
**EVOLUTION OF EXAMINATION AND TRAINING SYSTEM TO
PRODUCE TEACHERS CAPABLE TO FACE 21ST CENTURY
EDUCATIONAL CHALLENGES**

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ABSTRACT

Pakistan came into existence in 1947 and inherited education and examination system from the British education system without any change, which was developed in 1857 and educational policy of Pakistan was developed by Education commission in 1959 and in 1972-80. There have been revolutionary changes in the education and examination system in the world but in Pakistan inherited system is yet in function; while these conventional systems cannot fulfill the requirements of modern age competitive education. In the past only a teacher was required for educating pupil, but now required competent teacher who possesses skills for efficient delivery at the field; and accordingly the examination system needs replacement. Hence, the aimed at evolution of examination system to produce teachers capable to face 21st century educational challenges. The study explored that education system must be competitive globally and performance of students be founded on competence assessment and reviews of the assessment system. The criterion for induction of teacher in national teaching force, preparation of teachers and their regular evaluation needs to be ensured. Graduation should be the minimum qualification of a candidate applying for admission in teacher training institution and aptitude test of candidate should be must before considering him of this profession. At least three years teacher certification may be ensured where the teacher trainees may be developed theoretically followed by practical and after completion of basic three years teacher training with high scores, new teachers may be allowed to be a teacher. The teacher evaluation should be based on his motivation power to deliver whatever he learnt through teacher trainings and on the basis of fair assessment a compensation system may be introduced to strive towards excellence.

Keywords: Examination system, weaknesses, teacher quality, competence, criterion.

BACKGROUND INFORMATION

Primary Cause of Deteriorating Teaching Quality: The teachers at all school levels, more particularly at primary school level are the genuine

source of child development; they not only educate, also develop them mentally and psychologically but also associate children to set goals of future in their mind in the national perspective and inspire them for higher education.

In spite of heaving educational status in Sindh province, the children enrolled under government led schooling system are moving through quality-wise most deteriorated schooling, particularly in the entire rural Sindh where more than 2/3rd of the population lives. At present, primary school teachers that dominate the overall teaching strength were appointed in during 1990s without any examination merely passing matriculation examination. There are hundreds of primary teachers, who have only primary education and they obtained fake certificates of middle school education and enrolled for secondary school. This class of teachers had never appeared for any examination and passed secondary school education arranging their substitute at examination centers. The teachers who were appointed on secondary school education basis (Matriculation) were having no subject knowledge, lacking in communication skills, were having no sense of teaching and they were appointed as primary school teachers on political grounds. Such inappropriate criterion for recruitment of primary teachers damaged the quality education at grass-root level and demolished. Moreover, the worst role has been played by the private teacher training institutions; how they were affiliated with the boards/universities even their existence was not confirmed. Majority of teachers not only obtained fake teacher training certificates but they were also granted with advance increments. Hence, educational destruction at primary level in Sindh is basically associated with the nonexistence or poor examination/testing system for recruitment of teaching staff.

Weaknesses in the Execution of Examination System: Although, the educational system needs to be innovated in according to the international standards, but even the existing educational system is not being properly implemented. The weaker classroom management could not motivate the students to study with heart and soul, lack of technical facilities at the schools/colleges/universities, examination centers are not safe and not well organized and basis behind most of the weaknesses in the system are linked with the ineffective/ unmotivated teachers and poor classroom management.

The cheating at the examination center has become a menace and apart from the claims of the educational/examination organizing authorities/boards for conduct of fair examination, this practice is on rise

with the time. Moreover than 80% of the students enrolled in the government schools/colleges/universities are performing below the average standards; while in most cases the private schools/colleges/universities are giving relatively better results.

The political and feudal factors are playing negative role and administrative authorities could not perform their prescribe role to strengthen the examination system, particularly in the rural areas where feudal factors are getting stronger as well as in the areas where political elements are stronger; and the educational authorities are not in such a position to execute the effective system at the examination centers in such localities. The teachers at the moment are designated in more than 90 percent of the government primary schools are the production of similar malformed system and not able even to understand the basics of effective teaching.

