Chapter-3

COMPARISON ON THE BASIS OF FORMS & FEATURES OF PRE-SERVICE SECONDARY TEACHER EDUCATION

3.1 Introduction
3.2 Forms & Features of Secondary Teacher Education in SAARC Countries
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3.1 Introduction

Pre service teacher education, which is the core part of teacher education, provides initial professional competencies to the would-be teacher. The type or form of the teacher education programmes depends on the structure of the school education system of concerned nation. An educational institution plays a significant role of conferring learning experiences to guide its students towards making a sound future. The key personnel responsible behind the noble job of transformation of knowledge in the institutions are teachers who are one of the prime factors in any educational programme. As teachers are mainly responsible for implementation of educational activities at any stage, every nation essentially takes care of preparing quality teachers through quality teacher education programmes so that the product can escort the nation through the way of prosperity. It is the Teacher Education Institutes which host various forms of Teacher Education Programmes, conduct formal and non-formal activities, and share experiences that help to make a person to presume responsibilities of an education-professional as well as to explore his responsibilities more effectively as a teacher.

According to Feiman-Nemser (2001)\(^1\) actual tasks of pre-service secondary teacher education programmes are:

- to develop understanding between learners and learning
- to analyse beliefs on new trends
- to develop subject matter knowledge for teachers
- to develop a repertoire for the beginning teachers
- to develop the tools of quality teaching

Skilbeck and Connell (2003)\(^2\) also opined that two important tasks of such programmes may be identified as:

- to develop pedagogical and content knowledge
- to provide opportunities for practicing and planning  Obviously these programmes aim:

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• to find out the gap between theory and practice
• to enable pre-service teachers to amalgamate their pedagogical knowledge with their subject knowledge and
• to implement the acquired knowledge in real classroom situation.

All the formulations imply that pre-service secondary teacher education programmes need to be responsive to the philosophy, education system, socio-cultural ethos and local needs of the country concerned.

3.2 Forms & Features of Secondary Teacher Education in SAARC Countries

In all forms of Secondary Teacher Education Programmes in SAARC Region, different types of teacher education institutions with the help of administrative bodies and managements perform the duties of making quality teachers having quality teaching skills, sound pedagogical knowledge and professional skills.

3.2.1 Afghanistan

The journey of teacher education in Afghanistan started with set up of Teacher Training School in Kabul (1923) where about one hundred young men were provided four years graduation course as teachers. In 1939 another basic teacher education school was founded in Kabul. In 1956, three new teacher education schools were established in Herat, Kandahar and Nangarhar province. In 1962 the Faculty of Education was set up at the University of Kabul. In the mid-1960s, structure and programme of the National Teacher Education System was reviewed and reshaped through establishment of the Academy for Teacher Educators and the Higher Teachers’ College. Secondary school teachers were then imparted required training at the University. A number of 6245 students were professionally educated in 18 teacher-training institutions for teaching at primary and secondary schools in 1990. In 1994-95 a total of 5300 male and female students were imparted professional education in twelve Teacher-Training Colleges. The number of teachers in primary

and secondary schools were increased significantly from 29,551 in 2000 to 78,130 in 2002. As majority of teachers were untrained (only 22% meet the minimum qualification of Grade 14) educating student-teachers played an important role in the rehabilitation and development of Afghanistan. The Independent High Commission of Education was established by the Afghan government in 2002, which recommended various measures for the development of education including the establishment of appropriate infrastructure for required professional education and research. The National Development Strategy of 2006 was formulated with a significant plan for development of basic education, university studies, secondary and vocational training.

After constituting the curriculum the country faced a new problem of implementing the same effectively in the classroom due to insufficiency of teachers. In Afghanistan there are two Ministries responsible for organisation for teacher education. These are the Ministry of Education (MoE) and Ministry of Higher Education (MoHE). The MoHE is responsible for the pedagogical institutes, the Institutes of Higher Education (IHE) and the Universities, all of which offer four-year degrees. Among the Pre-Service training programmes:

- Two years Higher Secondary Teacher Training Courses are organised in Higher Teacher Training Institutes. In Afghanistan person with a Master’s degree in Education can also teach in secondary schools.

- Four years Bachelor of Education programme is also run in the Universities.

- One year Post-Graduate programme is there at Academy of Teacher Educators, Kabul where two years Master of Arts/ Science in Teaching Method (MA in Education) is also available.

- Professional development of teachers through Distance Mode is also in progress in the country.

- TTCs offer a two-year Teacher Education Diploma for grade 12 graduates and a five-year diploma in teacher education for grade 9 graduates.

- Experimental Schools are attached to two of the TTCs. These schools are managed and administered directly by the district education office of the MoE.
the second year of study, student-teachers, who attend a TTC connected with an experimental school, take a subject in ‘practical teaching’ and spend several hours a week observing and participating in class activities in these schools.

Structure of Teacher Training programmes as provided by Ministry of Education (MoE) and Ministry of Higher Education (MoHE), Government of Afghanistan


3.2.2 Bangladesh

In Bangladesh, the secondary level education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX-X) is secondary while the last 2 years (grades XI-XII) is called higher secondary. Teachers for the secondary level are prepared accordingly.

