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A  
CRITICAL STUDY OF ELEMENTARY  
TEACHER EDUCATION  
IN  
EAST PAKISTAN

BY  
LAKSHMI KANTA NATH

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TEACHER EDUCATION IN EAST PAKISTAN

NATH

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## ABSTRACT

With the emergence of Pakistan as an independent Islamic state, it has adopted in its educational system, democratic principles based on Islamic ideology. For the fulfillment of the accepted educational objectives, the role of teachers, among other things, figures prominently. Pakistan, at present, lacks trained teachers. Moreover, those who have been trained and those who are being trained now, are not properly qualified to assume responsibility in the new setting. So the improvement of teacher education is crucial for the reorganization of the educational system of Pakistan on new lines.

In this study, an attempt has been made to examine the strengths and weaknesses of the present elementary teacher education in East Pakistan in the light of the accepted educational principles, and to present some suggestions for its improvement. The method followed in the study is analytical.

In order to understand the present practices, the accepted educational principles were at first described, and then the present practices in elementary teacher education were discussed with a view to showing the inconsistency prevalent between theory and practice. It was shown that educational principles according to Islam favour flexible curricula and methods of instruction, the unique personality of the individual, democratic relations between teachers and pupils as well as between teachers and supervisors, and critical learning through problems



and activities. In actual practice, however, it was found that there are fixed, prescribed and uniform curricula, authoritarian methods of instruction, administration and supervision, passive and uncritical learning, a barrier between school and society, and so on.

To bridge the gap between theory and practice it was considered pertinent to state, in brief, skills and competencies that are basic to elementary school teachers in a democratic Pakistan. This was done with a view to showing how the present teachers lack those desired qualities. The study revealed that, generally speaking, the present teachers do not seem to have any philosophy of life and education consistent with the accepted educational principles of the country. Many of them are hardly aware of their educational responsibilities. They have a low social status and their salary is rather scanty. They are not required to produce any health certificates on their entry into service. Because of their scanty salary and low social status, they are in most cases not very gay, happy and satisfied. It was further revealed that most of the teachers are not academically and professionally qualified.

For the all-round improvement of the present elementary teacher education in East Pakistan some suggestions were made. These include the reorganization of training institutions, provision for training courses in selected secondary schools, a policy of reconciliation between centralization and decentralization in administration and supervision, provision for in-service training by the reorganization of

academic sessions, full autonomy for the training institutions in all academic matters, use of problem solving techniques and activity methods, facilities for the improvement of the teachers' status, establishment of research laboratories, organization of Parent-Teacher Associations, and so on.

Some of the suggestions will involve no expenditure whatsoever, while others may be implemented with a very low expenditure.

## TABLE OF CONTENTS

| Chapter  | Page |
|--|------|
| I. INTRODUCTION.....   | 1    |
| The Problem.....   | 2    |
| Need for a Solution of the Problem.....  | 4    |
| Method of Study.....   | 7    |
| Limitations of the Study.....  | 8    |
| Summary.....   | 9    |
| II. THE PRESENT CONDITIONS IN ELEMENTARY TEACHER EDUCATION IN EAST PAKISTAN.....                         | 11   |
| A. A Brief Description of the Educational Principles of Pakistan.....                                    | 11   |
| Philosophical basis.....   | 12   |
| Social basis.....  | 20   |
| Psychological basis.....   | 23   |
| B. A Brief Description of the Present Education Practices in East Pakistan.....                          | 25   |
| Present educational system in East Pakistan.....   | 26   |
| Present elementary teacher education practices in East Pakistan.....                                     | 30   |
| C. Lag Between the Principles and Practices in Elementary Teacher Education System in East Pakistan..... | 43   |
| Summary.....   | 45   |
| III. SKILLS AND COMPETENCIES BASIC TO ELEMENTARY SCHOOL TEACHERS IN A DEMOCRATIC PAKISTAN.....           | 47   |
| His Philosophy of Life and Education.....  | 49   |
| His Social Outlook.....  | 53   |
| His Physical and Mental Fitness.....   | 57   |
| Physical fitness.....  | 57   |
| Mental fitness.....  | 59   |

| Chapter   | Page |
|---|------|
| III. (Continued)  |      |
| His Academic and Professional Preparation.....  | 62   |
| Academic preparation.....   | 62   |
| Professional preparation.....   | 63   |
| Summary.....  | 67   |
| IV. SOME SUGGESTIONS FOR THE IMPROVEMENT OF ELEMENTARY TEACHER<br>EDUCATION IN EAST PAKISTAN..... | 68   |
| Organization of Elementary Teacher Education Institutions<br>in East Pakistan.....                | 68   |
| Administration.....   | 71   |
| District education officers.....  | 74   |
| Teacher training institutions.....  | 76   |
| Teaching Personnel.....   | 76   |
| Selection of Candidates.....  | 78   |
| Program of Study.....   | 81   |
| Methods of Instruction.....   | 83   |
| Methods of Evaluation.....  | 84   |
| Status of Elementary School Teachers.....   | 85   |
| In-Service Training.....  | 89   |
| After Training Guidance.....  | 91   |
| Educational Research.....   | 92   |
| Parent-Teacher Associations.....  | 94   |
| Summary.....  | 95   |

|  | Page |
|--|------|
| Appendix A: CURRICULUM OF THE PRIMARY SCHOOLS IN EAST PAKISTAN   | 96   |
| Appendix B: NUMBER AND KINDS OF SECONDARY SCHOOLS IN EAST<br>PAKISTAN.....                                       | 97   |
| Appendix C: CURRICULA OF SECONDARY SCHOOLS IN EAST PAKISTAN...   | 98   |
| Appendix D: DIFFERENT CATEGORIES OF TEACHER EDUCATION INSTITU-<br>TIONS IN EAST PAKISTAN.....                    | 99   |
| Appendix E: CURRICULUM FOR THE WOMEN'S TRAINING COLLEGE AND<br>PRIMARY TRAINING INSTITUTES IN EAST PAKISTAN..... | 101  |
| Appendix F: CURRICULUM FOR PRIMARY TRAINING SCHOOLS AND CENTERS<br>IN EAST PAKISTAN.....                         | 102  |
| Appendix G: PAY SCALES OF THE TEACHING PERSONNEL OF THE<br>MYMENSINGH WOMEN'S TRAINING COLLEGE.....              | 103  |
| Appendix H: PAY SCALES OF THE TEACHING PERSONNEL OF THE<br>ELEMENTARY TEACHER TRAINING INSTITUTIONS.....         | 104  |
| Appendix I: PAY SCALES FOR PRIMARY TEACHERS.....   | 105  |
| BIBLIOGRAPHY.....  | 106  |

## CHAPTER I

### I N T R O D U C T I O N

Pakistan is an independent, newly born state. Before its independence it was a part of undivided India which was under British rule for nearly two centuries. With independence in 1947, the country inherited an educational system engineered by a foreign government, and founded upon political, social, economic, and cultural concepts totally different from those of an independent state. When Dr. Iqbal, poet and philosopher, at first gave the idea of Pakistan as a separate independent state, he meant it to be a homeland for the Muslims of the Indian sub-continent, where they would develop their life according to the dictates of their religion. The emergence of Pakistan as an independent state has, therefore, brought about in the people of Pakistan, hopes and aspirations to change, among other things, the educational system according to their needs and ideals.

Mr. Muhammad Ali Jinnah, the father of the nation, declared that Pakistan would be a democratic state. About the future of education in the country, he, in a message to the First Educational Conference held at Karachi in November, 1947, emphasized the need to develop educational policy and program on the lines suited to the genius of the people, consonant with their history and culture, and having regard to the modern conditions and vast developments that have taken place all

over the world.<sup>1</sup>

Iqbal gave the idea of Pakistan as an independent Islamic state, and Jinnah wanted to see it as a democratic one. Following their ideals, the Constituent Assembly, representing the people of Pakistan, have adopted a Constitution for the country, which laid down that the democratic principles of freedom, equality, tolerance, and social justice as enacted by Islam should be fully observed. The Muslims of Pakistan should be enabled, individually and collectively, to order their lives in accordance with the teachings and requirements of Islam, as set out in the Holy Quran and Sunnah, and the minorities will be free to profess and practise their religion and develop their culture.<sup>2</sup>

#### THE PROBLEM

After independence, the leaders of Pakistan set out to reshape the country according to the ideals pointed out above. In order to achieve an all-round development of the country, they felt the need to change, among other things, the educational system. So, in the First Conference of the Advisory Board of Education for Pakistan, it was

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<sup>1</sup>Government of Pakistan, Proceedings of the Pakistan Educational Conference held at Karachi, from 27th November to 1st December, 1947, (Karachi: Ministry of Education, 1947), p.5.

<sup>2</sup>Government of Pakistan, The Constitution of the Islamic Republic of Pakistan, (Karachi: Ministry of Law, 1956), p.1.

The Constitution has recently been abrogated, but the present Government has not abandoned the idea of Pakistan as a democratic Islamic state.

decided that education in Pakistan should be based on Islamic ideology, emphasizing, among many of its characteristics, those of the universal brotherhood of man, tolerance, social democracy, and social justice. It should be compulsory for students to learn the fundamental principles of their religion. It was further stressed that there should be proper integration of spiritual, social, and vocational elements in education.<sup>3</sup>

For the fulfillment of these educational objectives, Provincial Educational Reforms Commissions, and a First Five Year Commission have been formed. The object of all these commissions and plans is to find out ways and means that aim at the overall reorientation of the educational system on the principles that have been accepted as fundamental to the education of the country.

However, there are many factors which hinder the rapid development of education in Pakistan. One of the major hindrances to such development is the lack of properly trained teachers. In order to bring about any kind of change in the educational system of a country, the role of teachers, among other things, is very important. Pakistan, at the present time, not only suffers from a dearth of trained teachers, but those teachers who were trained before independence and those who are being trained at present, are not properly qualified to assume responsibility in the new setting.