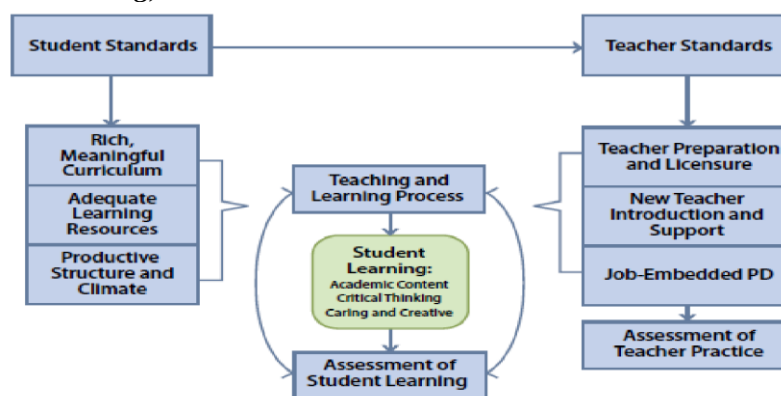
Ineffective Teaching: The ineffective teaching has become a major problem, as a consequent of ineffective teaching the most of the students particularly in the rural schools are not of such a development to go for secondary and higher secondary levels. Hence, more than 50 percent of the rural children did not reach the secondary and higher secondary levels. The colleges in the rural areas and in the cities surrounded heavily by the rural people are also facing similar problems and quality of education is deteriorating with the time. The ineffective teaching is mainly caused by the untrained teachers, who are not motivated and acquainted with proper teaching methods and performing teaching as the formality. Thus, merely even not more than 10 percent students could enter in the universities for higher education and could not compete for university entry examinations. Hence, it is really harassing that only 10 percent of the students could enter the universities for higher education and 90 percent students are composing the non-professional strength (Khan 2004).

Consequences of Compromises on Merit: Pakistan is a nation with high population (200 million); and the total enrolment at university level during 2016 was 1294 thousand against primary enrolment of 20157 thousand, show that only 6.41 percent of the children could reach universities for higher education (3.48% male and 2.94% female). This reflects a poor conversion of primary enrolment to higher education. The role of teachers at school levels can be perceived from the above facts that 93.58 percent children do not enter institutions for higher education (GoP, 2016).

Need of Reforms in Setting Criterion for Teacher Recruitment:

The situation is not encouraging in any sense; political and administrative compromises on 1990s' appointment of teachers have resulted in a sustained fall in educational quality; even the reforms started in 2000 could not mend the damage (Habib, 2015). Hence, it is real need of the time to reform the examination/testing system to recruit the teachers on merit. Moreover, academic criterion for candidates' entry into teaching profession needs to be standardized; and before teacher training from the recognized teacher training institution, the entry into this profession should be banned for ever.

The standard based teacher development and preparation of other educators is part of a larger worldwide interest group of quality pledge in several areas of human endeavour (Aaronson *et.al.*, 2007). In education, the quality assurance is analyzed with a crucial standpoint the features that constitute teaching quality, observe their presence in the system and evaluates the impact on learning outcomes of the students (Bryk *et.al.*, 2010). This system states clearly and succinctly what teacher should know, what he must be to do, reflecting research outcomes for effective teaching and efficient learning, reflecting knowledge achieved by teachers from classroom experience, reflecting sensible expectations matching with learning context and generally setting acceptable teachers' performance level, brought to local level for monitoring and reinforcement of work of an individual specifically (Bryk *et.al.*, 2010; Chetty *et.al.*, 2011). The educators are challenged by the educational, political as well as social pressures that confront them to deliver effectively at the field level. Thus, for educators examining and evaluation of such involved factors associating socialization pressures and process are of inevitable exigency and indispensable importance (Goldhaber, 2002).

Teacher Training, Assessment and Evaluation:**Figure-1****Concept Map for Standards-Based Learning and Assessment System**

Source: National Educational Association, Washington, DC (2003).

Ensuring Teacher Quality in International Perspective: In the international perspective, the students who intend to be future teachers, they need to have eligibility and qualification required for university admission. For induction in the teaching profession, the students may apply at any university of their Choice; but the seats for teaching professionals are not unlimited and they have to compete for admission at merit for a particular number of seats at each university. There is always a high enrollment of the candidates entering universities for being professional/trained teachers. The admission for teaching professionals at the international universities is allowed who obtain more than average grades in the entry tests and initial aptitude tests and categorically these candidates are allowed admission to teacher training programs for different disciplines. However, initially, they are trained for only a professional teacher. The universities at the local level in different states of these developed countries are responsible to produce quality teachers for different school levels and these trainings are operated under the ministries of Education and Cultural Affairs of the respective states. The ministries finalize the candidates' eligibility for teacher training and constitute committees to coordinate the work of the ministries of education to this effect (Messo, 2013; Schulz, 2006).