Here, secondary teachers are prepared through one year B.Ed programme which are being run in public and private teacher education institutions, colleges and universities. The standard is maintained by the National University. Bangladesh has achieved significant increases in secondary education enrollment in past two decades. So the main aim of secondary teacher education of Bangladesh is to produce more quality teachers for better teaching and for retention of students at secondary level.
### Basic Information on Teacher Education in Bangladesh

<table>
<thead>
<tr>
<th>Level</th>
<th>Institution</th>
<th>Course</th>
<th>Duration</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>Institute of Education and Research (IER), National University, Dhaka</td>
<td>Undergraduate B.Ed degree</td>
<td>Four Years</td>
<td>Pre-service Secondary School Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Ed. degree</td>
<td>One Year</td>
<td>Pre-service and in-service training to prepare Trainers to PTIs, TTC, etc.</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>Open University</td>
<td>B.Ed. degree for those who have a Bachelors degree</td>
<td>One Year</td>
<td>Pre-service and In-service Secondary School Teachers</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>Teachers Training Colleges (TTC -10)</td>
<td>B.Ed. degree for those who have a Bachelors degree</td>
<td>10 months</td>
<td>Pre-service and In-service Secondary School Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Ed. degree</td>
<td>One Year</td>
<td></td>
</tr>
</tbody>
</table>


- Bangladesh does not have wide-spread University-based teacher education programmes. In Bangladesh, of the ten Universities, only the **National University, Dhaka**, provides the regular B.Ed degree as a 12-month, full-time course which is the most common one for teacher education. The training system runs all the way from the university level down to a cluster of schools in the village. The B.Ed degree conferred by other institutions can be studied on a full-time or part-time basis. During one year courses or programmes, student-teachers are sent to **Practice-teaching** for two months in a school, to get practical experience of teaching. There is a programme of **four year B.Ed Honours** and one year Master of Education programme run by **University Departments**. There are 14 **Government Teacher Training Colleges** (TTCs) including one for women, as well as 68 non-government TTCs, and some **Private Universities** which provide Bachelor of Education (B.Ed) degrees. All these government and non-government training institutes follow the B.Ed curriculum implemented by the National University. On the other hand, the **Institute for Educational Research** (IER), University of Dhaka and that of...
Rajshahi, along with other private universities are autonomous and conduct the B.Ed (Diploma in Education) and M.Ed degrees according to their own curriculum, which is different from that of the National University.

- Along with the National University, Dhaka, Bangladesh Open University also organises teacher education programmes for secondary education – Bachelor of Education (B.Ed) and Master of Education (M.Ed).

- There are a number of other projects which are working under relevant TTCs to train in-service secondary teachers, like the Secondary Education Development Project (SEDP), the Female Student Stipend Assistance Project (FSSAP), and the Teaching Quality Improvement in Secondary Education Project (TQI-SEP). Under the Teaching Quality Improvement (TQI) Programmes training is provided to Head Teachers and members of School Management Committees (SMCs), as Head Teachers and SMCs play a critical role in each school. According to the educationists of Bangladesh, the TQI project which has provided a lot of support to teachers must be of sustainable in nature and the training should be continuous and supportive in teaching - learning practices across the country.

- The Second Teaching Quality Improvement Project (TQI-II) in Secondary Education is introduced to support the country’s plans to reform the teacher education system in secondary education as per the framework of the National Education Policy-2010. While the decisive aim is to improve the quality of learning in secondary schools through improved teaching. The project pursues comprehensive policy, institutional and systematic developments required for sustainable development of teacher training through the country. The project focuses on four components: (i) strengthening of teacher development and organisational as well as institutional capacity, (ii) improving teacher education programmess and delivery systems, (iii) implementing inclusive education, and (iv) maintenance of quality in project management.

- Although it is not mandatory to have the B.Ed degree to be a teacher at the secondary level in Bangladesh, it is expected that teachers should have this
degree and some financial benefits are also given by the government to the persons having it. This type of degree may be regarded as a post-graduate diploma according to many other countries’ qualifications structures, as enrollment to this course is done after graduation in any discipline. A B.Ed degree is preferred in recruitment of teachers in secondary schools, but it is not mandatory. A secondary teacher in government secondary schools must complete a B.Ed within five years of teaching. In non-government schools this rule is flexible.

- **Experimental schools** also have contributed in teacher education in Bangladesh. The experimental school teachers need to have a minimum qualification of Bachelor degree with Certificate in Education or B.Ed with BA/BSc. But teachers rarely take the benefit of an experimental school.

### 3.2.3 Bhutan

Bhutan has chosen to get on the path of modernisation in the early 1960s only with the establishment of a modern education system. Today, almost 90 percent of children in the hilly country go to school and enjoy a good quality education. Bhutan follows a seven years Primary Cycle followed by six years of Secondary Education leading to Tertiary Education. The Secondary Education is comprised of two years Lower Secondary Schools (Class-VII-VIII), two years Middle Secondary Schools (Class-IX-X) and two years Higher Secondary Schools (Class- XI-XII). A major policy shift has taken place in recent times to make secondary education more relevant by introducing a **basic skill training programmes** in the form of clubs. Career counseling of promising young is also being arranged to make them familiar with the world of work. Teachers in Bhutan for the Primary Level must have **Bachelor of Education** (B.Ed) degree and for the Secondary and Higher Secondary Level they require B.Ed or **Post Graduate Diploma in Education** (PGDE).