Fundamentally there is a wide gap between the accepted principles of education and the actual practice. The present methods of teaching,

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<sup>3</sup>Government of Pakistan, Proceedings of the First Meeting of the Advisory Board of Education for Pakistan held at Karachi from 7th to 9th June, 1948, (Karachi: Ministry of Education, 1948), p. 18.



for example, are not conducive, even under the best conditions, to the fulfillment of the stated objectives. So, it is not a question of mere improvement of the present methods of teaching, but also of implementing the accepted principles in actual practice. It was pointed out in the first meeting of the Advisory Board of Education for Pakistan that teacher education is:

a most vital problem and requires, on the one hand, the selection and the training of a huge number of teachers on most up-to-date lines; and on the other hand, the provision of short-term in-service courses designed to bring up to date the professional training of the trained and other teachers already in teaching profession.<sup>4</sup>

It is obvious, therefore, that the improvement of teacher education is crucial for the reorganization of the educational system of Pakistan on new lines, following the needs and ideals of the country, as the present system does not properly serve the purpose.

In this study, an attempt will be made to examine the strengths and weaknesses of the present teacher education system in the light of the accepted educational objectives, and to present some suggestions for the improvement of teacher education, which may ultimately help to improve the present educative process of the country.

#### NEED FOR A SOLUTION OF THE PROBLEM

The following are some of the facts and considerations that

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<sup>4</sup>Ibid., p. 36.

necessitate the need for a solution of the problem:

1. The people of Pakistan have adopted a democratic constitution. But at present except in the ballot-box the authoritarian system of decision-making prevails in practically every area of the life of the Pakistani people.

To overhaul the present educational system according to the needs and ideals of the people of a democratic country, there is need for a group of teachers who will be adequately trained to guide the younger generation to live a democratic life. In order to achieve this goal, teachers must, at first be trained to lead a democratic life, and solve problems in a democratic way.

2. Nearly eighty per cent of the people of Pakistan are illiterate. For the all-round development of the country, it is vitally important to educate the vast masses. In order to do that, there is need for a great number of trained teachers which the country lacks at the present moment. Most of the teachers, at present, have had no training whatsoever. Moreover, many of those, who have already been trained, have hardly had an adequate training on the new line based on Islamic ideology.

3. In order to reorient the present educational system on most up-to-date lines, there is need for a large band of teachers who are versed in the modern trends in educational theory and practice, and who have insight into the social conditions of the country. The present curricula and duration of the courses of teacher education cannot serve these objectives adequately and properly. Hence there is pressing need for a

new teacher education, proper for teachers in Pakistan.

4. The present educational system in Pakistan does not reflect the varying needs and interests of the Pakistani students. The current system of schooling cannot find suitable work for those who leave the school; consequently they wander aimlessly without finding any suitable career for themselves. The nature of the curriculum is highly theoretical, bookish, and traditional.

The program of teacher education also seems to lack initiative and vitality. In teacher education institutions student-teachers are taught the same traditional curricula year after year. They are to memorize what they are taught in the class only to reproduce it in their final examination. They put great stress on how to pass the examination. When they enter the teaching profession, they apply the same principle in their classes. The problem is not, therefore, to increase the number of trained teachers but also to improve the method of teaching. Hence there is need for a new teacher education system for the country.

5. The country is passing a period of rapid radical change socially, economically, and politically. Great emphasis has been laid on the industrial and agricultural development of the country. The present stereotyped curricula of teacher education cannot properly cope with these changes. So, teacher education needs to be reoriented in line with the changes of the society.

6. Various attempts are being made by the Government to change the educational system in Pakistan on democratic lines. But, no systematic

study has so far been made which would serve as a basis for a teacher education program.

It is hoped that this study will be of some help to the leaders and educators of Pakistan in their work of re-orienting the present teacher education system of the country.

#### METHOD OF STUDY

The purpose of this study is to make a critical analysis of the present elementary teacher education system in East Pakistan in the light of the accepted educational objectives of the country, with a view to presenting some practical suggestions for the improvement of the present system. The method followed in this study is analytical.

It is assumed that there is a lag between the theory and the practice of education in Pakistan. The lag is shown by studying the inconsistency between the principles of education that have been accepted and the present educational practices. Published works, and magazines on Pakistan, as well as the present curricula and syllabuses of instruction tend to reveal the gap between theory and practice.

Teachers of Pakistan must have the necessary skills and competencies that are basic to the implementation of the present educational objectives into actual practice. A review of several works on basic qualities required of teachers in a democracy has been made in order to show how the teachers of East Pakistan lack those qualities.

In the light of the findings and conclusions following from the preceding stages as well as in the light of the investigator's personal reflection and experience, an attempt has been made to give some suggestions in order to bridge the gap between the objectives of education in East Pakistan and the actual elementary teacher education practices in this province.

#### LIMITATIONS OF THE STUDY

Pakistan has two provinces: East Pakistan and West Pakistan. East Pakistan is separated from West Pakistan by a distance of nearly 1100 miles of Indian territory.

Climate, society, culture, language, and educational system of one province differ in many respects from those of the other.

Education in Pakistan is not centralized. It is a provincial subject. The Central Government of Pakistan lays down only the aims and objectives of education of the country. Provincial governments are responsible for the education of the people. They finance, manage, supervise, frame rules and regulations, control examinations, and perform all other matters concerning the education of the provinces. But in the provinces the educational system is highly centralized. Educational systems differ from one province to another. Because of these differences it is not possible to cover the whole of teacher education systems of Pakistan in one study. This study has, therefore, been confined to East Pakistan only.

There are at present various types of teacher education institutions in East Pakistan for the preparation of the elementary and secondary school teachers. It is desirable to study and examine all types of teacher-education systems for the reorientation of the educational system of East Pakistan as a whole; but it is not feasible to examine all the systems in one study. So, this study has been solely limited to elementary teacher education of East Pakistan.

This study has been made at the American University of Beirut, Lebanon, many thousands of miles away from East Pakistan, and also within a limited time. Had it been carried out in Pakistan, with enough time being given, it would have been possible to collect more data for it by personal contacts with the teachers actually working on this line, and with the educational experts of the country, as well as by consulting other literature on the subject more available in Pakistan.

#### S U M M A R Y

Pakistan has lately emerged as an independent Islamic State. It has adopted, in its educational system, democratic principles based on Islamic ideology.

In order to effect any change in the educational system of a country, the role of teachers is very important. This study is an attempt to examine the strengths and weaknesses of the present elementary-teacher education system of East Pakistan with a view to making some practical

suggestions for its improvement. It necessarily includes a survey of the present theory and practice of teacher education in East Pakistan, and an analysis of the skills and competencies basic to teachers in a democracy.

## CHAPTER II

### THE PRESENT CONDITIONS IN ELEMENTARY TEACHER EDUCATION IN EAST PAKISTAN

Before any suggestions for the improvement of elementary teacher education in East Pakistan are made, it is necessary to understand the present conditions in elementary teacher education of the province.

An attempt will, therefore, be made to describe, first, the accepted educational principles of Pakistan; second, the present educational practices in East Pakistan with special reference to elementary teacher education; and, third, the lag or inconsistency, if any, between the theory of education and the actual practice. This is done with the assumption that such a lag does not reflect only negligence in the implementation of the educational objectives, but also, a faulty approach to the provision of learning experiences calculated to lead to the fulfillment of desired educational goals.

#### A. A BRIEF DESCRIPTION OF THE EDUCATIONAL PRINCIPLES OF PAKISTAN

Educational principles of a country, largely determined by the needs and ideals of its people, are mainly founded on philosophical, social, and psychological bases. Philosophies and social needs differ from one country to another, and hence educational principles and objectives vary in like manner.



### Philosophical Basis

Each educational system follows knowingly or unknowingly a kind of philosophy, which may or may not be exactly similar to any particular school of philosophy. A consistent program of education is generally based on a particular philosophy, which may be either essentialist or progressivist, or even eclectic in nature. Among other things, philosophy aims at the formulation of educational theories and objectives of a country, and also tries to define the nature of a good life and a good society. Before the philosopher makes any realistic goals of education, he is mostly guided by the principles of how children learn, and what they can learn at various stages of development, which of course, pertain to educational psychology. So, it may be said that philosophy of education determines, to a great extent, not only what is to be taught, but also how it is to be taught. In essence, the whole educative process is determined by the philosophy of education.

Pakistan does not have any outstanding educational philosophers like Dewey or Rousseau. However, the veteran educational thinkers of Pakistan such as Dr. Q. Khuda, Dr. J.H. Qureshi, Dr. J.H. Zuberi, Dr. P. Maheswari, Dr. C.H. Rice, and others representing various communities of the country unanimously decided, in the First Educational Conference held at Karachi in 1947, to build the education of Pakistan on Islamic ideology. They were also of opinion to reorient the present educational system in terms of the principles of Islam, emphasizing, among many of its characteristics, those of universal brotherhood of man, tolerance, social

democracy, and social justice.<sup>5</sup>

This study does not attempt to make any critical judgment or analysis of the accepted principles of education. However, it is incumbent on the writer to describe, in brief, what Islam is, and what its basic ideology signifies.

Iqbal, poet and philosopher of Pakistan, has, in his works, tried to discuss at great length what the Holy Quran and the Sunnah say regarding the nature of the universe, the nature of human nature, the nature of knowledge, and the theory of value, all of which concern the educational philosophy of Pakistan. This section has been mainly based on his writings as well as on the works of those who have tried to understand Iqbal's philosophy.

Nature of the Universe. Education should prepare youth to live in this world. In order to live in this world successfully and effectively, it is necessary to understand it; for it is not possible to cope with anything until one understands it.

The world in which human beings grow and live, and human learning takes place is continually undergoing change. It is not static but dynamic. Iqbal holds the view thus:

..... the universe is so constituted that it is capable of extension..... it is not a block universe, a finished product, immobile, and incapable of change.<sup>6</sup>

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<sup>5</sup>Government of Pakistan, Proceedings of the Pakistan Educational Conference held at Karachi, from 27th November to 1st December, 1947, (Karachi: Ministry of Education, 1947), p. 5.

<sup>6</sup>Sir Muhammad Iqbal, The Reconstruction of Religious Thoughts in Islam, (London: Oxford University Press, 1934), p. 10.