The teacher training is comprised of two phases. The candidates enrolled for teacher training are initially inducted for university study and after completion of university with desired grades they are allowed to enter for student teaching programs. These students follow academic

education at the universities in major subjects, the subjects they intend to teach and in other teaching sciences relevant to education and sociology. The candidate students also join training programs specific to their major subjects and they are provided with an opportunity to apply for practical sessions following their theoretical knowledge they achieve during these programs. There is no specific period of time for these trainings, and only high scoring candidates are certified as successful for training. Moreover, the duration of university training depend is specified considering the school level the candidates intend to teach which include elementary, secondary etc. Apart from the professional teaching programs, the candidates have to complete at least 3.5 years university studies for elementary and middle schools levels. Irrespective of period short tests and examinations during university studies, the candidates must have to pass university training at higher grades with a comprehensive exit examination which is referred to as First State Examination. After attaining the desired grade in the First State Examination the candidates are synonymous by achieving university degree and are prerequisite to enter the second phase of teacher training and directed student teaching (Anonymous, 2005; Messo, 2013).

METHODOLOGY

Secondary Data: Empirical method of investigation has been chosen for the study. This method consists of the facts and figures based on personal experience of sense and observation, instead of a systematic logic to infer conclusions. Evidences collected empirically have great value in scientific studies because in this method all the evidences are usually substantiated through logical consequences. Sense or observation have immensely meaningful role to play in empirical data. In the first phase of study, secondary data were obtained from internet sources in relation to teacher development systems in Germany and Japan and compared with Pakistan.

In the second phase, a survey was conducted during 50 educationists/experts to perceive on a well-established questionnaire. The survey research has evolved over the years to become a popular methodology of social sciences (McMillan, 1999). For this investigation, certain statements and questions related to teacher examination system for recruitment and teacher training system in Pakistan were compared with technologically advanced nations (Germany and Japan) and conclusions /suggestions were drawn. In the light of the results, implications were considered and development/ improvement in terms of their practicability

in Pakistan were examined. This part of research study was purely descriptive comparison of situations, problems and solution strategies in relation to teacher recruitment and teacher-training. For this purpose, the following steps of methodology have been developed.

The survey followed a questionnaire and we developed questions that provided insight to my research questions related to teacher recruitment and teacher training systems. After development of the items on the survey, the matter was discussed with my colleagues to get the survey executed. Such little pilot research assisted us to verify the questions clarity and regulate the online process of response collection. For creation of the survey, the questions were divided into different groups and the survey arrangement comprised of different questions and the sample teachers were asked to make choice from multiple choice questions having option explaining answers in provided text-boxes. The text-boxes were provided for additional responses to questions.

The population that strived reaching included faculty and teacher trainers and educationists in current rhetoric and composition doctoral programs. Fifty (50) teachers of Teacher Training Institutions and expert educationists was the study population. Face and content validity was established by having members of the Supervisory Committee/Advisory group to review the instrument and provide recommendations for revision; accordingly, minor revisions will be made. Data thus obtained will be analyzed using descriptive statistics through SPSS computer package.

RESULTS AND DISCUSSION

Secondary Data

Enrolment at Primary Schools and Universities: There is an obvious role of teacher at all school levels and data in Table 1 do not show an encouraging perspective and the teacher is either not motivated or s/he do not possess ability to do what a real teacher needs to deliver. The setback has primarily link with the examination system for the recruitment of teacher at all school levels. The total enrolment at university level during 2016 was 1294 thousand against primary enrolment of 20157 thousand, show that only 6.41 percent of the children could reach universities for higher education (3.48% male and 2.94% female). The 93.58 percent children do not enter universities for higher education (Govt. of Pakistan, 2016).

