

A CASE STUDY OF ELEMENTARY TEACHER EDUCATION IN SINDH

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ABSTRACT

This article is based upon a research study on the development of elementary teachers education to find out causes of its failure. The purpose of study is to explore and collect the related information for the purpose of effective planning and implementation of long awaited objectives of the development for elementary school teacher's education in Sindh, in order to compete with international standards of world education and challenges of 21st century. This study intended to achieve the following objectives. To study the various educational reforms relating to elementary teacher education as given in different policies and plans of Government of Pakistan 2.To find out the facilities available in present situation in elementary teacher training institutions. 3. To identify the causes of ineffectiveness and low standard of elementary teacher education. 4. To assess the pace of development of elementary teacher education in the province of Sindh since 1947 to date. 5. To suggest ways and means for the improvement of teacher education at elementary school level. The research instruments were questionnaire and interview schedule. The findings of this study will be useful to the following educational agencies and institutions. Faculties of education Universities, elementary teacher training colleges, National and Provincial Bureaus of curriculum and text books, Department of Literacy and Education, Federal Ministry of Education Islamabad which are the main educational agencies to promote elementary teacher education in Pakistan particularly in Sindh.

Key words:Brief History, Curriculum, Methodology, Findings, and Recommendations Conclusion & References.

INTRODUCTION

In Pakistan there are many other aspects of our National system of education, which are equally important and deserve our attention. Research could be done in these areas but teacher education seems to be ranking on the top of the list for the following reasons.

1. Teacher Education has remained the most neglected sector of our National system of Education in spite of the fact that every educational policy and plan has emphasized the need for improving it.
2. Teacher Education is one of the most important segments of any system of education. In the words of the Report of the Commission on National Education "No system of education is better than its teacher"¹
Therefore, without improving teacher education, we cannot improve our National system of education.
3. The standard of teacher education is on the lower ebb in the country and therefore deserves our immediate attention.
4. The researcher being the teacher educator himself has a keen interest in the cause of teacher education.

Historically Teachers Education in Pakistan is the legacy of the past. It was introduced in the Indo-Pak sub-continent during the British rule. The First official proposal for the need of a "School for educating Teachers" was made in the Province of Madras (India) by the Governor Munro in his Minute of 10th March 1826². But it was in the Educational Dispatch of 1854 that the need for a systematic program for the training of the school teachers has for the first time, emphasized. Following the recommendations of this dispatch, a beginning was made by establishing few normal schools in the different parts of the sub-continent The first such a normal school, was set up in the province of Sindh at Karachi in October 1854. This normal school was later on, shifted to Hyderabad in 1864 in a rented building³. The existing Elementary College of Education at Hyderabad, (former normal school), as such is the oldest teacher training institution in the country. A normal school, at Lahore was established in the Hazuri Bagh on 27th May 1856 and the first teacher training college for secondary school teachers was established also at Lahore around 1880⁴. At present 25 Elementary Teacher Training Colleges are functioning

in Sindh which offer various elementary teacher training education programs.

However the efforts to improve the teacher education started from November – December 1947 an all Pakistan education conference to date through various educational policies and plans issued by the government of Pakistan from time to time.

But whatever useful changes were made they were made, sporadically and only under the compelling circumstances. No systematic and well-planned program of elementary teacher education was ever devised and implemented; in spite of all the improvements teacher education had still some serious shortcomings.

CURRICULUM

Teacher Education and specially the Elementary Teacher Education in the province of Sindh has passed through several stages. In the very beginning the primary school teacher-training programme consisted of three years staggered course. The minimum qualification for entry in the job was Primary School Leaving Certificate (P.S.L.C) commonly known in the interior of Sindh as (Final Pass) Those selected for the job of primary school teachers were required to under-go three years training during service and after successfully completing this training they were made confirmed in the service and were awarded the certificate of S.V (Senior Vernacular).

Similarly Middle School Teachers, for teaching classes Vi to VIII, were required to take a departmental examination and necessary practice teaching in a school under the supervision of a teacher trainer from the training college. After the successful completion of this training they were awarded S.T.C. (Senior Teacher Certificate) and were appointed in the middle schools.