In support of his view he quotes the following verses from the Holy Quran:

He (God) adds to His creation what He wills (35:1) Say-go through the earth and see how God hath brought forth all creation: hereafter will He give it another birth (29:19).<sup>7</sup>

Elsewhere Iqbal says thus:

..... nothing is more alien to the Quranic outlook than the idea that the universe is the temporal working out of a preconceived plan..... the universe, according to the Quran, is liable to increase. It is a growing universe, and not an already completed product which left the hand of its maker ages ago, and is now lying stretched in space as a dead mass of matter to which time does nothing and consequently is nothing.<sup>8</sup>

Regarding the novel and precarious state of the universe, Iqbal seems to be in full agreement with the progressive philosophers. He believes that every moment in the life of reality is original and presents novel and unforeseeable things in the universe.<sup>9</sup>

As change is real, novelty is genuine. With the passage of time comes change, and with the occurrence of change come novelties. Novel situations and new problems are always emerging in this dynamic and precarious universe. So, educational systems must be consonant with these novel situations, and learners should be trained to meet those

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<sup>7</sup> Ibid., p. 10.

<sup>8</sup> Ibid., p. 52.

<sup>9</sup> Ibid., p. 48.

novel situations preferably through problem-solving methods of teaching and learning. Also, educational curricula cannot be rigid and fixed and exactly prepared in advance.

Nature of Human Nature. Man is a part of reality. The teacher deals with youths. In order to do his job properly, a better understanding of the nature of human nature is essential.

Each human being is unique. No two persons seem to behave exactly in a same way. Individuality is the chief characteristic of human beings. The development of an individual is largely dependent on his own personal efforts. He is born to develop his powers according to his innate capabilities. He has his free personality. As Iqbal says:

That man is the trustee of a free personality which he accepted at his peril.<sup>10</sup>

In support of this he quotes from the Quran thus:

Verily we proposed to the Heavens, and to the Earth, and to the mountains to receive the 'trust', but they refused the burden and they feared to receive it. Man undertook to bear it, but hath proved unjust, senseless! (33:72).<sup>11</sup>

K.G. Saiyidian, the great exponent of Iqbal's philosophy and poems, says that regarding the nature of human nature Iqbal believes thus:

..... all living organisms are struggling to achieve a more complex and perfect individuality; in man, the creative impulse

<sup>10</sup>Ibid., p. 90.

<sup>11</sup>Ibid.

has triumphed enabling him to develop powers which have opened up before him possibilities of unlimited growth and freedom.<sup>12</sup>

Saiyidian elucidates Iqbal's poem in support of his opinion thus:

Everything is preoccupied with self-expression,  
 Every atom a candidate for greatness!  
 Life without this impulse spells death;  
 By the perfecting of his individuality man becomes like God.<sup>13</sup>

From the foregoing, it may be assumed that Islam believes in the uniqueness, individuality, and free personality of all human beings. As every individual has unique potentialities and expresses himself in a unique way, a uniform pattern of curriculum and method of teaching cannot satisfactorily meet the varying needs, interests, and potentialities of the individuals. Educational opportunities that aim at taking into consideration these basic factors of the individuals, may help them develop freely to their maximum capacity.

Nature of Knowledge. In order to meet successfully the novel situations in life there is need for the acquisition of knowledge. Knowledge is the product of search and enquiry. Learning results in knowledge. The problem of knowledge lies at the foundation of the educative process.

Man lives in this world and is always reacting to its forces. In order to tackle life situations he is to take initiative and active part.

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<sup>12</sup>K.G. Saiyidian, Educational Philosophy of Iqbal, (Lahore, 1954), p. 12.

<sup>13</sup>Translated by K.G. Saiyidian from Iqbal's Bal-i-Jibrail (p. 79). See Saiyidian, Educational Philosophy of Iqbal, p. 12.

In this ever-changing world he is required to make connections with the reality that confronts him. It is knowledge that can establish these connections.

According to Iqbal, knowledge is sense-perception elaborated by understanding. He pointed out two ways of approaching reality: reflective observation, and intuition. In response to a request from K.G. Saiyidian to elucidate the relationship between knowledge gained through intellect, and that gained through intuition, Iqbal expressed that he generally meant knowledge gained through intellect in the sense of knowledge based on the senses. This knowledge, according to him, is the first step to true knowledge. He also believed that the knowledge of truth is gained first through the senses, and then through direct realization. Its ultimate stage cannot be accomplished within consciousness.

According to Iqbal, knowledge which cannot be circumscribed within consciousness is called love or intuition, and this intuition is the final stage of truth. According to him, intellect without love is a rebel or satanic; while intellect with love is divine, and the power of knowledge which is inspired by religion is the greatest blessing for mankind.<sup>14</sup>

Elsewhere Iqbal said thus:

..... the Quran recognizing that the empirical attitude is an indispensable stage in the spiritual life of humanity, attaches equal importance to all the regions of human experience as

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<sup>14</sup>Saiyidian, Iqbal's Educational Philosophy, pp. 111-12.

yielding knowledge of the ultimate reality which reveals its symbols both within and without..... in the interest of securing a complete vision of reality, sense-perception must be supplemented by the perception of what the Quran describes as Fuad or Qalb, i.e. heart.<sup>15</sup>

From the foregoing discussion, it may be assumed that Islam postulates the existence of a transcendental sphere of reality beyond consciousness, which is real no doubt, but not the only reality. Iqbal acknowledges the existence of God, reality of the self, its freedom, and immortality. Religious truths are real to him. He believes that knowledge is obtained not only from empirical experiences but also from intuition. The knowledge of ultimate realities such as God, can be acquired only through intuition which enables man to comprehend the whole of reality.

Theory of Value. One of the important tasks of educational philosophy is, among other things, to define the theory of value which tries to show the relationship of man with society. Educational theory largely determines the quality and character of the individuals produced under its inspiration, and presupposes some ideals of human nature which are supported by value judgments. Children live in this world as social beings. What sort of life will they try to lead? What is a good life to them? Is there any standard of rightness or wrongness? On what basis would such a standard be determined? Do values belong to things, or are they independent of things? These are some of the ethical and moral questions that should

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<sup>15</sup> Iqbal, Reconstruction of Religious Thoughts in Islam, pp. 14-15.

concern any consistent philosophy of education.

According to Iqbal, a good life is an active life. Man's activity must be creative and original.<sup>16</sup> God has given man intelligence to exploit the forces of nature, and to increase his knowledge and power for the service of humanity. The good man must not live a secluded, or withdrawing life. Islam does not support self-renunciation or monasticism. Islam believes that the universe is real. It admits the existence of sin, pain, and all kinds of evils in the universe, but it also believes that this universe is not immobile, fixed, and cannot be reformed. So, it is the duty of the people to eliminate the elements of sin and evil from this world, and turn the evil into good.

According to Rahman:

..... the Islamic life is neither optimistic nor pessimistic; it is melioristic..... Man at birth is a moral being..... every man is a born Muslim, i.e. essentially sinless, good, and peaceful. The elimination of sin and pain from the world process, and faith in the goodness of man form the ethical basis of Islam.<sup>17</sup>

A good man must fight against injustice and aggression, and try to bring peace, justice, and humanity in individual and collective conduct. He will be subordinate only to God, and fears none but Him. Man is dual in nature - the higher and the lower. The aim of life is to

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<sup>16</sup>Saiyidian, Educational Philosophy of Iqbal, p. 123.

<sup>17</sup>Syedur Rahman, An Introduction to Islamic Philosophy, (Dacca: Kitab Manzil Limited, 1951), p. 46.



conquer the lower by the higher. To control the animal life is the aim of human life.<sup>18</sup>

Education should encourage pupils to abandon what is bad, and to accept what is good in life. The Quran and the Hadith are the real guides for the Muslims to lead a true good life. So, children must be acquainted with the teachings of Islam, which encourage the cultivation of tolerance, justice, and universal brotherhood, the accepted educational principles of Pakistan, and also encourage to eradicate the influences that tend to produce an attitude of fear, as fear brings many evils to human life.

#### Social Basis

Education is a social process and is necessary to build and maintain a society whatever type that society may be. Different societies have different schools. Schools take their pattern of education from the society of which they are a part. Education cannot be successfully imposed on any society. It must grow out of the needs and aspirations of a society. The needs and cultural values of a society should be the guides for curricular development. In any particular instance social analysis is important.

The social foundation deals with the nature of society, and also deals with how individuals are or should be related to one another. Different arrangements of social order lead to divergent educational theories or practices. That is why the education of communist countries

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<sup>18</sup>Ibid.

differs from that of democratic ones.

Pakistan is an Islamic republic. The people of Pakistan have accepted a democratic constitution based on Islamic principles. As education of Pakistan has to be based on Islamic ideology, and as education is not divorced from society, but is rather a part of society, it is necessary to discuss, in brief, what Islam says regarding the pattern of its society, and also what the builders of Pakistan mean by a democratic constitution based on Islamic principles.

Quaid-e-Azam Jinnah, the founder of Pakistan, in his inaugural presidential address to the First Constituent Assembly of Pakistan said that all citizens of Pakistan, irrespective of caste, creed or religion are equal citizens of the State. In his own words:

Hindus would cease to be Hindus, and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State.<sup>19</sup>

What Quaid-e-Azam said in his lecture is not alien to Islam; rather he once again repeated the social order of Islam in his own words. More than thirteen hundred years ago, Islam gave a message of freedom, social equality, universal brotherhood, justice, and tolerance, and gave the full status of citizenship to all, irrespective of race, color, sex or social and economic status. Islam fully recognizes the infinite worth of every individual.

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<sup>19</sup>Hector Bolitho, Jinnah, Creator of Pakistan, (London: John Murray, 1954), p. 197.

Iqbal says thus:

The master and the slave  
Are equal before the law of the Quran  
And the silk carpet has no superiority over the mat.<sup>20</sup>

According to Saiyidian, Islamic order rests upon the idea of preservation and protection of the weak against the tyranny and oppression of the strong. It does not allow any stratification in society by virtue of birth or status. In a sense, it may be called democratic in nature. He is also of opinion that society as well as life is always in a state of change in this dynamic universe, and that the social order must not ignore this change, rather must be alive and responsive to the basic facts of change.<sup>21</sup>

In this respect Iqbal says:

The ultimate spiritual basis of all life, as conceived by Islam is eternal and reveals itself in variety and change. A society based on such a conception of reality must reconcile in its life, the categories of permanence and change. It must possess eternal principles to regulate its collective life; for the eternal gives us a foothold in the world of perpetual change.<sup>22</sup>

Iqbal always favoured the exercise of Ijtihad - independent judgment and interpretation of religious laws in the light of changed and changing circumstances. He did not like the social order of Islam to

<sup>20</sup>Saiyidian, Educational Philosophy of Iqbal, p. 169.