TABLE 1
ENROLMENT COMPARISON AT PRIMARY & UNIVERSITY LEVELS

Institutions	Total enrollment (000)	Percentage
Primary level	20157	100
University level	1294	6.42
Male (Universities)	701	3.48
Female (Universities)	593	2.94

Source: Economic Survey of Pakistan (Edu:) 2015-16, Government of Pakistan.

Teacher trained in Germany: The data obtained from secondary sources show that during 2002, 48873 teachers enrolled for training in the first phase; while in the second phase during same year, 23164 teachers enrolled for training. However, 26863 newly appointed teachers also enrolled themselves for teaching training in the same year (Table-2). Hence, a total 98900 teachers got teaching training in one year. Around one hundred thousand teachers are trained annually in Germany; while in Pakistan the rate of trainees is meager.

In Germany, where one of world's strongest teaching systems exists, the teacher training is comprised of two phases such as academic training at a university and directed student teaching at a school followed by the seminars. The student teachers developed under these circumstances surprisingly seen complaining that they are not adequate so far the future career in teaching profession is concerned. Even student teachers criticized the divergence between theory and practical during the training; they insist regularity for theoretical study followed by a set of subsequent practices. In Germany and other developed European countries where such educational system is in function, they have integrated relevant university education followed by student teaching in a one-phase teacher training which according to them failed to achieve the desired results. The student finishes his long training and enters his first teaching position; he is largely on his own. Generally, no master teacher is provided to assist the beginner teacher in roller-coaster year (first year). After completion of at least 3 years-probation, the teacher attains eligibility to join civil service with a particular tenure; hence, most of the teachers are civil servants. Moreover, the teachers have to necessarily comply with professional regulations and ethical conduct developed for all civil servants. Under such educational system, the teachers weekly teach more than 25 lessons as per the state regulations and the level of school. The elementary school teachers are always in pressure for heaviest teaching load, and they perform typically more than 28 periods

in a weak. The teachers are highly paid employees in European nations and they are assessed /evaluated for their capabilities and skills each after four years until they reach the 55 years of age (Messo, 2013; Schulz, 2006).

TABLE-2
NUMBER OF TEACHERS RECEIVED TRAINING IN GERMANY

Years	1 st phase enrollment of teachers for training	2 nd phase enrollment of teachers for training	Newly appointed teachers
1996	42407	23310	14888
1997	38913	24746	12904
1998	34774	23769	16490
1999	34942	24372	20350
2000	35749	22608	29109
2001	45769	23672	30584
2002	48873	23164	26863

Anonymous, 2005

Schulz, D. 2002. Teacher Training and Teachers in Germany. Demokratischen Republik, Cologne: Wissenschaft und Politik, pp.510-525.

Teacher training in Japan: The data in Table 3 shows that during 2005, there were 1,322,460 trained teachers in working in different school levels. The teacher training institutions during 2005 were 3439 against only fewer (275) in Pakistan. This indicates the importance of trained teacher in developed nations.

TABLE-3
NUMBER OF TEACHER TRAINING COLLEGES
AND TRAINED TEACHERS IN JAPAN

Years	Number of teacher training colleges	Number of trained teachers
2000	3551	1320810
2001	3495	1319007
2002	3467	1320257
2003	3439	1320436
2004	3444	1320752
2005	3439	1322460

Source: Japan Education Statistics, 2006.

We can refer here also the teaching certification pattern in Japan, another most developed nation in the world educationally as well as technologically. If a Japanese student intends to become professional

teacher, his individual enrollment in higher education institution/university approved by the Japanese educational authority locally named as 'Monbusho' is essential and the candidate must have to take the necessary courses for achieving teacher certification after acquiring a university degree. The educational personnel certification law set forth the requirements for achieving teaching certificates. These certificates from the Japanese educational authorities make a candidate eligible to take tea chinning qualifying examinations administered by selected cities where the individuals intend to teach. The teacher qualifying examinations can be taken after graduation and passing examinations qualifies the candidate to teach after completion of program. If a teacher intends to move to another prefecture, he has to qualify and pass the particular examination for that prefecture for a specific teaching position. After joining, new teachers must have to receive year-long training to teaching profession inside and outside the school (Messo, 2013; Tajima, 2002; Shimazu *et.al.*, 2003).