- There is still shortage of teachers in the secondary level in Bhutan. As quality of education depends on quality of teachers, the Government places great importance to the quality of teachers and only trained teachers get employment in the country. In 2003 the higher education sector in Bhutan was reorganised through establishment of the **Royal University of Bhutan**. The
RUB, federate in nature, has ten member institutes, including two Colleges of Education (COE; now renamed as National Institute of Education; NIE); one in Samtse (established in 1968) and another in Paro (established in 1975) that confer teacher education. The NIEs offer a Bachelor of Education (B.Ed) and Postgraduate Diploma in Education (PGDE) as pre-service programme. About 320 teachers are graduated from the two National Institutes of Education (NIEs) at Samtse and Paro in a year. Along with Pre-Service education programmes a system to continuously updating of the qualification and professionalism of teachers has been instituted through Nation-Based In-Service Programmes, Dzongkha (district) Based In-Service Programmes and School Based In-Service Programmes. The entry qualification for the teachers to undertake courses has been raised to assure the quality.

- Diploma, Bachelor and Masters Degree are also conferred by the ICT-supported Distance Teacher Education Programmes (DTEP) and Part-time programmes. To provide wider access, some pre-service teaching modules have also been prepared by the DTEP. The Distance B.Ed is offered by NIE, Samtse and the Distance M.Ed is offered by NIE, Paro. They also provide inservice teacher education programme.

- Pre-Service Teacher Training is also known as Initial Teacher Training (ITT) and Initial Teacher Education (ITE). The Initial Teacher Education in Bhutan currently (as of 2009) has two Models. One is four year Bachelor of Education (B.Ed) programme, offered to qualified High School Graduates (Grade XII) and the other model is the one year Post Graduate Certificate in Education (PGCE) which is upgraded as Post Graduate Diploma in Education (PGDE). The four-year B.Ed. programme caters for primary, secondary and Dzongkha teaching and is provided in both the CoEs, whereas the one year PGCE programme caters for secondary teaching and is provided in the institute at Samtse only. The NIE, Samtse is offering Four-Years B.Ed since 1983 and NIE, Paro is offering the same course since 1999. From 2009 onwards the apprenticeship programme at the beginning was discontinued and

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the B.Ed students now undergo the apprenticeship during the 3rd year of the programme. The gross enrollment in both the NIEs in pre-service secondary teacher education programme has been increased by 34% in 2010 with respect to that of 2004. 6 There is also a teacher education programme for Dzongkha (National Language) Teachers given by Teacher Training College, Paro. Both the NIEs are running under the supervision of Royal University of Bhutan. 7

- Presently a three-year model of pre-service teacher training also exists. In the Practice Teaching the student teachers are required to prepare daily lesson plans and observe the whole school functioning and make a comprehensive report upon returning the college. The one-year model of Postgraduate Diploma in Education (PGDE) is provided to the first degree holders of Arts, Commerce, and Science and Dzongkha streams. Within this year long training programme, a trainee spends about 45 days of practicum in the schools. The course component of PGDE is similar to B.Ed with professional development studies, personal development studies and specialisation of subjects.

### 3.2.4 India

Teacher Education is a dependent sub-system of the total education system. The type of Teacher Education is generally depending on emerging trends of school education. In India initial professional education of teachers (pre-service) is organised at three levels - pre primary teacher education, elementary teacher education and secondary teacher education. The pre-service course leading to a Bachelor of education (B.Ed) degree of a University is a general pattern of teacher education for secondary stage. The minimum qualification for this course is graduation (i.e. a Bachelor Degree in Arts, Science, and Commerce etc.) and this is a baseline degree for higher education.

- The professional preparation of teachers has been documented to be crucial for the qualitative improvement of education since 1960s (Kothari Commission, 1964-66). The Chattopadhyaya Committee Report (1983-1985) observed inadequacy in Teacher Training Colleges and recommended five years

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Secondary Teacher Training from Class XII. The National Policy of Education (NPE 1986/92) recognised that “…teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community.”

The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted. The Yashpal Committee Report (1993) also indicated that inadequate programmes of teacher preparation lead to unsatisfactory quality of learning at schools.

Finally concerning quality of Secondary Teacher Education, National Council for Teacher Education (NCTE, 1998) states, “The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage”. This shows the intention of NCTE behind preparation of quality teachers for secondary level through different teacher education programmes.

- During the last four decades new thrusts have emerged in the arena of Teacher Education in all the developing countries as a consequence of scientific, technological, political and socio economic developments around the world. India today has one of the largest teacher education systems in the world. Higher education which so far catered formal Teacher Education has now made Teachers’ Professional Development for improvement of quality. Pre-Service Secondary Teacher Education Programmes are run by different agents like Training Colleges, Department of Govt. Universities, Private Universities and Open and Distance Universities throughout the country who continuously provide teacher education to adjust to the needs of an education system in which education is seen as the transmission of information and learning over reproduction from textbooks. Role of the Teacher Education Institutes have undergone drastic transformation to meet new and emerging dimensions of teacher preparation through varied teacher education programmes. In persuasion of National Policy on Education, Academic Staff Colleges (ASC) are established within several universities by UGC which are now decisively concentrating on organising in-service

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8 National Policy of Education (1992), Ministry of Human Resource Development, GOI, p 43
education programmes in the form of orientation and refresher courses to college and university teachers including teacher educators of teacher education colleges who are responsible for preparing quality teachers for the secondary levels.