<sup>21</sup>Ibid., p. 181.

<sup>22</sup>Iqbal, Reconstruction of Religious Thoughts in Islam, p. 140.

become static. He advocated the dynamic spirit of Islam. According to him, the static state does not flourish; but brings decay; whereas the dynamic social order keeps a society alive. On this issue, he seems to be in agreement with the progressivists.<sup>23</sup>

From the above discussions, it may be assumed that Islam believes in the democratic, dynamic pattern of society in which individuals are free to develop themselves fully and freely irrespective of caste, creed, color, sex, and social or economic status. Equal educational opportunities should be given to all the people of Pakistan. No one should be given special privilege, nor should one be deprived of educational opportunities because of his birth or social status. Education that aims at the fulfillment of these ideals is basic to the social reconstruction of Pakistan.

#### Psychological Basis

The psychological basis of education deals mainly with the problems of child growth, learning and adjustment, and their application to education.

The teacher as a director of learning must know how children grow, develop, learn and behave. Without the knowledge of the pupil's growth, he will not be able to ascertain what the pupil needs in his life; and the curricula and methods of instruction cannot help the child for his total development. The teacher cannot expect the young child to behave like adults. He must know the developmental tasks as well as the unique

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<sup>23</sup>Ibid., p. 169.

pattern of the individual child's behavior; otherwise what he will try to teach him will be imposed on the pupil as it does not suit his needs and interests.

Learning is an active process involving a reorganization of the learner's experience as well as of his environment. It results in experience that stays with the learner and influences pertinently his further experience. This learning starts from his birth. He learns whenever he meets new situations in life. He learns many things in and outside the school. As learning cannot take place in a passive way, it has been suggested in the East Pakistan Revised Curriculum for primary schools that the curriculum must be thought of in terms of activity, and first-hand experiences rather than in terms of knowledge to be acquired and facts to be stored.<sup>24</sup>

One learns his responses, including ideas, feelings, interests, and attitudes. The way the child is treated has its influence on his feelings and attitudes. Since learnings stay with one to influence one's further living, it follows that what is learnt gets built into character or way of life. This view of learning emphasizes the need for providing a rich environment for the child, for he learns what he lives. If he is to learn an idea, intellectual or moral, he must sense the problem himself. He will learn not necessarily what the teacher wishes him to learn. Compulsion is not fruitful in teaching.

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<sup>24</sup>Director of Public Instruction, Notification No. 103 - P.E.S., 24th October, 1951, (Dacca: Educational Directorate, East Bengal, 1951), p. 5.

It has been laid down in the curriculum of primary schools of East Pakistan that -

.... the aim of education should be a full development of a child's physical, intellectual, moral and aesthetic potentialities, and his power for social adjustment in situations demanding ability to deal with various environmental factors and forces.<sup>25</sup>

This implies the fullest development of the child in his present stage of life rather than what he will be in future life. If he is properly developed in his present stage, the future will more or less take care of itself. It has been stressed that he should have acquaintance with life situations through activity methods without undue emphasis on books and second-hand knowledge.<sup>26</sup>

#### B. A BRIEF DESCRIPTION OF THE PRESENT EDUCATION PRACTICES IN EAST PAKISTAN

In the first section of this chapter, the accepted educational principles of Pakistan have been stated. In this section, an attempt will be made to give a brief picture of the present educational practices in East Pakistan. All the areas of education of East Pakistan have not been included in this discussion. Only those practices, which are likely to be pertinent to elementary teacher education, have been dealt with.

Elementary teachers are meant to teach in pre-primary, and primary

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<sup>25</sup>Ibid.

<sup>26</sup>Ibid.

schools of East Pakistan. Generally speaking, they are secondary school graduates, and are expected to receive training in elementary teacher education institutions which are staffed mostly by trained university graduates.

So, in the former part of this section, an attempt will be made to describe, in brief, the present systems of pre-primary, primary, secondary, and university education, and also to give an account of the various categories of teacher education institutions. In the latter part, a detailed description of the elementary teacher education practices in East Pakistan will be made.

#### Present Educational System in East Pakistan

Education in East Pakistan is imparted mainly in pre-primary, primary, secondary, and university levels.

Pre-Primary Level. The Government does not run any pre-primary schools. There are a very few nursery schools, and kindergartens in the province, and these are managed and controlled by some private bodies with aid received from the Government, and tuition fees collected from the pupils. These schools do not follow any curricula set by the Government. They have their own curricula. The ages of the pupils of these schools range from 3+ to 5+.

Primary Level. The primary education of the province is entirely under the direct control, supervision, and management of the provincial Government. It is intended for the children of the age group of 6+ to 10+.

and extends over a period of 5 years from classes I to V. The existing schools can provide education for 27, 28, 777 pupils out of a total estimated population of 52, 41, 541; i.e. only about 50 per cent of the pupils of the primary school level.<sup>27</sup>

The same curriculum is prescribed for all the schools of the entire province (See Appendix A). Tuition is free, but no reading or writing materials are supplied free to the pupils. The Government holds a Final Primary Scholarship examination at the end of the primary level; but to sit for this examination is not compulsory for the pupils.

Secondary Level. There are 3 categories of secondary schools in East Pakistan: (1) Middle and Junior schools for the students of the age group of 11+ to 13+; (2) High Madrasah; and (3) High schools, both for the students of the age group of 11+ to 15+. Most of these schools are run by private bodies (See Appendix B) under the supervision of the Government. The East Pakistan Secondary Education Board prescribes curricula and syllabuses for each of the three categories of the secondary schools (See Appendix C). The same kind of curriculum is followed in all the schools of each category. The Secondary Education Board also controls the final examination of the secondary level. Tuition is not free at this stage.

University Level. Beyond the secondary level, education in East Pakistan is given in three self-contained courses:

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<sup>27</sup>Government of East Pakistan, Report of the Educational Reforms Commission, East Pakistan, 1957, Part II, (Dacca: East Pakistan Government Press, 1957), p. 1.



- (1) Intermediate (I.A.; I.Sc.; I.Com.) - 2 years after secondary level;
- (2) Graduate (B.A.; B.Sc.; B.Com.) - 2 years after intermediate level, but 3 years for Honors students,
- (3) Post-Graduate (M.A.; M.Sc.; M.Com.) - 2 years after graduate level, but 1 year for Honors graduates.

The universities offer only honors and post-graduate courses, and the intermediate and 2-year graduate courses are offered in colleges which are affiliated to the universities. Most of the colleges are run and managed by private bodies under the supervision of the university as well as the Government. The universities are autonomous in all academic and administrative matters. The Government allots a substantial amount towards the maintenance of the universities. The universities prescribe curricula and syllabuses for all the courses of different stages, and also conduct final examinations. Tuition is not free.

Teacher Education Institutions. There are, in all, 8 secondary teacher education institutions in East Pakistan including the Women's Training College. The Women's Training College, in addition to its secondary teacher education course, also offers one course for the preparation of pre-primary and primary school teachers. Besides the Women's Training College, there are 48 elementary teacher education institutions in the province (See Appendix D).

Excepting the Department of Education of the Rajshahi University, all other teacher education institutions are entirely financed and managed

by the Government. The students of the Department of Education of the Rajshahi University are required to pay tuition fees, but tuition is free in all other teacher education institutions. Most of the students of all categories of teacher education institutions receive stipends during training.

The Department of Education of the Rajshahi University, the Dacca Teachers' Training College, and the Rajshahi Teachers' Training College are intended mainly for the training of secondary school teachers, head teachers of primary training schools and centers, and inspecting staff of the Provincial Education Directorate.

The junior training colleges are meant for the training of those undergraduates who will teach in the lower classes of the secondary schools, the experimental primary schools attached to the elementary teacher education institutions, and also will serve as the staff of the lower cadre of the inspecting branch of the Education Directorate. These institutions are academically autonomous and under the direct control of the Director of Public Instruction of the province.

The objects of the Mymensingh Primary Training College are to train the staff of the Primary training institutes, the Experimental School attached to the Primary Training College, the primary classes of the high schools, nursery schools, and the primary inspectorate of the Provincial Government, and also to conduct research and experiment in child study. Only graduates are eligible for admission to this college. This college is affiliated to the Dacca University which prescribes curricula

and syllabuses, and controls all academic matters including the holding of final examinations.

Elementary Teacher Education institutions are of 3 types:

- (1) Primary Training Institutes (new type).
- (2) Primary Training Schools )
- (3) Primary Training Centers ) (old type).

A detailed description of these institutions will be made in the following pages of this section.

#### Present Elementary Teacher Education Practices in East Pakistan

It has already been pointed out that there are, in East Pakistan, three types of elementary teacher education institutions numbering 48. These institutions train mainly men teachers for the primary schools as well as the staff of the lower cadre of the inspecting branch of the Education Department. Besides these institutions, there is one Women's Training College which prepares pre-primary and primary school women teachers for the province. A more detailed description of these institutions will now be made.

Location. Most of the elementary teacher education institutions are scattered over various districts and sub-divisional headquarters of the province. Each of the 17 districts of the province has one, or more than one, such teacher education institutions. Only a very small number of these institutions are located in rural areas which are at a great distance from the district and sub-divisional headquarters.

The Women's Training College, being at Mymensingh district headquarters, is not centrally located in the province. Women are, however, allowed to undergo training in the elementary teacher education institutions meant for men with special permission from the Provincial Education Directorate.

Buildings and Equipment. The elementary teacher education institutions differ widely from one another in the quantity and the quality of their buildings and equipment.

The Women's Training College with its attached hostel is housed in a rented palace of an ex-Maharaja (a big landlord) of Mymensingh. It has very beautiful gardens and fountains. The building was used by the Maharaja as his residential palace. It is not an ideal building for a teacher education institution.