Teacher Training in Pakistan: In Pakistan, policy makers, administrators and teacher educators are working to improve the teacher-training program and for the development of prospective teachers as well as working teachers in developing positive attitude toward teaching profession. Generally, the candidates enter training institutions for PTC, CT, B.Ed. and M.Ed. The institutions are providing Teacher Trainers and officials and educationists. Apart from the efforts of the institutions working on teacher preparation, they are failed to produce truly effective teachers. There is a need of re-evaluation and reorganization of the teacher training programs to improve the communication and learning process. The teacher trainers at the respective institutions required to re-examine and re-evaluate their respective attitudes in relation to teaching profession as well as their overt behaviour toward the prospective teaching professionals. The conventional selection criteria for admission in teacher training institutes need to be modified and conducting aptitude test is essential when the teacher trainee seeks admission in the teacher training institutions so that identification of the promising students with teaching profession inclination may be ensured and accordingly the selection is considered. The training duration for teaching certification may be extended for develop a favourable attitude of trainee teacher toward teaching profession. However, this could be effective only at the field when appointment of teachers is made on merit, and teachers must be inducted in the teaching force after proper teaching training. The role of assessment institutions need to be re-examined and inspite of filling

schools with baseless, untrained, unskilled teachers on the basis of political background against merit, and system may be devised to evaluate all existing teaching force through NTS or any other independent testing service and teaching force may be decided according to the test results (Messo, 2013; Shami, 2006; Shami *et.al.*, 2005).

Teacher education institutions in Pakistan: In the country there are more than 275 institutions providing training to the teachers which included Institutes for Educational Research, Bureau of Curriculum and Elementary Training Colleges. The teacher training institutions are functional at district level where in-service and pre-service teacher training is imparted. There are 300 Decentralized Teacher Resource Centers under Education Sector Reform Program and providing pre-service and in-service training to the teachers, but the quality of the training is not assured. It is need of the time to establish a cadre of resource persons strategically selected various organizations and the teacher training is needed to be strengthened to cater the quality needs so far as the teacher competence is concerned (Messo, 2013; Shami, 2006).

TABLE-4
TEACHER EDUCATION INSTITUTIONS IN PAKISTAN

Province/Region	Government	Private	Total
Punjab	75	7	82
Sindh	56	24	80
NWFP	39	8	47
Balochistan	28	2	30
Federal Area	8	2	10
FATA	5	0	5
FANA	3	2	5
AJK	13	3	16
Total	227	48	275

The role of Bureau of curriculum and PITE is significant in pre-service and in-service teacher education. In universities, teacher training is offered for B.Ed., M.Ed., Ph.D levels. There are 23 GECEs that offer PTC, CT, OT and DTC courses for primary and middle school teachers. The GECEs coordinate Regional Education Extension Centers, ETRCs and Teacher Training Centers under BCEW. The BISEs provide certification to the teachers on completion of education courses; and the Bureau of curriculum collaborates in curriculum development with the Federal Ministry of Education's Curriculum Wing and Sindh Textbook Board in the development of textbook (Shami, 2006).

In Sindh the PITE meets in-service teacher training, development of the training material and activities related to research on these aspects. For the in-service training programs of PITE, the services of faculty of the Bureau's GECEs are utilized along-with their own staff and use their physical structure for organizing the workshops. Similarly, Bureau and PITE collaborate to provide in-service training. The PITE Sindh is under the administrative control of Sindh Education Department does not possess full time faculty and they organize their activities by borrowing the faculty from GECEs. The PITE has just five regular staff members, four of them are on secondment from the GECEs. The PITE Sindh does not possess any regular plan and organize trainings upon the request of donor agencies or when under the special schemes they are assigned for trainings by the government of Sindh which also include the training, untrained primary school teachers in Sindh. This clearly indicates that PITE cannot produce teachers of international competence under prevailing administrative circumstances (Messo, 2013; Shami *et.al.*, 2005).

The postgraduate courses in education are being offered by the colleges of education those are affiliated institutions with the universities; but their financial requirements are catered by the EDO College Education. The staff working in these colleges belongs to the Sindh Education department and not from the universities. Whereas, the Universities are chiefly degree awarding bodies in regards to teacher education and some role they play in prescribing the curriculum and syllabus (Messo, 2013).