- As secondary teacher education institutes are small in number a large number of regular universities in India run teacher education programme for secondary level (B.Ed) through Distance Mode. Mainly In-service teacher education programmes for secondary level are provided by Open Learning System. Indira Gandhi National Open University (IGNOU, set up in 1985) and Jamia Millia Islamia University (JMIU) are the two pioneer institutes in this field. Today, IGNOU serves over 4 million students in India and 36 other countries through a variety of courses. With the set up of EduSat (a satellite dedicated only to education) on 20th September, 2004, the IGNOU has stated in a new era of technology-enabled education in the country.9

National Policies of Education through its different Commissions and Committees on Education have constituted varied forms of Teacher Education over a period of time to meet needs and aspirations of the field.

**Initial Secondary Teacher Education Models in India**

<table>
<thead>
<tr>
<th>Course Criteria</th>
<th>Stage trained for</th>
<th>Duration</th>
<th>Entry qualification</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education (B.Ed)</td>
<td>Middle Secondary</td>
<td>One Year</td>
<td>Graduation / Post Graduation</td>
<td>Academic records /Merit / interview/ Entrance test</td>
</tr>
<tr>
<td></td>
<td>Senior Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed (Special Education)</td>
<td>Middle Secondary</td>
<td>One Year</td>
<td>Graduation</td>
<td>As per University Rulings</td>
</tr>
<tr>
<td></td>
<td>Senior Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed (in Distance Mode)</td>
<td>Secondary</td>
<td>Two Years</td>
<td>Graduation/ Post Graduation</td>
<td>Merit Basis Entrance Test</td>
</tr>
</tbody>
</table>

[Source: Commonwealth Secretariat (1993); Rajput & Walia, (2001); Kochhar, (2004).]

- The one year B.Ed course in India usually consists of some theory and some practical works, including practice teaching and practical session work. The

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9 Source: http://hcimaldives.in/servi_det.php?vie_val=5...retrieved on June 17, 2013
proportion of each differs with different universities. There are also some differences regarding proportion of internal and external evaluation. There is an increasing trend towards more of internal evaluation.  

- The **four year integrated programme** was introduced during the 1960s in NCERT’s four **Regional Institute of Education** (formerly known as Regional Colleges of Education) in Ajmer, Bhubneshwar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities and to offer them BA, B.Ed and B.Sc B.Ed. Subsequently in 1996, the B.A. B.Ed. Arts programme was withdrawn on the recommendations of the Abbreviated Review of NCERT. The B.Sc. B.Ed. integrated programme in the Sciences is still continuing. The minimum qualification for admission into this programme is senior secondary (i.e., 12 years of schooling). But the programme did not gain popularity and the old one year B.Ed after graduation remains as the mainstream pattern of Secondary Teacher Education Programme in the country. Now another RIE has been set up in Shillong.

- **A Demonstration Multipurpose School (DMS)** is attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and for trying out innovative practices of school education and teacher education. These are also used as model schools in their respective regions. There is facility of teaching-learning from pre-school to senior secondary level also in these schools.

- **NCTE** has brought out **National Curriculum Framework (NCF)** for Quality Teacher Education in 1998. In pursuance of its recommendation for increasing the duration of B.Ed Programme from one year to two years, a few institutions in the country, including Regional Institutes of Education of NCERT, have introduced **two year B.Ed programme** on an experimental basis. But most of the faculties prefer one year B.Ed course.

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• The **Vedchichi Programme of Secondary Teacher Education** started in 1968 at Gandhi Vidyapeeth, Vedchichi in district Surat of Gujarat which is based on Gandhian philosophy. The programme is of one-year duration and admits 40-50 students each year. Student life on the campus is based on principles of self-help and self-reliance. Here students are engaged in cooking, cleaning utensils, washing clothes and maintaining entire campus as part of their learning activities to be self-reliant. Subjects are not taught here as traditional independent disciplines, rather through specifically designed activities or projects of 5 to 15 days duration. These projects activities are performed in the surrounding rural areas to ensure direct contact with the community. Student-teachers evaluate the basic need of various rural communities residing in different geographical areas. These may range from the problem of drinking water, teacher absentee-ism, problems of health, problems of landless labourers to issues related to developmental projects. Vedchichi programme has focused completely on participative process-oriented Teacher Education programme in Gandhi Vidyapeeth at Vedchichi.

• **Hoshangabad Science Teaching Programme** (HSTP) of Madhya Pradesh (1982) is the unique example of collaboration of Government and Non-Government Organisation (NGO) which achieved high success in Science teaching and Teachers education programme which shows the right direction by the Madhya Pradesh Government.

• Gandhi Shikshan Bhawan, an affiliated College of Education of Bombay University offers an **integrated B.Ed. degree programme** for secondary school teachers since 2000. It provides its students the first hand experiences of slum community. The aim behind the project was to make student-teachers aware of the socio-economic, cultural, traditional life of the poor and backward community and their impact on education and development of children. Teachers are educated to develop the sincerity and the professional skills to help children come out of such adverse conditions. Such an approach has now become a part of the B.Ed. degree programmes of all the Colleges of Education of Bombay University. On the same line Department of Education
of Jamia Millia University has proposed to integrate the social context elements into teachers education programme.