During the existence of West Pakistan Province (one unit) teacher training programs like J.V (Junior Vernacular) and S.V (Senior Vernacular) were introduced in Sindh. Two certificate programs replaced all the existing primary teacher-training programs. Both of one-year duration and called P.T.C (Primary Teaching Certificate) and C.T (Certificate in Teaching), in addition to above courses A.T.C (Art Teaching Course) O.T.C (Oriental Teaching Course) and D.P.E (Diploma in Physical Education and

C.T Agro Technical) Courses were also introduced. It was during 1970 when the curricula of all levels of teacher education were revised. As a result of these efforts, the curriculum for elementary teachers (CT and PTC) was prepared. It was unified curricula for whole country. In five elementary colleges of Sindh 'Alternate Curricula' developed with the help of I.D.A, underdevelopment credit agreement was introduced in addition to the university of Sindh, it started a one Teaching Diploma, (T.D) course in the affiliated colleges of education, that was ended in 1989. In addition to P.T.C and C.T a model for 3 year (10+3) elementary teaching training program was also prepared. The inter provincial education secretaries, conference on curriculum for Diploma in Education held on September 10, 1998 under chairmanship of federal education minister, it was approved at issue NO. VII that Diploma in Education should be launched in selected project institutions on experimental basis from the session September /October 1998.⁵

METHOLOGY

The nature of study was 'descriptive'. Research tools and instruments were questionnaire, interview schedule and documentary analysis, which were used after pre-testing the validity.²⁵ Government Elementary colleges of education were surveyed. The collected data was divided in three parts.

- a) Survey of physical facilities.
- b) Survey of Academic Standards.
- c) Suggestions/Recommendations

SAMPLE & POPULATION

For this study, survey was conducted of all the elementary teacher training institutions/colleges and other related Government training institutions of Sindh.

- 25 Principals / Heads of Government Elementary Teacher Training Colleges (Man / Women).
- 144 Experienced and trained teaching staff members of elementary teacher training colleges.
- 24 Officers of bureau of curriculum and extension wing Sindh Jamshoro.
- 05 Teacher Educators of National Bureau of Curriculum and Text Book.

- 08 Educators of Extension centers of Sindh.
- 09 Experts and senior officers related to the teacher education from other provinces of Pakistan.
- 07 Retired Principals / Experts / Social Members / NGOS / Generalists of the society.

SOURCE OF DATA

This case study involves in-depth investigation of a phenomenon understudy, there fore, information relating to all the aspects of phenomenon needs to be collected in order to obtained meaningful results for this purpose, data has been collected from all possible sources. In this particular study the following sources identified as the main sources of collecting data.

- All Government Elementary Teacher Training Institutions of Sindh.
- Written official documents such as reports, manuals, five years plans, and education policies made by the government of Pakistan since 1947 to date.
- Non-official literature including books magazine, journals having material on elementary teacher education.
- Information collected from National and Provincial Bureau of curriculum of Pakistan.
- Information collected through interviewing the heads of elementary teacher training institutions, senior experts, journalists, and retired officers of the elementary teacher training institutions.
- Concerned educational agencies and mass media.
- Internet etc.

DATA ANALYSIS

The data was collected and tabulated for the purpose of making an analysis. The data was analyzed item wise in accordance with objectives of study. The analysis was made on computer by applying mathematical 'mean' the interpretation was made on the basis of result of analysis of data collected.

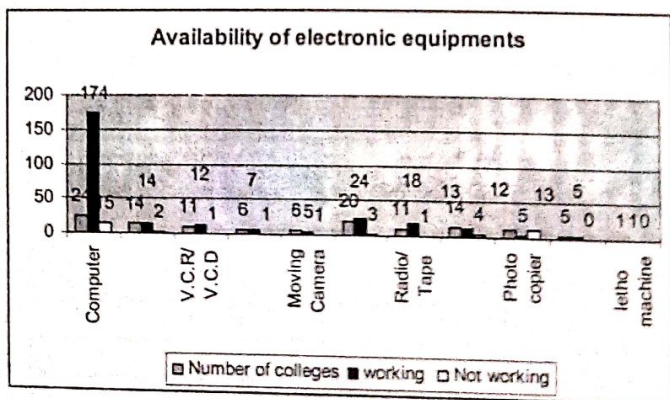
RESULTS / FINDINGS (PHYSICAL FACILITIES)

The following factors were identified to work as crystalloid in the blood of elementary teacher training education, weakening the system day by day.