The primary training centers do not have their own buildings. Students of these centers are accommodated in some private secondary schools in the morning hours when the normal classes of those secondary schools are not in session. All the primary training institutes and schools have their own buildings with hostels attached to them. The primary training schools have the old type of buildings, and do not possess sufficient accommodation for the classes as well as the boarders. The primary training institutes are housed in comparatively better type of buildings, but the accommodation of these buildings is also not adequate for the purpose. It is obligatory for the trainees to reside in the rent-free hostels attached to these institutions. Each boarder gets a rent-free bedstead

and one table in the hostel. There is no electric installation in any of these institutions except the Women's Training College. If women students wish to receive their training from men's institutions, they are to manage their own lodge outside, as they have no hostels attached to men's institutions. The Women's Training College has, on its own premises, a residence for its Principal only. In most of the remaining institutions, superintendents or the headteachers remain outside at their own expense.

In regard to equipment, except the Women's Training College which has a few modern teaching aids such as epidiascope, radiogram, duplicator, and some current books on educational subjects, all the other training institutions are lacking ~~the~~ teaching aids of various kinds such as radios, tape-recorders, record players, audio-visual aids, maps, globes, charts and books.

Administration. All the elementary teacher education institutions of East Pakistan are under the direct control and management of the Provincial Government. Though education is decentralized in Pakistan, it is highly centralized in the provinces. The Provincial Education Directorate is responsible for supplying all kinds of recurring and non-recurring expenses. Sometimes the Central Government gives subsidised non-recurring grants for these teacher education institutions. The Provincial Directorate is directly or indirectly responsible for training teachers in these institutions, drawing up curricula and syllabuses, prescribing text and reference books, controlling examinations and awarding certificates. Appointment, transfer, dismissal or promotion of the

teaching and administrative staff of these institutions rest with the Education Directorate of the province. All these training institutions are financed entirely out of funds earmarked in the budget of the Provincial Government. No fee is charged from the students. On the other hand, each student, during training, gets free lodging, and a monthly stipend which varies from Rs 20/- to Rs 25/- (\$4 to \$5).

The Mymensingh Primary Training Institute which is attached to the Primary Training College, Mymensingh, is under the supervision of the principal of that college. The principal, Women's Training College, supervises the elementary teacher education department of her college. All other elementary teacher education institutions are supervised by the Inspecting Branch of the Education Department. There are no local governing bodies to look after various activities of these institutions.

Teaching Personnel. Though the aim of all these elementary teacher education institutions of East Pakistan is almost the same, the teaching personnel of each category of these institutions varies from one another in regard to the quantity, quality, and scale of pay (See Appendices G and H).

The Women's Training College has 18 members in the teaching staff with better qualifications and scales of pay. This college has the greatest number of teaching personnel among all ~~other~~ elementary teacher education institutions. Most of the teachers of this college are especially trained in secondary education. These teachers are, no doubt, well equipped for the preparation of secondary school teachers, but most of them do not

seem to be well suited for the pre-primary and primary teacher education.

The maximum number of teachers in each primary training school and center is 3 and 2 respectively. These schools and centers are the old type of elementary teacher education institutions. Teachers of both these categories of elementary teacher education institutions are trained in primary education. In each primary training institute, there is a total number of 11 teachers. The Primary Training College, Mymensingh, which was established by the East Pakistan Government in 1949, trains all the graduate teachers of the primary training institutes. Teachers of experimental schools attached to the primary training institutes are either trained in the newly started primary training institutes or in the old type of primary training schools and centers.

Admission. There is a provision for admitting 50 students into the Women's Training College in pre-primary and primary teacher training course of the college, and each primary training institute can admit 100 trainees each year. The maximum number of students for admission to each primary training school and center per year has been fixed at 40 and 20 respectively.

To be eligible for admission to these training institutions, candidates shall at least be secondary school graduates, not ordinarily over 25 years of age on the first working day of the academic year. Existing primary school teachers receive preference, and may ordinarily be admitted up to an age not exceeding 35 years.

The school year does not begin at the same time of the year in all

these institutions. The session of secondary schools is from January to December. The results of the examinations held at the end of the secondary school level are generally published in June. In order to give opportunity to the secondary school graduates for admission to the Women's Training College and the primary training institutes, the session of these newly established institutions commences on the first working day of July, and terminates in June. The primary training schools and centers are old type elementary teacher education institutions. These institutions would previously admit candidates with qualifications less than secondary school leaving certificates. So, the session of these institutions was similar to that of secondary schools. At present, candidates of these institutions are at least secondary school graduates, but the session has not accordingly been modified.

Intending candidates are required to submit their applications to the authorities under whose supervision these institutions are functioning. The Principal, Primary Training College, receives applications from candidates for admission to the Mymensingh Primary Training Institute, and he is the final authority in the selection of the candidates for this institute. The Principal, Women's Training College, is responsible for the selection of candidates for her college. In regard to other institutions, the district inspectors of schools receive applications, hold admission tests, and subject to the approval of the inspectors of schools, make selection from among the applicants to the limit of the quota of each training institution. After making selection of the candidates,



they send the lists of selected candidates to the respective institutions, and authorise the heads of those institutions to admit them. The members of the teaching staff are not required to take part in the selection of the candidates for their institutions, and they find no opportunity to study the candidates and select those best fitted for the teaching profession.

The status of the elementary school teachers is very low in East Pakistan and this situation does not encourage many good candidates to join the teaching profession. This is why sometimes the number of candidates for admission to different institutions is very small and no question of choice arises in selecting candidates. Each stipendiary student is to execute a bond at the time of admission to the effect that he will serve in the education line at least for 5 years after the successful completion of his training. But if any person does not follow this undertaking, he is not found to receive any penalty whatsoever. This regulation is not always rigidly enforced.

Curriculum. There are two types of curricula, one for the Women's Training College and primary training institutes, and another for the primary training schools and centers (See Appendices E and F). The students of these elementary teacher education institutions are secondary school graduates. The curricula of the secondary schools (See Appendix C) do not provide any education subjects for the prospective teachers. There is provision for teaching religious instruction in primary schools as well as in primary teachers' training institutions, but there is no provision

to teach this subject in secondary schools. East Pakistan is mainly an agricultural province. Nearly ninety-five per cent of the people of East Pakistan live in villages where the main source of income is agriculture. But there is no provision for teaching agriculture either in elementary or secondary schools. The same curricula are prescribed both for men and women students in the teacher education institutions, though their role in the society is not altogether the same.

Methods of Instruction. In most of the courses of Women's Training College, and primary training institutes no prescribed text books are followed; whereas there are prescribed text books in almost all the courses of the primary training schools and centers. Whether there are text books or not, students count much on lectures and notes dictated by the teachers in the class. Methods of instruction are based mainly on the Herbartian Five-Step method.

Teachers are not the examiners of the students. They are to prepare students for the final examinations which are controlled externally. Students lay great importance on the memorization from text books of facts, information, and ideas which are predominantly wanted from the students in the examination papers. As the training is greatly examination bound, students prepare a few selected questions just to pass the examination. Teachers are also mostly dependent on the lecture method and try to prepare students how to pass the examination.

One practising school is attached to each elementary teacher training institution for practice teaching done by the students. In the

Women's Training College, and the primary training institutes each student is required to give a minimum of 60 lessons in his or her training period. Students of the primary training schools and centers generally give at least 30 lessons during training. These lessons are prepared on the line of the Herbartian Five Steps, and corrected in advance by the teachers before they are given in the class. Teachers supervise these practice teaching lessons given by the students, and point out mistakes after the lessons are over.

Evaluation. There is a Board of Examination of 10 members consisting of the Director of Public Instruction as the Chairman, and the Assistant Director of Public Instruction for primary education as the Secretary of the Board, and all the six inspectors of schools, Principal of the Primary Training College, and one Superintendent of one of the primary training institutes as members. This board controls the examinations of the Certificate in Education course of the Women's Training College, and the primary training institutes. The examinations of the primary training schools and centers are controlled by the inspectors of schools in whose jurisdictions those institutions are located.

The question papers for all these examinations are framed by external paper-setters, and the answer scripts are also examined by the external examiners. These external paper-setters and the examiners are sometimes selected from among those who are not necessarily in direct touch with the various activities of the elementary teacher education institutions. All the practical subjects including practice teaching are,

in a similar way, examined by the external examiners. Teachers who teach the students during the whole year are, in most cases, not consulted by the external examiners during the assessment of the students.

Status of Teachers. After the successful completion of the training, students are qualified for appointment in pre-primary and primary schools or lower cadre of the Inspecting Branch of the Education Department. But there is no guarantee for their service just after the completion of the training. Those who were already in teaching service prior to joining training return to their original jobs or to better posts in primary schools; but those who are selected from outside find great difficulty in getting teaching jobs, as new schools are not started every year to absorb these trained people. They try to seek jobs elsewhere other than teaching, in which case there is a wastage of training given to these people. Even if they are given jobs on teaching lines, they sometimes refuse the offers because of low salary and resort to professions other than teaching. They were admitted to the training institutions on the undertaking that they would serve in primary schools at least for five years at the completion of their training. In the event of their failure to act according to the bond, the Government does not seem to be strict enough to enforce the regulation.

The salary of the primary school teachers having the same qualifications varies from school to school, and post to post. The average pay of a primary school teacher including dearness allowance is Rs.44/- (\$9) per month for compulsory areas, and Rs.24/- (\$5) per month for non-

compulsory areas. A detailed description of the different pay-scales of various categories of primary school teachers is given in Appendix I.

Primary education in East Pakistan is now under the direct control of the Provincial Government; but primary school teachers are not full-fledged government servants. They do not get facilities such as leave, pensions, insurance benefit, provident fund benefit, and dearness allowances which are enjoyed by the employees of other departments of the Government. This is one of the reasons why they leave teaching when they find jobs elsewhere.

The status of a primary teacher in East Pakistan is not very high in the society. Even a government peon or orderly gets higher pay than a head teacher of a primary school. Moreover, the peon is a pensionable government servant, whereas the teacher's service is not counted towards pension. In rural communities the position of teachers is comparatively better than it is in urban areas. The villagers regard the teachers with reverence, and at times seek their advice.

In-Service Training. In reality there are no in-service training facilities for the primary teachers of East Pakistan. The district inspectors of schools direct the existing untrained teachers to undergo training in the elementary teacher education institutions, but these teachers are not allowed any deputation pay or allowance, save and except the stipend as awarded to all other students. Most of the teachers are to maintain their families. So they try to avoid this training unless and until they are compelled to take training.