- Continual Teacher Education programmes are broadcast by Radio and Television also through different popular shows in national channels.

- The country has some specialised institutions preparing teachers for physically challenged, visually impaired, hearing impaired, autistic and neurologically impaired. Some Departments of Education in the Universities provide courses in Special Education, leading to B.Ed. (Special Education) degree.

3.2.5 Maldives

Secondary education in Maldives comprises of two levels; lower secondary lasting three years (Grade VIII-X), and upper secondary lasting two years (Grade XI-XII). Students are prepared to sit the University of London General Certificate of Education Ordinary Level (GCE O-Level) and Advanced Level (A-Level) Examination after completing the lower and upper secondary levels, respectively. There are also two national examinations: the Secondary School Certificate (for Islamic Studies and Dhivehi, the national language) introduced in 1986, and the Higher Secondary School Certificate introduced in 1987.

- Teacher education in Maldives actually began in 1977. Gradually with the implementation of First Ten Year Master Plan (1986-1995) and Second Ten Year Master Plan (1996-2005), scope of teacher education has also got acceleration. The main role behind the progress were played by the Government of President Nasir and President Md Abdul Gayoom.\textsuperscript{11} The Faculty of Education started its journey in 1984 as Institute for Teacher Education and is currently the largest faculty of the Maldives National University (MNU) which was earlier known as Maldives College of Higher Education. Maldives National University is the first University of Maldives which was inaugurated as part of a restructuring and rationalisation of all government-run post-secondary education in Maldives on February 15, 2011.

\textsuperscript{11} Source: http://en.wikipedia.org/wiki/Education_in_the_Maldives...retrieved on Aug. 14, 2012
The University which is the only public degree granting institution of the nation offers a range of degrees, diplomas, and certificates, with particular emphasis on engineering, health science, education, tourism, and management.

- From 2010 Faculty of Education at the Maldives College of Higher Education (MCHE, now the Maldives National University) started offering teaching courses in the following areas: one year Diploma in teaching Dhivehi, one year Diploma in School Management, two year Advanced Diploma in Teaching (Primary Education), two year Diploma in Teaching (middle school, e.g grade 6 & 7), two year Advanced Diploma in Applied Statistics, two year Advanced Diploma in Teaching English as a foreign language (for lower secondary teachers), two year Diploma in Early Childhood Education (from 2011), three year Bachelor of Education (for primary education) and Bachelor of Education (for secondary), four year Bachelor of Education (primary education) for higher secondary education graduates (introduced in 2010) and three year Bachelor of Arts in teaching English as a foreign language.

- The Bachelor of Teaching (secondary) is a three year full time course structured in four strands: professional studies, curriculum studies, education studies and academic studies. A programme is underway to establish secondary teacher education at the Institute for Teacher Education. The three years local teacher education courses in English language for secondary teachers were initiated in 2003, in collaboration with Macquarie University, Australia. Due to lack of qualified local teachers, especially teachers of English, the MoE has to invite expatriate teachers, mainly from Sri Lanka and India.\(^\text{12}\)

- The Institute of Teacher Education under the Ministry of Education also prepares primary school teachers and subject-specialist teachers in a limited number of subject areas for middle-school (upper primary) and secondary education.

• In 2008, the total number of teachers was 3551 (including 365 expatriates), of whom 2555 were females and 1139 were untrained. By January 2010, there were 37 primary schools (Grade 1-7), and 139 schools offering grade 1-10 (combined primary and lower secondary), and 34 schools offering grade 1-12 (combined primary, lower and higher secondary).\textsuperscript{13} Now the Faculty of Education (FE) of the Maldives National University (MNU) claims to be the leading and most varied teacher training institution of the country which offers courses at Bachelor, Advanced Diploma, Diploma levels in different areas including Primary School Teaching, Middle School Teaching and Secondary School Teaching. They are responsible for producing and nurturing the skills of several leading educational professionals in the country.\textsuperscript{14}

• Faculty of education of IGNOU has taken the responsibility of professional development of aspiring teachers in Maldives. National TV and Radio have also played an important role in disseminating of knowledge on professional development of teachers.

3.2.6 Nepal

School education system of Nepal was comprised of five years of primary stage (grades 1-5), lower secondary stage (grades 6-8) and secondary stage (grades 9-10). After implementation of School Sector Reform Programme (SSRP, 2010-16) the primary sector is formed of eight years from grades 1-8 with four years secondary sector from grade 9-12. A national level of School Leaving Certificate (SLC) examination is arranged at the end of grade 10. Accordingly new programme of Teachers’ Professional Development (TPD) has been instigated for the further development of teachers’ quality.

• Teacher education system of Nepal has been classified under three distinct phases such as teacher training of early days (1951-70), teacher training during the National Education System Plan (NESP) period (1971-1990) and teacher training of the present day.

\textsuperscript{13} Source: MOE Statistical Summary, 2010
• The secondary teacher education programme was set off in Nepal in 1957 with the establishment of College of Education by the Government with functional and technical assistance of the government of USA. The College of Education offered a two year Intermediate of Education (I.ED) programme for the 10-year high school graduates to prepare trained lower secondary teachers. The college also, offered a one-year B.Ed course for those who have Bachelor’s degree in subjects other than education. In 1973, the College of Education was renamed as the Institute of Education as one of the ten institutes of Tribhuvan University. The Institute of Education was responsible for conduction of all the in-service and pre-service training. Under Tribhuvan University, the Institute of Education had several campuses in different parts of the country.15

• The Institute of Education carried out various types of teacher education programmes during the decade from 1970-1980. These programmes included A-level Programme, Campus Based B-level Programme, Women Teacher Training Programme, Remote Area Teacher Training Programme, On-the-Spot Teacher Training Programme, Primary teacher Training through Distance Learning and Radio Education Teacher Training Programme.