As regarding Physical Condition of Buildings it is very common that a nice building has a psychological effect on the mind of student. Poor buildings always hinder in popularizing Education, so, college buildings should be the best possible. Their influence on the health, sprit and character of the students is lasting. A fine building makes a fine college and a poor building a poor one. While surveying the college buildings, it was found that the Government Elementary Teacher Training Institution have 100% ownership of the buildings. 4% offices of the principals are not furnished and decorated, specially the office of GECE (M), Qaismabad Karachi, is not still furnished. 28% colleges have not well furnished staff rooms. 12% colleges do not have proper number of classes, GECE (W) Hussainabad Karachi, Mithyani and Sukkur have the urgent need of more classrooms. 32% Elementary colleges have no any auditorium, 60% colleges have only single laboratory for all science disciplines. 24% colleges are without science laboratories till today in this scientific age. 84% elementary colleges do not have common rooms for female students. 76% Elementary colleges do not have any canteen for students and teaching staff. 32% colleges do not have any proper arrangement for drinking water. 24% elementary Colleges do not have the boundary walls. 64% Elementary colleges do not have the facilities of hostel in the male colleges. 24% colleges have made the demand for hostel. 56% Female Elementary colleges do not have the facility of hostel also. 48% colleges do not have the facility of well-equipped libraries. 28% Elementary Colleges have demanded for repair of complete college buildings. 20% colleges have requested for the arrangement of well-equipped libraries. 16% colleges have made demand for additional classrooms. 4% colleges have desired for arrangement of electronic equipment. 4% colleges have requested for construction of mosque. In all, all the college buildings require repair. 40% colleges do not have adequate furniture. In all elementary colleges that offer C.T & P.T.C Programs, the following electronic equipments are in working condition.

TABLE - I
Showing the Availability of Electronic Equipments

S. No	Equipment	Colleges		In working order No:	Not in working order
		N	%		
1	Computer	24	96	174	15
2	Laser printer	14	56	14	2
3	V.C.R/ V.C.D	11	44	12	1
4	Video Camera	6	24	7	1
5	Moving Camera	6	24	5	1
6	Over Head Projector	20	80	24	3
7	Radio/ Tape Recorder	11	44	18	1
8	T.V	14	56	13	4
9	Photo copier machine	12	48	5	13
10	Multimedia projector	5	20	5	0
11	letho machine	1	4	1	0



Elementary colleges that offer C.T & P.T.C programs, the following electronic equipments are in working conditions:

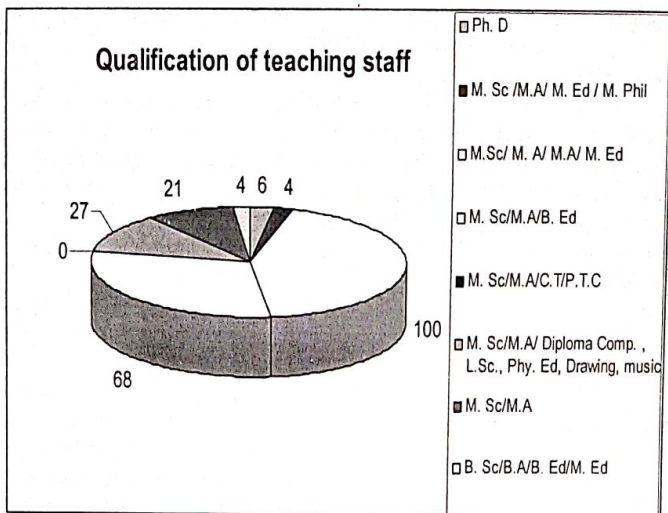
- a) Computers = 174
- b) Laser Printers = 14
- c) V.C.R / V.C.D = 12
- d) Video Cameras = 07
- e) Moving Cameras = 05
- f) Over Head Projectors = 24
- g) Radio / Taper Recorders = 18
- h) Television Sets = 13
- i) Photo Copier Machines = 05
- j) Multimedia Projectors = 05
- k) Letho Machine = 01

The general position of electronic material in all elementary colleges is very miserable.