Refresher Training. There are at present 67,775 primary teachers in East Pakistan. Many of these teachers are untrained and most of them are academically unqualified. The majority of the present trained teachers received their training before the new objectives of education were adopted for Pakistan in 1947. In order to get acquainted with recent developments in the educational field, the trained teachers need periodical attendance at refresher training centers. But unfortunately, there is no provision for refresher training in East Pakistani elementary teacher education institutions. In 1952, sixteen refresher training courses of 4 weeks' duration were conducted in four primary training institutes. Since then no such refresher training has been conducted in any of the teacher training institutions.

After-Training Guidance. There is a clause in the prospectus of the primary training institutes that the students passing out of the institutes and taking up teaching will be required to work for a further period of at least one year according to a programme to be drawn by their respective training institutions, and will submit periodically the results of their work to the tutors concerned. It is further noted that the confirmation of a trained teacher at the end of the period of probation will depend, among other things, on a satisfactory report from the head of the training institutions on the work done by the student during the year or so following the completion of training at the institution.

However, the relation of the teachers' training institutions with its students does not go beyond the day of termination of their training.

The teachers' training institutions do not seem to assume any responsibility for the after-training guidance of the students, nor are they officially in touch with their work after the students are in the teaching profession.

Research Work. It is mentioned in the prospectus of the primary training institutes that all the institutes will conduct research and experiment in the field of pre-primary and primary education in collaboration with the Mymensingh Primary Training College, and will cooperate closely with the latter in evaluating the results of the programme of teacher education.

No such research laboratory has till now been established in the Primary Training College for conducting any research works or experiments in the field of pre-primary or primary education.

Parent-Teacher Associations. Education is a social process. In a democratic country, schools should be the joint enterprise of the Government and the community which they serve. So, rapport between the school and the community is highly desirable for the smooth and successful functioning of the schools. In East Pakistan, the more the parents feel interested in schools, the better results may be expected in various fields of education.

The Government directly controls, and manages all affairs of the teacher education institutions. Parents and local people are not consulted in the management of these teacher education institutions; so, they feel no concern about them. No parent-teacher association exists at present in East Pakistan.

C. LAG BETWEEN THE PRINCIPLES AND PRACTICES IN ELEMENTARY TEACHER  
EDUCATION SYSTEM IN EAST PAKISTAN

In the preceding two sections of this chapter the educational principles of Pakistan and the present educational practices have been discussed. In this section the present practices will be contrasted with the principles, and the lag between the two will be pointed out.

Islam recognizes that change, novelty, and precariousness are the generic traits of the universe. In practice, uniform and fixed curricula, text books, and methods of instruction are prevalent in schools and colleges of East Pakistan. So the present practices in education do not seem to be sufficiently consonant with the traits of change, novelty, and precariousness in the nature of the world.

Islam believes in the uniqueness and individuality of human nature. Individuals are not alike in nature, but rather differ from one another in ability, interests, attitudes, and intelligence. Educational opportunities are to be given according to the various needs and interests of the individuals. But the present practices consider all human beings alike at all places and times. Through a uniform pattern of curricula, text books, and methods of instruction for all, individual differences are not taken into consideration.

It is assumed that knowledge comes both from sense-perception and intuition, and that knowledge grows and develops through activity and experience. Subject-matter is not the only thing to be taken into consider-



ation. The present practices reveal that knowledge exists only in books, and that the acquisition of facts and information is tested by the mere reproduction of those memorized facts and information.

It is recognized by the educational thinkers that learning is an active process, and that it is one with adjustment to, and control of the environment. In methods of instruction, activity and problem-solving are advocated. But in actual practice, learning is found to be a passive process. It is thought of as listening to lectures and memorizing facts and information, and reproduction of these in examinations.

Education is a social process. The school is regarded as an agency of transmission as well as reconstruction. But in actual practice the function of the school seems to be to transmit the past rather than to make any critical analysis of the subjects taught.

Islam believes in the democratic ideals of society in all its phases, political, social, economic, and educational. It implies respect for the individual, freedom of enterprise, equality of educational opportunities, sharing, and communication among individuals and groups, irrespective of caste, creed, color, and status. In practice, elections of the representatives in different legislative assemblies, and local bodies are, no doubt, conducted on democratic principles; but the people, being mostly illiterate, cannot fully exercise their wise and intelligent judgment in selecting their representatives. They are, in most cases, guided by the political leaders to act as they are dictated to act. Teachers and students through the present rigid type of curricula cannot

always display their full initiative in academic matters. They follow what they are asked to follow by their higher authorities.

In conclusion, it may be said that educational principles according to Islam favour flexible curricula, and methods of instruction, democratic relations between teachers and pupils as well as between teachers and inspectors, and meaningful and critical learning through problems and activities. Functional knowledge and individual needs and interests are also emphasized. Education, in principle, is regarded as linked with all aspects of life—physical, intellectual, normal, vocational and social.

In practice, it leads to fixed, prescribed, and uniform curricula, authoritarian and traditional methods of instruction, administration and supervision, passive and uncritical learning, a gap between school and society and knowledge that children often fail to make use of in life situations. The curriculum is marked by a predominance of intellectual studies and problems of the past, while physical and vocational education remain neglected.

#### S U M M A R Y

This chapter deals, in brief, with the present conditions of elementary teacher education in East Pakistan. With that end in view, it is divided into three sections. In the first section, the accepted educational principles of Pakistan have been stated, showing the philosophical,

social, and psychological bases. In order to state the accepted principles of education, which are based on Islamic ideology, the works of Iqbal, and others who have interpreted Islam and Iqbal have frequently been consulted.

The second section deals with the actual educational practices in East Pakistan, especially related to elementary teacher education of East Pakistan. This section is written on the available data pertaining to the educational system of the province.

In the third and last section, it has been pointed out how and where the present practices seem to be inconsistent with the accepted educational principles.

Before making any suggestions to bridge the gap between the accepted educational principles of Pakistan, and the actual practices in East Pakistan, there seems to be need for the statement of the competencies basic to elementary school teachers in a democratic Pakistan, and the following chapter is directed towards that end.

### CHAPTER III

#### SKILLS AND COMPETENCIES BASIC TO ELEMENTARY SCHOOL TEACHERS IN A DEMOCRATIC PAKISTAN

It was shown in Chapter II that there is, in East Pakistan, a lag between the accepted principles of education and the actual educational practices. In order to bridge the gap between theory and practice, it was pointed out that there is, among other things, need for the improvement of teacher education.

In this chapter an attempt will be made to state, in brief, skills and competencies that are basic to elementary school teachers in a democratic Pakistan, in order to put the accepted educational practices into actual practice, and also to show how the present teachers of East Pakistan in general lack those desired qualities of teaching.

It is universally recognized that the teacher is one of the important factors in the educative process. As the teacher is, so the school will be. The teacher is the pivot on which the whole school rotates. It is the teacher who constitutes the nucleus of an educational system. The teacher acts as a predominant part of the whole school environment. According to Horne,

.... the teacher not only supplies environment but is environment, not only modifies stimuli, but is a stimulus.<sup>28</sup>

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<sup>28</sup>Herman Harrel Horne, The Democratic Philosophy of Education, (New York: The Macmillan Company, 1946), p. 236.

Pupils try to imitate how their admired teacher acts, behaves, and faces situations in and outside the school. He teaches by example as well as by precept. The saying, 'example is better than precept', is very true of the teacher. Speaking of the influence of teacher on pupils, Crow said:

Teachers influence the dress, the conduct, the ideas, and ideals of developing individuals. The teacher's mode of thinking, speech, gesture, and interests inevitably exert their influence on learners. If a child admires and respects his teachers, he imitates their behavior consciously and deliberately. The responsibility for teachers to become worthy of imitation is great.<sup>29</sup>

It is the teacher, and not the huge buildings and equipment, that actually makes a school worthy. A school may have a well-chosen curriculum, and text books, palatial buildings and huge equipment, and various modern teaching aids and materials, but if the teacher does not know how to use them to the benefit of his pupils, those aids and materials will not help the pupils in any way. It has been rightly said by Macomber that:

Adequate buildings, equipment, and instructional materials are essential to a good educational program, yet some 'poor' schools are well equipped, and many 'good' schools are inadequately equipped. A well-educated faculty, functioning as an integrated unit, is the first requirement of a good school; other things are of secondary importance.<sup>30</sup>

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<sup>29</sup>Lester D. Crow and Alice Crow, Human Development and Learning. (New York: American Book Company, 1956), p. 495.

<sup>30</sup>Macomber Glenn Macomber, Principles of Teaching in Elementary School, (New York: American Book Company, 1954), p. 315.

It is the teacher, who can energize the school environment; he is a vital part of the school environment and a potent factor in carrying out the objectives of education to the desired ends. He can create a favourable atmosphere in which the accepted principles of education can be given effect or he may mar the whole educational program. This is particularly true of East Pakistan where in the absence of adequate teaching materials the role of teachers is more important than any other thing.

How can a teacher energize the activities of a school? Why is he more important than any other factors in an educational system? How can he influence the attitudes of the people, especially the young people? These are some of the questions which are vitally linked with the skills and competencies basic to teachers. The following sections will deal with these desired qualities and show to what extent the present elementary teachers of East Pakistan lack those qualities.

#### HIS PHILOSOPHY OF LIFE AND EDUCATION

A philosophy of education determines the aims and outcomes that guide educational practices of a country. It influences consciously or unconsciously all fields of teaching - learning situations. It determines to a very great extent the attitudes of a teacher toward his pupils, colleagues, administrators and supervisors, and the people of the community. It plays an important part in the selection of methods of instruction, in judging what is to be educationally desirable, and in proposing the

functions and purposes of education at different stages. In essence, there is hardly any aspect of education which is not influenced by a consistent philosophy of education.