• In order to become a teacher in a lower secondary school, one should complete twelve years of education to meet the academic requirement. If a candidate’s major subject is not education, a ten-month teacher training is also required. Teacher education programmes are offered by institutions at the higher secondary level. The National Centre for Education Development (NCED) in Ministry of Education and Sports (MOES) holds the main responsibility. Teachers in secondary schools should acquire a Bachelor’s Degree (equivalent to fifteen years of education) and complete a ten-month teacher training when their major subjects are other than education.

• A one-year B.Ed. course offered to Bachelor Degree holders is regarded as complete training for secondary teacher. The Universities also offer a 3-year

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B.Ed programme to produce trained graduates for secondary teaching. Providing pre-service professional education to the lower secondary teachers and secondary teachers has remained the responsibility of academic institutions. Tribhuvan University is the only major institution to provide pre-service training for secondary teachers. It runs Intermediate, Bachelor’s, Master’s, M.Phil. and Ph.D. Programme in teacher education. Purbanchal University has started B.Ed Programme. Kathmandu University is conducting M.Ed, M.Phil. and Ph.D. Programme.16

- School clustering and professional support to the cluster schools by Resource Persons have become part of the National Educational Training System in Nepal.

- Faculty of Education (FoE) of Tribhuvan University has taken initiatives to develop and implement new courses and new programmes by mobilising its internal financial resources as well as with the help of national and international collaborations. One such new programme is M.Ed. through Open and Distance Learning (ODL) mode which is conducted by the National Centre for Educational Development (NCED) in association with JMAK University of Applied Science, Finland and HMAK University of Applied Science, Finland. The Training of Teacher (ToT) has been recently conducted to implement the programme in Sanothimi Campus, Sanothimi and Surkhet Campus, Surkhet, Nepal.17 Radio and television have also played an important role in teacher education in the country.

- Some other new courses which are introduced recently in Sanothimi and Gorkha campuses of Tribhuvan University are M.Ed in Physics and M.Ed. in Biology Education, and M.Ed. in ICTE. Though these are job-oriented courses, so there is high demand of these courses among the students.

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3.2.7 Pakistan

The pivotal role in Teacher Education system of Pakistan is played through the three main sets of institutions - Government Colleges of Elementary Training (GCETs), Government Colleges of Education (GCEs) and Institutes of Educational Research (IERs). The former institutions are responsible for providing professional education to the teachers at primary and middle schools while the latter educate teachers for secondary schools. In addition to Institute of Education and Research, there are University Education Departments, and a number of non-formal institutions which also carry out pre-service teacher education.

- There are total 173 teachers education institutions of which 147 (85%) are in public sector, and 26 (15%) are in private sector. The total enrolment at teachers education institutions is 632,684 of which 628,207 (99%) is in public sector, and 4,477 (1%) is in private sector. The total male enrolment in the teachers education institutions is 420,497 (66%), whereas, the female enrolment is 212,187 (34%). The total teachers in the teachers training institutions are 3,533, out of which 3,264 (92%) is in public and 269 (8%) are in private sector as recorded in 2007-08.  

- Pre-Service secondary teacher education programmes are conducted mainly by Universities and Teacher Training Colleges in Pakistan. There is Certificate of Teaching (CT) for would-be teachers who would teach students of I-VIII. The Universities offer three years B.S.Ed degree for teaching of grade VI to grade X. There is one year B.Ed degree for teaching from grade VI to grade X and also provision of M.Ed degree in the universities for the teachers who would teach students from grade VI to X and students of Primary Teachers’ Certificate (PTC), CT and B.Ed. However, PTC and CT programmes have been discontinued from 2002 onwards in Punjab, the biggest province of Pakistan which possesses a little more than 60% population of the country. There the minimum requisite qualification for a primary school teacher has been raised to a bachelor degree.

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• There is **Regional Institutes for Teacher Education** (RITEs) which take the responsibility of exerting professional education to thousands of teachers in the province, reviewing and developing curriculum in different subjects in various levels to reflect the changing policy demands and emerging developments in the field of teacher education.

• The first ever **National Education Census** (NEC) of Pakistan was conducted in 2005-06 by the Federal Ministry of Education and the Statistics Division, Federal Bureau of Statistics which covered 245,682 institutions, including public and private schools, colleges and universities, professional institutions, vocational and technical centres, mosque schools, deeni madaris, and non-formal education centres.\(^\text{19}\) There it is reflected that teachers of Private Secondary Schools lack professional education than teachers of Public Secondary Schools.

• **National Educational Policy** (NEP), 2009 of the country acted as a milestone in achieving the goals of providing higher quality education and expanding the coverage of educational services. It recommended for allocation of more resources to provide professional education and high quality facilities to secondary teachers of Pakistan.

• **Distance and non-formal education** has come up as an effective mode, particularly in the area of teacher education in Pakistan. Thousands of students have been enrolled to **Allama Iqbal Open University** in PTC, CT, B.Ed and M.Ed courses in every semester.