The position of sanctioned and working teaching staff of elementary colleges of Sindh, it has been calculated that there is no any professor of grade 20 in any college, 08 Associate Professor of Grade 19, 54 Assistant Professor, 137 Lecturers, 05 instructors, 02 Special Teachers, 13 Director Physical Education and 09 posts of Librarians are still vacant.

TABLE - II
Showing the Qualification of Teaching Staff

S. No	Qualification	No of teachers	%
1	Ph. D	6	2.6
2	M. Sc /M.A/ M. Ed / M. Phil	4	1.7
3	M.Sc/ M. A/ M.A/ M. Ed	100	43.5
4	M. Sc/M.A/B. Ed	68	29.6
5	M. Sc/M.A/C.T/P.T.C	0	0.0
6	M. Sc/M.A/ Diploma Comp. L.Sc., Phy. Ed, Drawing, music	27	11.7
7	M. Sc/M.A	21	9.2
8	B. Sc/B.A/B. Ed/M. Ed	4	1.7
	Total	230	100.0



06 PhDs, 04 M.Phil, 100 M.Sc. / M.A. , M.Ed. , 68 M.Sc. / M.A. B.Ed. , 27 Diploma Holders, 21 M.A. / M.Sc. , 04 B.Sc. , B.Ed. are working in all colleges.

16% Elementary Colleges do not have Teaching Practice Schools, where as these schools are called Laboratory schools and are very important in the field of Elementary Teacher Training Colleges. The latest intake capacity of Elementary Colleges for the year 2008-09 is as under:

- C.T = 1796
- P.T.C. = 1908
- A.T.C. = 30
- O.T.C = 61

56% Principals have strongly recommended the semester system of Examination. Only 4% Principal of the colleges have reported for non co-operation and non co-ordination of higher authorities. 23% principals have complained of non co-operation of Society with Elementary Teacher Training Education Colleges.

100% Principals have shown the source of income Government Budget and Government Funds only.

ACADEMIC FACILITIES

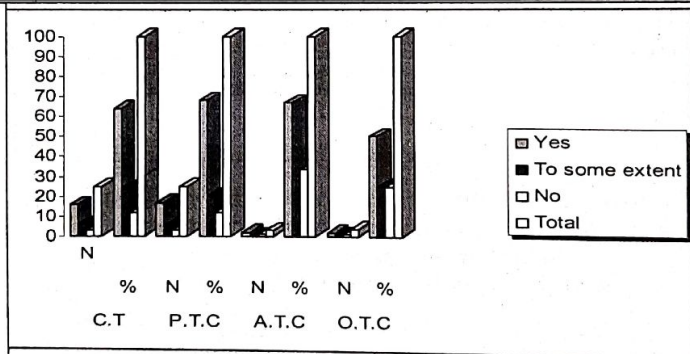
All the elementary teacher-training colleges offer C.T & P.T.C courses regularly. Among them 16% colleges offer O.T.C courses and 12% colleges offer A.T.C courses. 48% principals have recommended for change of present Curricula of the Elementary Teacher Training Course for C.T & PTC 52 %, 33% for A.T.C and 75% for O.T.C, Principals have recommended for the change of present curricula. The weight age of theory and practice in terms of duration of time is as under. 36 to 38 weeks are reserved for completing the theory of the subjects and 6 to 8 weeks are given to teaching practice for all courses offered in Elementary Teacher Training Colleges. 16% colleges do not employ teaching methodology in classrooms. 12% principals are not satisfied with the methodology used in classroom situation and 16% principals are not satisfied with present duration of the courses while 8% principals are not satisfied with the application of teaching techniques in classroom. The activities prescribed in curriculum are applicable in the actual classroom situation, 72% Principals agreed to this issue, 28% are satisfied to "To Some Extent" and no one Principal disagreed to this statement. The mean score calculated is 1.3. 32% Principals disagreed with the availability of qualified teachers of each subject and 80% Principals are satisfied with the good conduct and knowledge of trainers. 80% Principals are satisfied, 20% are satisfied "To Some Extent" and no one is unsatisfied with the knowledge of teacher trainers. The mean value calculated is 1.2. 56% teacher trainers complete their courses 100% during full session of courses. 60% Principals filled the PERs (Personal Evaluation Report) of the teachers in the column of "Good" while 60% principals have reported that they are arranging co-curricular activities in their institutions regularly. 80% principals of the colleges have informed that their officers visit the institutions regularly with interest and 60% principals of colleges are satisfied that their officers help them to solve the problems of institutions and 84% principals have pointed out the problem of 'absence of trainees' which is the main problem of failure of teacher training system. 72% Heads of the institutions

have declared about 'no any interference' of any agency. 76% colleges provide the copies of syllabus to students and teacher trainers for advance study and 84% colleges conduct orientation programs in their colleges. 76% principals take classes in their colleges regularly.

