignitaries of all the countries of SAARC region are in a common thought of cooperating and taking proper initiatives towards arranging sufficient training programmes so that all these countries of same hierarchy may share ideas on their secondary teacher education programmes, can find out their drawbacks and patch up the same accordingly.