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Different Teacher Education Programmes and Degrees in Education in Pakistan

<table>
<thead>
<tr>
<th>Programme of Teacher Education</th>
<th>Classes to teach</th>
<th>Entry Qualification</th>
<th>Training Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teachers Certificate (PTC)</td>
<td>I-V</td>
<td>Matriculation</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Certificate in Teaching (CT)</td>
<td>I-VIII</td>
<td>Intermediate</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Bachelor of Education (B.Ed, 12+3)</td>
<td>VI-X</td>
<td>Intermediate</td>
<td>3 academic years</td>
</tr>
<tr>
<td>Bachelor of Education (B.Ed, 14+1)</td>
<td>VI-X</td>
<td>BA/B.Sc</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Master of Education (M.Ed)</td>
<td>VI-XII +Supervision</td>
<td>B.Ed</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Master of Art (MA) Education</td>
<td>VI-XII +Supervision</td>
<td>BA/B.Sc</td>
<td>2 academic years</td>
</tr>
</tbody>
</table>

[Source: Commonwealth Secretariat (1993)]

The Teacher Education Institutes in Pakistan responsible for providing various degrees/ diplomas are:

<table>
<thead>
<tr>
<th>Names of Institutions</th>
<th>Diploma/Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Colleges of Elementary Teachers</td>
<td>PTC and CT</td>
</tr>
<tr>
<td>Government Colleges of Education</td>
<td>B.Ed, B.S.Ed, M.Ed, M.A Education</td>
</tr>
<tr>
<td>Institutes / Departments at Public Universities</td>
<td>B.Ed, B.S.Ed, M.Ed, M.A Edu M. Phil/Ph. D</td>
</tr>
<tr>
<td>University of Education</td>
<td>B.Ed, B.S.Ed, M.Ed, M.A Edu M. Phil/Ph. D</td>
</tr>
<tr>
<td>One Private Institute</td>
<td>B.Ed Elementary</td>
</tr>
<tr>
<td>Two Departments of Edu. in two Private Universities</td>
<td>one offering masters’ Degree other offering M. Ed , Ph. D</td>
</tr>
</tbody>
</table>

- Pre-Service Teacher Education Programme of Pakistan (Pre-STEP), 2006 framed in 2006, is a five year programme, framed to support the Ministry of Education and the Higher Education Commission to improve the quality of
pre-service teacher education programmes in Pakistan. It is a brain child of National Task Force (NTF). The programme is funded by United States Agency for International Development (USAID) and is being implemented by Academy for Educational Development (AED) which recommended for a standardised format of studies for teacher education. In the perspective of the later adopted National Education Policy (2009), this proposed four year B.Ed. Programme is planned to be of 124-136 credit hours and with eight semesters of 16 - 18 weeks each and is being revised and reconsidered as guiding document for the basis of formulating new four years B.Ed. (Hons.) and two year Associate Degree in Education (ADE). Some selected teacher education institutes have already been offering a four year B.Ed programme to the candidates having secondary school certificate.

- Teacher education programmes in Pakistan has undergone several structural and policy changes in the last two decades, but these have been somewhat superficial in nature. Though different teacher education programmes exist, their quality is generally poor. Most of these programmes are still operating in an outdated lecture-memorisation paradigm, thereby failing to prepare reflective, capable, professional teachers. Furthermore, many of the teacher preparation programmes do not have capacity to meet the standards outlined by recent education policies. Lastly, as they exist today, teacher education programmes lack the capacity to develop cadres of teachers who in turn could prepare the Pakistani youth for economic, social, environmental and technological realities of the 21st century.

3.2.8 Sri Lanka

Various local and global reports on Education have emphasised the need to improve the quality of education. National Education Commission (NEC), Sri Lanka was established under the National Education Commission act No. 19. of 1991 to provide various suggestions on varied aspect of educational policy. The commission was in a view to ensure continuity in educational policy and enable the

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education system to respond to the changing needs of the society. The National Education Commission Report (2003) has also pointed out the need for establishing quality education. The Ministry of Education and Higher Education is responsible for development of education system as well as Teacher Education System in Sri Lanka. Pre-Service secondary teacher education got fervor after creation of National Institution of Education (NIE) in 1985 with numbers of National Colleges of Education. Present NEC is functioning from 2012. The National Institute of Education (NIE) is also responsible for designing and developing curricula of secondary teacher education and professional development of teachers.

- Teacher education in Sri Lanka consists of two major programmes. They are initial teacher education programme and the continuing teacher education programme. As the quality of the teacher contributes substantially to improve the teaching learning process in the classroom, the initial training or pre-service professional education of teachers receive high priority in teacher education programmes in Sri Lanka. At present, teacher education is provided in Universities (Post Graduate Diploma in Education and Bachelor of Education), National Institute of Education (Post Graduate Diploma in Education, Bachelor of Education), and Distance Teacher Education Centres and National Colleges of Education (Diploma in Teaching). Initial teacher education of two years is conducted at National Colleges of Education, followed by a one-year internship prior to the award of the Diploma in Teaching (Teacher Education and Teacher Development Programme, TETDP, 1996).