TABLE - III

Showing satisfaction of Principals/educational experts about the present curricula being offered in Elementary Teacher Training institutions

Satisfaction of Principals/Educational experts about the present curricula being offered in Elementary Teacher Training institutions.		C.T		P.T.C		A.T.C		O.T.C	
			%	N	%	N	%	N	%
		N							
	Yes	15	60.0	15	60.0	0	0	1	25
	To some extent	6	24.0	5	20.0	1	33.34	1	25
	No	4	16.0	5	20.0	2	66.66	2	50
	Total	25	100.0	25	100.0	3	100.0	4	100
	Mean								



60% principals for C.T and P.T.C, 25% for O.T.C and A.T.C are satisfied with the present curricula and 62 % Educational experts are satisfied with present curricula also.

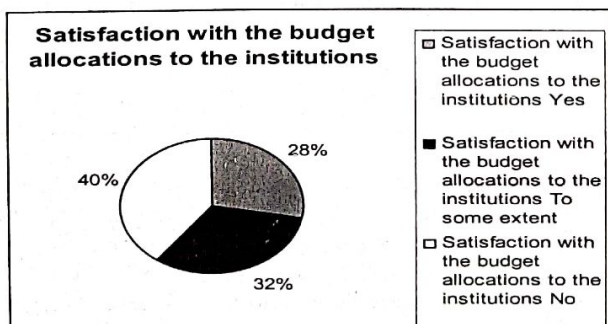
64% Principals for C.T, 68% for P.T.C, 67% for A.T.C and 50% Principals of Elementary Teacher Training colleges are satisfied with the relevancy of text books to curriculum. 28%

Principal for C.T & P.T.C, 33% for A.T.C and 25% for O.T.C are not satisfied with the availability of text books in the libraries. 20% Principal for C.T & P.T.C, 66% for A.T.C 25% for O.T.C are not satisfied with the subject matter of the text books of the Elementary Teacher Training courses. 16% Principals for C.T and P.T.C, 66% for A.T.C and 25% for O.T.C, are not satisfied from the professional training of elementary teacher training program. The 28% Educational experts are not satisfied with this Program also, 66% Principals for C.T and P.T.C, 33% for A.T.C and 75% for O.T.C are in disfavor with the system of follow-up of successful trainees. 12% principals do not agree with the availability of all facilities in the elementary colleges and 92% principals are 'not agreed' with the availability for research program. 28% principals are 'not satisfied' with the trainings programs launched by ESRA. 68% principals of the elementary colleges are satisfied with the present system of admission in elementary colleges.

TABLE - IV

Showing the satisfaction with the budget allocations to the institutions

Satisfaction with the budget allocations to the institutions	N	%	Mean
Yes	7	28.0	2.1
To Some Extent	8	32.0	
No	10	40.0	
Total	25	100.0	



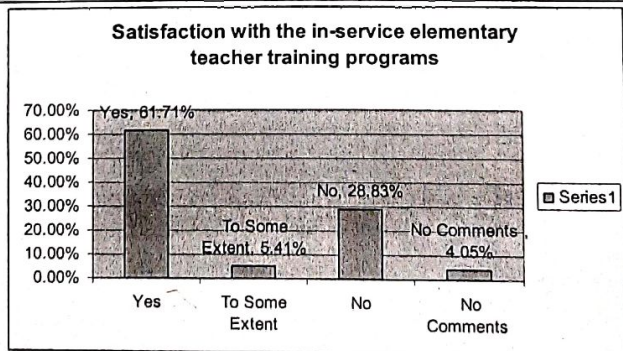
This table presents the information about the satisfaction over budget allocation of the institutions. Out of 25 Elementary colleges that offer various courses of Elementary Teacher Training Programs, 07(28%) Principals of the colleges have shown satisfaction over the budget point of view, 08 (32%) Principals are satisfied to some extent, where as 10 (40%) Principals are not satisfied with the allocation of budget allotment. The mean score of this statement is 2.1.