The Agha Khan Foundation has vital role in development of education in the country and they have established many educational institutions and also providing teacher training. Among the autonomous universities, the Agha Khan University is first one private institution that has its head quarter in Karachi and considered as the major educational source. They offer multiple courses for education, training and research in the teacher education and health sciences as well. It is harassing that in the country 64% boys and 75% girls do not go school and in FATA and other northern areas, Agha Khan Development Network launched many programs to help villagers by building 450 classrooms, and on their credit there are 22,900 boys and girls they were educated and 1,700 teachers were trained and they prefer women teacher to be trained (Sarah, 2007).

Opinion Survey (Primary Data): The educationists, teacher educators were asked to perceive on examination/ testing system/criterion for appointment of primary school teacher and the responses (Table 5)

showed 96 percent dissatisfaction with the present examination/testing system for appointment of primary school teachers; while 92 percent showed dissatisfaction over the criterion for minimum academic qualification for the post of Primary School Teacher. However, 88 percent suggested that minimum academic qualification for a primary school teacher should be BA/BSc (Honours) from a recognized university and also suggested by 78 percent respondents that appointment of teacher must not be done without completion of teaching training. This indicates that everyone understands what is right, but unbelievably the higher authorities do not understand the reality and that's why they appoint poor candidates as teacher to guide those who are future of the nation. It is real need of the time that the examination/testing system of the candidates for teaching profession and appointment criterion for basic qualification must be standardized in the best national interest.

TABLE-5
OPINION OF EXPERT EDUCATIONISTS/TEACHER EDUCATORS ON
EXAMINATION/TESTING SYSTEM/CRITERION FOR APPOINTMENT
OF PRIMARY TEACHER

Statement	Yes		No	
	N	%	N	%
Satisfied with the examination/testing system for primary teacher	2	4.0	48	96.0
Satisfied with the existing criterion for minimum academic qualification for primary teacher	4	8.0	46	92.0
Minimum academic qualification for a primary teacher should be graduation Honours from a university	44	88.0	6	12.0
The appointment of primary teacher should not be made without teaching training	39	78.0	11	22.0

Opinion of Respondents on Existing Teacher Training System:

The opinion of educationists/teacher educators on existing teacher training system in Sindh province was assessed and several well described relevant statements were offered to respondents to perceive on. The responses (Table 6) indicated that 84 percent respondents showed dissatisfaction over the syllabi of teacher training program and 88 percent suggested opening of a separate university of education in Sindh. The

respondents disagreed that our teacher education gives results equal to advanced country teachers and can never meet the 21st century educational needs. More than half of the respondents (56%) were not satisfied over government efforts toward teacher training, and a high majority (82%) perceived no significant trend of improving teacher training in accordance with the developed countries. Some 74 percent respondents denied that locally trained teacher can compete with teaching trend abroad; while 86 percent suggested that foreign teachers should train local teachers to lift them up to 21st century educational needs. On sending local teachers abroad for training, 62 percent opposed and 38 percent were positive; while 78 percent were dissatisfied over aims and objective of teacher training programs, described in course outlines of B.Ed. M.Ed. P.T.C. CT. OT. etc. and a high majority (90%) stated that present funding of teacher training programs is not satisfactory.

TABLE-6
OPINION OF EXPERT EDUCATIONISTS, TEACHER EDUCATORS ON
PRE-SERVICE AND IN-SERVICE TEACHER TRAINING SYSTEM IN
SINDH PROVINCE

Statement	Yes		No	
	N	%	N	%
Satisfied with the syllabi of teacher training program	8	16.0	42	84.0
Government may open a separate university of education in Sindh	44	88.0	6	12.0
Teacher education give positive results according to advanced country teachers training programs, a need of 21 st century in the light of international perspective	11	22.0	39	78.0
Government efforts to improve teacher training programs are satisfactory	22	44.0	28	56.0
Any significant trend of improving teacher training program in accordance with the developed countries	9	18.0	41	82.0
Locally trained teachers are competent to compete with the teacher trend abroad	13	26.0	37	74.0
Foreign teacher trainers may train our teachers according to the requirements of 21 st century	43	86.0	7	14.0

Local teachers going abroad for getting modern multidimensional training of teacher training is sufficient	19	38.0	31	62.0
Satisfied with the aims and objective of teacher training programs, described in course outlines of B.Ed. M.Ed. P.T.C. CT. OT. etc.	11	22.0	39	78.0
Present funding of teacher training programs is satisfactory	5	10.0	45	90.0
Teacher performance should be based on multiple ratings and clear teaching standards in the formative growth process	50	100	0	0
Yearly teacher evaluation should be introduced and promotion of a teacher may be linked with yearly evaluation test	50	100	0	0

CONCLUSIONS

Assessment, Monitoring and Evaluation: When assessment of teacher practices is transparent and openly collaborative, teachers can build professional communities and learn from one another. This process can only occur in non-threatening environments of formative assessment and growth.