- In Sri Lanka, Junior Secondary Education covers grade six to eight. Satisfactory passes in 'O' level are required to enter senior secondary school. Senior secondary education begins at grade nine. This course of study lasts for two years and leads to the General Certificate of Education (GCE, Advanced Level) Examination.

- Teachers at the lower secondary level in Sri Lanka may have the Trained Teachers' Certificate (Secondary) which is a three year course offered at Teacher Training Colleges, comprising two year course work and one year practical in-service training. Their admission is based on three GCE ‘A’ level
and six GCE ‘O’ level pass. Teachers at this level get specialisation in subjects such as English, Science, Mathematics and Agriculture. Whereas teachers at the senior secondary or pre-university levels are generally require to possess a diploma in education which is a \textit{one year post graduate course} that prepares teachers for the senior secondary level.\textsuperscript{21}

- Teacher Education Institutions are not equally distributed among different provinces of Sri Lanka which yields varied output from the provinces.

- National Institute of Education started offering teacher education programmes through \textbf{Distance Mode} in 1986. Distance Education Branch within the Teacher Education and Curriculum Division of the Ministry of Education took necessary initiatives.

\subsection*{3.3 Comparative Analysis}

A conventional pre-service approach to produce qualified teacher has been operating in the developing and developed countries in recent years through teacher education colleges or universities. The programmes are aiming at developing general education, and pedagogical knowledge and understanding required for teaching a particular age range or subject. Various patterns of courses are offered through varied Institutions in all the nations throughout the region. A comparative study of forms and features of secondary teacher education programmes prevailing in teacher training institutions of the SAARC countries will provide details of merits and lacunae which are helping or hampering the process.

- Teacher Education Institutes in the region are responsive and offer such education programmes which will satisfy needs of their own education system. They are in a way to build capacity in introducing innovative approaches to teacher education. To achieve this, recruitment of teachers, their professional development and retention in the workforce are necessary. It is evident that teacher education programmes are offered as per capacity of the \textbf{SAARC nations} to prepare teacher for secondary school level. \textbf{Certificate, diploma, graduate and post-graduate} programmes of secondary teacher education are available in all the countries. Courses are offered to the candidates with

\footnote{21 Source: www.srilanka.wnso.org/education_system.htm ....retrieved on July 12, 2013}
suitable eligibility criteria at specifically developed institutions. Language used in the course and duration of the course are programmed as per local needs though, English is used as common language of instruction in all the countries.

- **Experimental Schools and Demonstration Schools** also exist in most of the countries of the region to provide opportunity to strengthen theory practice linkage which include experimentation, planning, implementation and tackling some core issues or problems of secondary teacher education of the region. These schools are not intended to succeed or supplement the regular school system in any way, rather help in building competence and creating awareness to achieve quality education in a real situation.

- In **Nepal and Sri Lanka** having a professional degree is a must in teaching job at the secondary level. Though, at higher secondary level in Nepal, it is optional. In all others countries of the region it is presently a preferable condition for entering into the job but all of them are trying to place it as obligatory.

- **India** has some **specialised institutions** for preparing teachers for the physically challenged, visually impaired, hearing impaired, autistic and neurologically impaired students. Some Departments of Education in some Universities of India provide courses in Special Education, leading to B.Ed. (Special Education) degree.

- **Open and Distance Learning** (ODL) has been taken on worldwide as the potential solution to a range of teacher education issues due to shortage of regular teacher education institutions. It is cost effective, easily accessible, varied and quality concerned. This mode of education has emerged as an effective approach in the area of initial teacher education throughout the SAARC region. Theory and practice confirm that where open and distance learning for teachers is successful, quality of education has been raised. Whenever there is a shortage of teachers or a need of skillful personnel, distance and non-formal education becomes inevitable. A variety of subjects with specialisation in the area of teacher education at secondary level is done through distance education. Through this system, the teachers use new technologies and develop new instructional styles which are more effective
and more satisfying. Distance mode of teacher education programme mainly covers in-service teacher education in all the countries. Indira Gandhi National Open University (IGNOU) of India and Allama Iqbal Open University (AIOU) of Pakistan are the pioneer institutions of the region. IGNOU has branches over 36 countries throughout the world. It is opined that the success of distance education programme depends on improved conception, more commitment from all concerned as well as appropriate training and the expert committee of the region has recommended for extensive use of Distance Education for organising in-service teacher education programmes.

- **Radio Education Teacher Training Programme** is there in Afghanistan, India, Maldives and Nepal. Students of remote areas are brought into the purview of teacher education programmes through Radio Service. Largely in-service teacher education programmes are broadcast through it in all the countries. Literacy rate attained 98 percent in Maldives due to successful campaign of educational programmes by National TV and Radio. These media have played the role of teachers for the primary and secondary students of the country within the curricula of formal education. Teacher education programmes are broadcast every week as a remedial measure for acute shortage of teachers in Maldives.  

- Teacher education institutes are to be set up throughout the country to provide equal opportunity to the student-teachers to develop professionally, which is lacking in Sri Lanka, Afghanistan, Pakistan, Nepal and Bhutan due to some ethnic and geographical barriers.

Overall, there are still some lacunae in the teacher education system of SAARC region which should be found out and proper remedial measures are to be adopted to prepare teachers for providing quality teaching at the secondary school, taking care of specific needs of the country. Co-operation among the member countries and beneficiary steps of international agencies can uphold the total teacher education system of the region to a success.

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