27% experts are fully satisfied with the existing model of elementary teacher training program. Only 1% educational expert is satisfied to some extent while 68% educational experts are not satisfied with existing model of training program and 13% Educational experts have reported for 50% implementation of the courses during the complete session. While 85% educational experts have reported that the present education policy is better than the previous policies.

TABLE - V

Showing satisfaction with the in-service elementary teacher training program conducted by Regional Educational Extension Centers

Satisfaction with the in-service elementary teacher training programs conducted by Regional Educational Extension Centers	N	%	Mean
Yes	137	61.71	1.66
To Some Extent	12	5.41	
No	64	28.83	
No Comments	9	4.05	
Total	222	100.00	



- 1- Out of 222, 137(61.71%) experts have responded 'Yes' that means they are satisfied with the in-service training program offered by Regional Educational Extension Centers of Sindh.
- 2- 12(5.41%) surveyed experts are satisfied to some extent.
- 3- 64(28.83%) experts of population (surveyed) do not agree with in-service training program.
- 4- 09(4.05%) experts have denied responding the question. Mathematical mean calculated is 1.66 for this statement.

11% educational experts have submitted the list of following suggestions for the improvement of learning abilities of trainees.

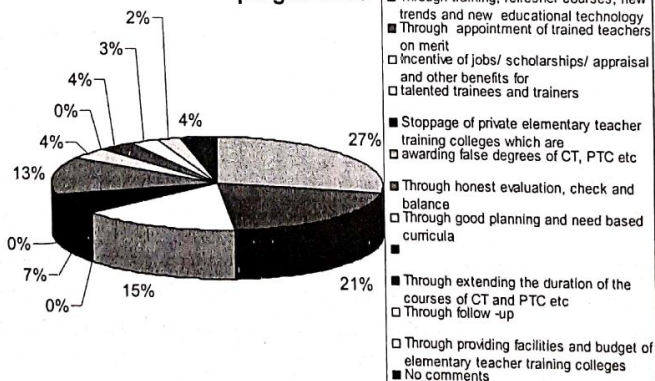
Through advance planning, strict monitoring, creating sense of responsibilities, putting sincere efforts, renovating curricula, implementation of educational policies, good discipline, improving the procedure of assessment. 49% Educational experts have suggested for improving the moral conduct of trainees through Holy Quran and teachings of Sunnah of Holy Prophet (PBUH.). 22% Educational experts for follow-up, 20% for adopting new trends, 18% for improving the relations, 13% for practical work, 9% for increasing abilities, 5% for conducting online seminars, 3% for strong check and balance, have provided suggestions. for improving the Professional Skills. 21% Educational experts are of the opinion that elementary teacher education can be improved through the implementation of the educational policies and plans which government have issued time to time since the creation of Pakistan.

TABLE - VI

Show the suggestion for New revolutionary and innovative steps suggested for the improvement of Elementary Teacher Training programs

New Revolutionary and Innovative suggestions for the improvement of Elementary Teacher Training Programmes	N	%
Through training, refresher courses, new trends and new educational technology	61	27.48
Through appointment of trained teachers on merit	46	20.72
Incentive of jobs/ scholarships/ appraisal and other benefits for talented trainees and trainers	34	15.32
Stoppage of private elementary teacher training colleges which are awarding false degrees of CT, PTC etc	16	7.21
Through honest evaluation, check and balance	29	13.06
Through good planning and need based curricula	9	4.05
Through extending the duration of the courses of CT and PTC etc	8	3.60
Through follow -up	6	2.70
Through providing facilities and budget of elementary teacher training colleges	5	2.25
No comments	8	3.61
Total	222	100

New Revolutionary and Innovative suggestions for the improvement of Elementary Teacher Training programmes