The selection of educational objectives is largely determined by the philosophy of the school. The school which believes merely in adjusting people to society without any critical thinking, and the one which believes in democracy as a way of life appropriate for all phases of living, will not agree on the selection of major educational objectives. The former will emphasize obedience and loyalty to the present authorities and try to achieve them in school; whereas the latter will include, among other things, those objectives that aim at the development of democratic values, attitudes, knowledge, skills and abilities.<sup>31</sup>

In methods of instruction, one who believes in the fallen nature of man will not agree with one who believes that human nature is neither good nor bad. So, as a part of school environment the teacher's philosophy of life and of education is of utmost importance in guiding young people. Every teacher has, of course, a philosophy of life whether he is aware of it or not. On the relative importance of a teacher's philosophy to education, Rusk says:

There is probably no worker whose practice is more affected by his philosophy than the teacher's; it consequently behooves him, as he cannot avoid it, to secure as adequate a philosophy as he can command..... From every angle of the educational

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<sup>31</sup>Ralph W. Tyler, Basic Principles of Curriculum and Instruction, (Chicago: The University of Chicago Press, 1950), pp. 23-24.

problems comes thus the demand for a philosophical basis of the subject, There is no escape from a philosophy of life and education.<sup>32</sup>

In Pakistan, the individuality of the child is usually recognized. His dignity, personality, and unique characteristics should be respected by all means. The child must be given the freedom to express himself in all socially desirable ways. Unless the teacher believes in the accepted principles of education which aim at the building up of a democratic society, it is impossible for him to inculcate the tenets of democracy in the pupils. It is expected from a democratic teacher to demonstrate, in his behavior, how to lead a democratic life. Pupils may be inspired by the basic tenets of Islam, such as freedom, equality, tolerance, social justice, and may apply them in their lives, only when they find that their teachers lead an Islamic life, and follow those tenets themselves. A teacher may have his personal biases and prejudices, but he must not do anything contrary to the objectives or philosophy of the country he serves. If he does not believe in the objectives and ideals of the country, there may arise chaos and conflict. The teacher teaches by example in and outside the school. A democratic country, such as Pakistan is, has the right to prescribe its objectives and ideals which the teacher must follow. If it is not possible for the teacher to follow them, he should better resign and seek a position in some other profession.<sup>33</sup> It is not fair for the teacher to

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<sup>32</sup> Robert Robertson Rusk, The Philosophical Bases of Education, (London: University of London Press Limited, 1928), pp. 22-23.

<sup>33</sup> John S. Brubacher, Modern Philosophies of Education, (New York: McGraw-Hill Book Co., 1950), p. 212.



believe one thing and teach another. His conduct and way of life should be consistent with the principles of his profession.

In East Pakistan, the present elementary teachers do not seem to follow any philosophy in consonance with the accepted principles of democratic education. Though the people of Pakistan have adopted a democratic constitution, the educational leaders as well as the people do not seem to appreciate the value of democracy in their daily life. The country was under an authoritarian regime for nearly two centuries, and so even after the country has become independent, the people could not readily change their outlook according to the new philosophy of life which is based on Islam and demanded by democracy.

In schools curricula, text books, teaching methods and sometimes even time-tables are fixed and well regimented. As it is essential to complete course requirements for the final examinations, teachers try to pour knowledge into the minds of the pupils, and the pupils try to take as much as they can, no matter whether they like it or not. Education does not satisfy the actual needs of the pupils as well as the community. In a country where the people have adopted a democratic constitution, this sort of things must not continue any more. So, teachers as well as all who are concerned with education in Pakistan should follow the tenets of democracy and Islam in their own lives at first, and then and only then can they instill them into the minds of the future citizens.

In East Pakistan, a large number of teachers are in the profession temporarily waiting for better opportunities. As soon as they get a better

job elsewhere, they are ready to leave teaching. In the circumstances, they assume an attitude of indifference, and carry out their duties in a routine manner with little or no interest.

It is admitted that elementary teachers of East Pakistan are not well paid. But before they enter the teaching profession, they know what remuneration to expect in the profession; so it is not ethical for them to neglect their duties while they are working as teachers. Unless they assume the responsibility to build up the future citizens of the country in the right way, no improvement of the country can be made possible. No one should join teaching who does not recognize the importance of teaching, and does not like to take part in building up his community and pupils. He should like his profession, his pupils, and his community. He should firmly believe that once he has chosen this profession, it should be his mission to serve it as best as he can rather than consider it merely as a source of income. He should have real and genuine interest in teaching.

#### HIS SOCIAL OUTLOOK

School is one of the social agencies through which pupils learn how to live as social beings in the community. The social process and the educational process are closely akin.<sup>34</sup>

The teacher himself should possess all the good qualities of a good citizen. He should understand the social order and the current

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<sup>34</sup>Ibid., pp. 124-25.

issues of the day, and act accordingly. He should assume the role of leadership in his community. He should understand those with whom he is associated, help them in all possible ways, and take part in guiding them in accordance with the needs, interests, and ideals of the community. In a democracy, good citizenship leads a person to the development of a feeling of responsibility towards his community, and also guides him to study and understand the democratic, moral, and social standards and values of his society.<sup>35</sup>

According to Childs:

A good citizen loves his country and has a sincere regard for its history, its institutions, and the democratic aspirations of his people.<sup>36</sup>

The good teacher will act as a good citizen. He will, by his words and actions, stimulate his pupils and other countrymen to be good citizens. He will actively participate in all community works. He will work not only as an educator of his pupils, but also as a guide in his community. In schools teachers and pupils will plan together, share together, discuss together, and work together. It has been rightly said by the Commission on Teacher Education that:

..... friendly respect for others is basic to the establishment of sound community relations. Such relations are

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<sup>35</sup> Farid J. Najjar, Guides to the Improvement of Teacher Education in Lebanon, (Columbia University: Unpublished D. Ed. Dessertation, 1957), p. 61.

<sup>36</sup> John Childs, Education and Morals, (New York: Appleton-Century-Crofts, 1950), p. 270.

desirable in all citizens, but have a special importance for teachers. Because countries recognize the powerful influence of teachers on young people, they tend to be particularly concerned with the character of their views and general behavior.<sup>37</sup>

In a country like Pakistan where the majority of the people are illiterate, and do not know how to solve their problems wisely, it is the teacher who can help the people in many ways. It is the responsibility of the teacher to help the parent understand the child. Most parents do not understand modern educational procedures. Parents are generally inclined to think that a child should receive instruction from schools merely to reproduce facts and information. It is the teacher's duty to prove to the parents that 'book learning' is useless unless the child has an opportunity to put that learning into practical application. The teacher should visit the parents in their homes, and invite them to visit the school on various occasions. He should discuss with them and with the leaders of the community problems of the school, the pupils, and the community. Rapport between the pupils and the teachers as well as between the teachers and the parents is very essential for the tackling of all kinds of problems in a democracy. On the relation of a teacher to his pupils and their home, Crow says:

A teacher should seek to establish friendly and intelligent co-operation between home and school, ever keeping in mind the dignity of his profession and the welfare of the pupils. He

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<sup>37</sup> American Council on Education, Commission on Teacher Education, Teachers for Our Times, (Washington, D.C., 1944), p. 158.

should do or say nothing that would undermine the confidence and respect of his pupils for their parents. He should inform the pupils and parents regarding the importance, purposes, accomplishments, and needs of the schools.<sup>38</sup>

Many of the teachers of East Pakistan do not seem to appreciate fully the qualities of a good citizen. Many of them are hardly aware of their educational responsibilities. Many of the parents are not in constant touch with the school activities. There are no parent-teacher associations in East Pakistan. Teachers are, in most cases, engaged with the task of imparting mere knowledge to their pupils, and seem to believe that their duties end when they leave the classroom. Rapport between pupils and teachers as well as between parents and teachers is found lacking.

In East Pakistan, elementary teachers are not sufficiently appreciated, and they have a low social status in the community, although Islam regards teaching as great social work.

In Indo-Pakistan subcontinent, when education was the responsibility of the community, the position of teachers was not so distressing. As the Government assumes the control and the management of elementary education, people do not seem to think of education as their own affair. As a matter of fact, education should be the joint responsibility of parents, teachers, and the Government.

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<sup>38</sup> Crow and Crow, Human Development and Learning, p. 496.

## HIS PHYSICAL AND MENTAL FITNESS

### Physical Fitness

In order to teach his pupils effectively and successfully, a teacher requires 'a sound mind in a sound body'. The teacher who is physically weak lacks vigor, energy, vitality, enthusiasm, and initiative. Teaching involves hard and strenuous work. If a teacher is frequently absent from school or is unable to carry the strain of his profession because of illness, he cannot be an effective teacher. Due to his frequent absence, the progress of his class is sure to be hampered. A temporary substitute can hardly fill his place. According to Bossing,

No teacher can attain his maximum effectiveness when harboring poor health. A sound rugged physical organism is basic to a dynamic personality. Vigor and vitality bring optimism, enthusiasm, poise, alertness and that contagion of spirit so essential to good teaching.<sup>39</sup>

Teaching is a very difficult task. It requires a large amount of physical endurance. Those who are physically weak and disturbed will worry over their work, and may break under its heavy pressure. The teacher who is easily tired and half-fit cannot work with enthusiasm. He cannot even carry on his routine duties smoothly and effectively.<sup>40</sup>

If pupils see that their teacher is very particular in observing

<sup>39</sup>Nelson L. Bossing, Teaching in Secondary Schools, (Boston: Houghton Mifflin Company, 1952), pp. 530-31.

<sup>40</sup>John A. Hockett and E.W. Jacobson, Modern Principles in Elementary School, (Boston: Ginn and Company, n.d.), p. 320.

health rules and habits, they are likely to be inspired to acquire good health habits. This does not mean that every teacher must be strong and stout and have robust health. The teacher should be free from diseases. Before his entrance into the profession he must be medically examined and found fit. If he has any communicable disease, his presence in the class may endanger the health of the pupils. He should be very regular and particular in taking medical help whenever he is sick. A sick teacher cannot be a good leader in the class. Besides, he may communicate disease to his pupils. The teacher's home, the teacher himself, and his dress must set the example for cleanliness and order. His body must be clean, his hair well-groomed, dress properly washed and worn, and teeth regularly cleaned. He should observe health rules in and outside the school. He should be able to play games and participate in various recreational activities. He should be enthusiastic in organizing all sorts of co-curricular activities. According to Almack,

From both the social and individual point of view no problem is more vital than the health of the teacher. If she is afflicted with a contagious disease, the children are constantly exposed to the danger of infection.<sup>41</sup>

It is the responsibility of the teacher to find out if any pupil is suffering from disease or is undernourished or is not following the hygienic way of life. He may draw the attention of the parents in this respect. It is futile to teach various hygienic rules theoretically

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<sup>41</sup>John C. Almack, and Albert R. Lang, Problems of the Teaching Profession, (Boston: Houghton Mifflin Company, 1925), p. 273.

unless the pupils observe those rules in their actual life.