Teacher Performance should be Based on Multiple Ratings and Clear Teaching Standards in the Formative Growth Process: There is need of clear and actionable feedback of the teacher that should be based on quality teaching standards as well as learning of the students that are transparent and comprehensive and on criteria-referenced assessment for teacher practice. After extensive support and intervention, a process to remove chronically ineffective teachers from the classroom, which guarantees due process measures, should commence. Integrated systems must link evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions.

Validated Evaluation Measures are Essential: Measures of teacher effectiveness need to be based on widely accepted standards of teaching that attempt to capture a range of teaching behaviours, use multiple evaluation methods.

As discussed earlier in the part of educational policies of developed nations and criterion for the induction of teacher in their national teaching force, preparation of teachers and their regular evaluation needs to be

ensured. Few points could serve the purpose if implemented for producing a quality teacher in Pakistan; such as:

- Graduation should be the minimum qualification of a candidate applying for admission in teacher training institution.
- An aptitude test of the candidate intend to seek admission in teacher training institution may be taken before considering him of this profession.
- After admission in teacher training program, at least three years teacher certification may be ensured where the teacher trainees may be developed theoretically followed by practical.
- After completion and passing of basic three years teacher training with high scores, new teachers may be introduced.
- Different curriculum may be established for pre-primary, primary, elementary and secondary/higher secondary school teachers.
- One year specialization for a particular subject or school level should be necessary.
- Annual assessment of evaluation of the teachers may be introduced and such annual test must be arranged by an independent testing service.
- The successful teachers may be rewarded and the failure or poor performers may be punished by reversion in the salary scales.
- The quality of teacher trainers and educationists may also be assessed by a high profile testing organization and competent personnel may be positioned.
- Periodical refresher courses and introduction of study using internet sources at school level may be ensured.
- Use of computer, internet browsing, use of internet for teaching, development of models for all the educationists, teacher trainers, teacher trainees and teachers in the field may be made compulsory.
- Special IT based test must be offered to the teachers so that they are rightly on target to meet the trainee teacher needs and use of IT tools for learning at school level.

FOLLOW-UP

The teacher at the school needs to be followed systematically after trainings for his further development and professional competence. The performance of teacher in the classroom needs a regular and fair monitoring and assessment by the principal and senior teaching staff to assess the training quality in regards to subject knowledge, classroom delivery, management skills etc. The teacher evaluation should be based on his motivation power to deliver whatever he learnt through teacher

trainings and on the basis of fair assessment a compensation system may be introduced to strive toward excellence. It is further suggested that:

- The teacher promotions may be linked with teacher's capabilities and performance and not on his seniority.
- An institutional performance appraisal system needs to be introduced to have strict monitoring, institutional accomplishment against set curricular objectives and goals.
- The monitoring of teacher training institutes may be ensured by the federal regulatory body to ensure and assist with quality control.
- The federal regulatory body must go for finding the causes of poor teacher performance.
- In the existing teaching strength, evaluation test may be introduced immediately and teachers may be given option, either they appear in the test and pass with the high score or get retirement from the government job.
- The role of teacher associations may be described and these associations must not be allowed to indulge in policy decisions so far the teacher quality is concerned.
- Teacher training system needs to be strengthened but only those teachers may be given trained who pass initial aptitude test with high scores.
- The candidates with poor educational and moral backgrounds must not be allowed to enter this profession.

Current systems for assessing, evaluating, and supporting teachers is too often fail to improve teacher practice and enhance student growth and learning. Annual observations are often performed by school principals who are not adequately trained to conduct classroom observations and are unable to provide teachers with constructive, actionable feedback. The use of evaluation checklists is often meaningless when the checklists are not designed to depict good practice.

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