1. Out of 222 Educators / teacher trainers 61 (27.47%) have suggested for Training, refresher courses, applying new trends and technology in the colleges.
2. 46 (20.72%) Educators are of the opinion that through the incentive of appointment of trained teachers on merit, the system of Elementary Teacher Training will automatically be improved.
3. 34 (15.31%) Trainers are of the opinion that some sort of incentive, like appraisals, scholarships, jobs or any other type of benefit be given to trainee teachers.
4. 16 (7.2%) Teachers Trainers have suggested about the stoppage of private Elementary Teacher Training Colleges, which are awarding false degrees of CT & PTC etc without conducting regular classes and teaching practice.
5. 29 (13.06%) of the population surveyed have suggested for honest evaluation, check and balance of the institutions in all respects.
6. 9 (4.05%) Trainers have recorded their suggestions for good and effective planning through need-based curriculum.
7. 8 (3.60%) Teachers have suggested for extension of the duration of the training courses of C.T & P.T.C etc.
8. 6 (2.70%) Educators have found the fault of follow-up of the programs. If the continuous follow-up will be made, there will be success and improvement in Elementary Teacher Training programs.
9. 5 (2.25%) of the teacher trainers have suggested for providing adequate facilities and good budget for Elementary Teacher Training Colleges.
10. 8 (3.60%) of Educators have denied to record their responses for this question

RECOMMENDATIONS

25 Elementary colleges that offer C.T, P.T.C, A.T.C and O.T.C programs in Sindh, out of them 80% principals have submitted the list of recommendations as below:

3.1- 4 (16%) principals have pointed out that government must take interest to stop the private elementary teacher training colleges which award fake degrees without conducting teaching practice and regular classes or steps may be taken to make them work properly and regularly.

3.2-2 (8%) principals have recommended for award of appraisals and other educational benefits to the best talented teacher trainers and trainee students during their training period.

3.3-2 (8%) The principals have recommended that administrative and financial problems may be solved in the interest of education.

-1 (4%) The principal has recommended that physical facilities and financial facilities along with proper accommodation for trainers and trainees may be provided.

-1(4%) The principal, has recommend that semi -semester of examination may be introduced in all colleges because annual examination is failure system for evaluating the ability of the students.

3.4-1(4%) The Head of the institution has recommended for the programs of vocational and other guidance programs in the field of education along with the programs of information technology and research work.

3.4- 04 (16%) the principals have recommended to introduce the course of Diploma of Education (Dip-Ed:) in all elementary teachers training colleges instead of C.T and P.T.C course.

3.4- 2(8%) The principals have recommended for the programs of higher education, foreign training for the trainers of the elementary teachers training colleges on merit and subject wise.

3.4- 2(8%) The principals have recommended for honest system of evaluation in the elementary teacher training colleges of the Sindh.

3.4 - 1(4%) The principal has recommended for strong check and balance of each activity and office record in every field of educational program for the betterment of the students as well as for the institution.

3.4 - 5(20%) The principals did not provide any comment for improving the system of elementary teacher training programs in Sindh.

CONCLUSION

1. The Existing system of Teacher Education in Pakistan Particularly in Sindh, is legacy of the past which was introduced in the (Sub-Continent) south Asia in 1854 as an integral part of a new educational system, prior to this, there was no concept of the Education and training of teacher in the local indigenous system of education.
In the province of Sindh, the first such a teacher training institution (then called normal school) was established at Karachi in October 1854 which was later on shifted to Hyderabad in 1864 in rented building. The existing elementary college of education at Tilak Chauri, as such is the oldest teacher training institution in Pakistan. Another normal school at Lahore was setup in the Hazuri Bagh on 27th May 1856. The first teacher training college for secondary school teacher was established also at Lahore in 1880.
2. Starting from 1854 to this day more than hundred and fifty years under the impact of different policies no doubt, physical expansion of teacher education increasing the number of training schools and colleges was made, improvements were also effected in the training curricula of the Elementary Teacher Education Programs like, S.V, J.V, P.T.C, C.T and now the Diploma in Education (Dip.Ed:) Efforts were also made to improve the salaries and service conditions of teachers. But these changes were made sporadically and under compelling circumstances. Never, in our educational history, a systematic and well-planned Programme of Elementary Teacher Education was ever devised and implemented neither at the provincial nor at the National level. By and large, elementary teacher education in particular has remained a neglected sector in our national system of education.
3. There has been a lack of commitment and will on the part of those who have remained in power and those who are responsible for making and implementing the education policies. As a matter of fact education was never given its due place and therefore, most of the educational reforms suggested in different education policies were not implemented. For example a very useful and innovative model in the National Education Policy 1972-80, for three years (10+3) elementary teacher training was proposed with the main aim to enhance and strengthen the academic and professional growth of teachers. But unfortunately this model was never implemented in training colleges. Similar is the fate of (12+3), model for secondary school teachers leading to a composite B.A,

B.Ed and B.Sc, B.Ed degree, (12+4) model and (14+2) model of secondary school teachers.

4. Infrastructure of elementary teacher education is very poor with which the elementary teacher education in Sindh is faced. Sindh is the only province where all the teacher training colleges are working under the control of Bureau of curriculum and extension wing Jamshoro. Whereas the school teachers who come for training are under the administrative control of executive District officers of education, therefore, there is no close co-ordination and co-operation between the training institutions, Bureau of curriculum and Executive District officers of education.
5. The curriculum reforms could not provide a viable alternative to the old traditional type of teacher education curricula. Whereas today is the need of such curriculum which inculcate the spirit of professionalism through a professional code of ethics and strengthen teacher's competency, both academically and professionally and it should be need based, practicable curricula.
6. The teaching practice or student teaching is still stereotype; quite often such structured material perpetuates silly routine of outmoded educational methodology and obstructs many possibilities of innovative behavior of student teacher. Therefore, the standard of teaching practice may be increased more practical, avoiding it from being theoretical as it is today. The duration of teaching practice is very short. It should be at least more than 33% of the total training period.
7. At present the examination system of teacher education is not suitable; teachers are not evaluated on the basis of their being able to reproduce factual information. The behavioral aspects of the teacher must be evaluated in terms of the objectives of the teacher education.
8. Majority of elementary colleges faces the difficulty in performing the practicals. Only single laboratory is hardly available for all science disciplines in each college. The arrangement for removing deficiencies in updating the laboratories and libraries is necessary in this scientific age.
9. Survey of this study shows that the period of C.T, P.T.C and other courses offered in elementary colleges is only one year which is inadequate, two months and ten days are reserved for summer and winter vacations, in the rest nine months there is a list of holidays and colleges are often closed due to one reason or the other. Hence it will be better that period of training must be extended otherwise

nothing useful can be imported in this limited period of nine months.

10. No proper attention has been given on recruitment of the teacher. Appointment is being made on considerations other than the merit therefore, unwilling and less dedicated to teaching professional teachers are joining this sacred department, who take no interest in the teaching learning process.
11. Transfer or appointment as teacher educators from other department is a common practice of today. Who come from other departments they do not know much more about teaching skills. What to teach is very easy than how to teach. Therefore, elementary colleges face with this difficulty and the standard of elementary teacher education is decreasing day by day.
12. A large number of posts of teaching staff and librarians are lying vacant in almost every college without reason, for which elementary colleges suffer a lot. Any college without library is like a body without soul, therefore, more attention is required for filling up the posts of librarian also.
13. Survey of this study has also pointed out that there is no any availability of text books relevant to curricula even low standard books written by non professional persons are available in open market which are not related to the curriculum of elementary teacher education. Textbooks are the sources of providing information; they furnish a large collection of learning situation and facts. All the facts are selected according to the needs, interest and capacities of trainees. The gradation of the facts is on the psychological or logical bases according to the development of learner. Therefore, non-availability of relevant textbooks is also a cause of failure of Elementary Teacher Education System in Sindh.
14. Findings of this research study indicate that we have failed to attract the best talented persons to join this profession. Able and industrious trained graduates may be recruited with some sort of economic charm in order to improve the quality of teacher education.
15. Shortage of electronic equipments along with other physical and academic facilities is the main problem of elementary colleges. Very little quantity of electronic equipment is available in the colleges. Whereas these electronic equipments provide direct and real information with more instruction value than other A/V aids, they develop study habits and trainees like to know more about the facts they have learnt.

16. Survey of this study shows that only 06 PhDs are working in all the 25 elementary colleges. The procedure of acquiring higher education is not adequate. Therefore, for improving the quality of teacher education, the qualification of teacher trainers must be improved through acquiring higher education from the various universities of Pakistan or abroad. The system of extension lectures, conferences through internet may be arranged so that we can compete in the field of elementary teacher education with the surrounding countries and can raise the standard of teacher education in Pakistan particularly in the province of Sindh because no system of education is better than its teachers.

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