Unfortunately in East Pakistan, elementary school teachers are not required to produce any health certificates at the time of their entry into service. Teaching is considered by the people to be an easy job which can be undertaken even by physically weak persons. It is frequently found that many of those, who are refused in other public and private services on grounds of weak health, enter the teaching profession as a last resort. Those who are thus physically unfit and mentally dissatisfied cannot be expected to be effective in their teaching. In most cases, pupils find no initiative or inspiration in such teachers.

At present all elementary school subjects are taught almost theoretically in East Pakistan. Pupils memorize health rules, but in most cases, they do not observe them in actual life. Teachers are not always particular as to whether their pupils are observing health rules in and outside the school. It is not uncommon to find that some teachers as well as pupils sneeze in the classroom without covering their mouth or spit on the floor of the school building, although they know that these acts are unhygienic.

#### Mental Fitness

Unless a teacher is mentally alert, gay and cheerful, he cannot devote himself to the strenuous work of teaching. A sound mind as well as a sound body is prerequisite to teaching. In this respect, Blair says:



In no other work is mental health more essential than teaching. The profession demands stability - a capacity to withhold pressures, and most important the skill of working aggressions off into channels different from the work situations.<sup>42</sup>

A teacher who is easily disturbed and irritated, has no mental poise, or lacks power to withstand the slightest criticism, cannot succeed in the teaching profession. He must realize that pupils come from diverse homes with diverse habits, attitudes, and cultural backgrounds. Some of them are noisy and misbehaved. It is the duty of the teacher to understand them and act accordingly. Blair observes thus:

One who cannot stand noise or horseplay, or who becomes unduly disturbed over the braggadocio which many adolescents display, should consider a career other than teaching.<sup>43</sup>

Pupils want love, affection, recognition, and security from the teachers. They are not expected to behave like adults. They are sent to school, among other things, to acquire socially desirable habits by actually living in groups. If their teachers are dissatisfied, unhappy, irritated, and maladjusted, it is not liked that they will acquire desirable habits. It is often said that maladjusted pupils are the products of maladjusted teachers. In many cases, the problem pupils are the products of problem teachers. Therefore, only young people having poise, self-control, and emotional stability should plan to teach especially in

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<sup>42</sup>G.M. Blair, and others, Educational Psychology, (New York: The Macmillan Co., 1954), p. 565.

<sup>43</sup>Ibid.

elementary schools.

In order to develop integrated, wholesome, and well-adjusted personalities in children, the teacher must be sincere, sympathetic, and well balanced. He should have sound mental health. It is not possible for mentally and emotionally disturbed teachers to steer future citizens in the right direction.

It is admitted on all hands that elementary teachers in East Pakistan are not well paid, have no satisfactory/and many of them have no /status peace of mind. A primary school teacher receives less remuneration than a laborer or a peon of a government office. There is no profession where the salary is so disproportionate to the responsibility of the post.

Teaching is, no doubt a social and missionary work, but like other professions it is also a bread-and-butter affair. Most of the teachers have large families to maintain. How can they manage the maintenance of their families, even in the most modest way, with the meagre income they get from their teaching profession? Because of their low salary, they are forced to seek other ways of supplementing their income. Many of them undertake private tuition, and sometimes they run private business. In many cases, their outside work brings in more money than their teaching profession. This is very deplorable.

After their energies are exhausted in outside work, such teachers hardly find sufficient time to prepare their school lessons; as a result, class teaching tends to be dull and lifeless. The fatigued teachers want rest at a time when they are required to teach. Anyway they carry out

their work in a routine manner. Pupils do not find any interest in their lessons; only the bell rescues the class from boredom.

### HIS ACADEMIC AND PROFESSIONAL PREPARATION

In the foregoing sections of this chapter it has been pointed out that a teacher should have a sound philosophy of life and of education, a broad social outlook and a good physical and mental health. Two other competencies must be taken into consideration by the program of teacher education: (1) teachers must have an adequate academic preparation, and (2) they must have also an adequate professional preparation. An attempt will now be made to discuss these competencies.

#### Academic Preparation

Each and everybody cannot be a teacher. A teacher should have a broad general education and a good background of the subjects which he is expected to teach. Whenever children begin to talk, they are found to be eager to become acquainted with the environment by asking all sorts of questions. When they come to school, they do not stop asking questions. If the teacher has not the requisite knowledge to satisfy pupils' curiosity, he cannot be considered a good teacher able to win the confidence of his pupils. His knowledge must be such that he will be able to apply it more or less to whatever situation that may arise.

The minimum basic education required varies from country to country. But it is necessary for a teacher to have a broad and thorough

knowledge of the subject or subjects he is going to teach. At the same time it is necessary for him to have knowledge of a variety of other subjects. He may be proficient or specialized in some particular field, but he must have sufficiently workable knowledge of the different subjects at an elementary level. It is desirable that the elementary school teachers of East Pakistan should at least be secondary school graduates. The curriculum of the secondary schools should, in addition to the present syllabus, include facilities for teaching agriculture, fine arts, handwork, and religion. There should also be provision of some courses in 'education' for those who will join the teaching profession.

There is no limit to the possibilities for enriching the educational background of a teacher. He must seize every learning situation in and outside the school for his teaching purposes. Any amount of acquisition and assimilation of knowledge will be beneficial for him as a person, and as a teacher. He must have in himself a storehouse of factual materials in order that he may be able to select, adapt, delete, and simplify the knowledge he imparts.

#### Professional Preparation

It is essential that a teacher should, in addition to his academic preparation, have a good professional training. The teacher's professional preparation is, no doubt akin to his academic preparation, though it differs from it in many ways. It is impossible to draw a sharp line between professional education and general education received by the

prospective teacher. In a sense, all of a teacher's education is fundamentally professional. However, a person may know many things, and may even be a great scholar in an academic field, but that does not mean or guarantee that he will also be a successful teacher. It is not easy for one just coming out from a liberal college with a good academic degree to teach pupils effectively, especially the youngsters.

Professional training involves, among other things, knowledge as to how to teach effectively, how to evaluate the progress of pupils, how to direct learning situations, how to motivate pupils, what should be the contents of teaching, what education is of greatest worth, and various other details which are a part of technique and method. There are certain fundamental principles of teaching which he must acquire, and certain skills and techniques which he must know before entering the teaching profession. Professional training should, therefore, include subjects such as general psychology, educational psychology, history and philosophy of education, child study, elementary school administration, methods of teaching and supervised teaching.

It should be the teacher's responsibility to see that the child develops to his full capacity. He must be able to study the child's ability levels, maturity levels, interests, attitudes and needs at different developmental stages, and to provide facilities according to these levels for proper growth. He must have a knowledge of the learning process, and an acquaintance with the individual personality and home background of each child. He can, of course, study all information about

child nature and how to tackle all teaching-learning situations theoretically, but in order to have a practical knowledge of these facts, he must have a direct experience of children in and outside classroom while undergoing training in a teacher training institution. Without understanding his children intelligently, sympathetically, and affectionately no teacher can be ranked first class.

Needless to say, teachers who have had adequate preparation should continue to grow in their knowledge of both academic and professional subjects. They should never think that they finish their learning about the teaching profession on completing a prescribed course of study at a training institution. On the contrary, the teacher is just well started in his formal profession after graduation from a training institution. His education can never be complete. With new educational findings he must constantly enrich his knowledge and use it to the benefit of his pupils. He must be an unceasing learner in order to become a successful teacher. He himself can make experiments with his pupils and publish his findings for the benefit of others.

In addition to academic and professional preparation the prospective teacher should also be trained how to direct extra-curricular /in activities such as student clubs and societies, dramatics, debating, social entertainments. These activities have now become a very important part of the school curriculum, and cannot be ignored.

In East Pakistan out of 67,775 elementary school teachers 25,972 or nearly 38 per cent are secondary school graduates. The rest have

academic qualification below secondary school certificate. So it is evident that the majority of the present teachers do not possess requisite academic qualification for teaching in elementary schools. It is a fact that those who cannot do well in college education after passing their secondary school examinations, constitute the majority of East Pakistani elementary school teachers. Better type of students try to pursue higher studies, and generally do not join this profession.

Out of the present 67,775 elementary school teachers, 46,003 or nearly 68 per cent are professionally trained. It is evident that a large number of elementary school teachers have no professional training at all. Moreover, most of these trained teachers received training before 1947 - the year when the new objectives of education were adopted.

Once the teachers get a job in a school, they often feel they have hardly anything more to learn. They cease to increase their knowledge through various available sources. Many of them are not well informed of the rapid changes that are taking place in and outside the country. They hardly keep themselves in touch with newspapers and magazines, as they do not seem to attach great importance to growth in knowledge. Moreover, many of them are not so particular about applying in their teaching the skills and techniques of teaching they have learned in the training institutions.

## S U M M A R Y

A school rotates on its teachers who shape the future citizens of the country. The teachers acts as an environment in which pupils stay a great portion of the day with a view to gaining knowledge, skills and techniques as well as to develop habits and attitudes of life.

In order to run the school on democratic lines, the Pakistani teachers must at first believe in the democratic philosophy of life and of education based on Islam. He must have a broad social outlook so as to face all situations in a democratic way. He must be physically sound and mentally alert to be able to carry the great burden of teaching. He should have adequate academic and professional preparation before he starts his teaching career. Finally, he should try to grow in his profession after his graduation from the training institution. Unfortunately, many of the Pakistani teachers do not seem to have these desired qualities.



## CHAPTER IV

### SOME SUGGESTIONS FOR THE IMPROVEMENT OF ELEMENTARY TEACHER EDUCATION IN EAST PAKISTAN

An attempt will be made in this chapter to suggest a few steps that might be taken for the improvement of elementary teacher education in East Pakistan in light of the discussions made in the foregoing chapters.

#### ORGANIZATION OF ELEMENTARY TEACHER EDUCATION INSTITUTIONS IN EAST PAKISTAN

In East Pakistan there are at present 67,775 elementary school teachers, out of whom only 14,677 or nearly 22 per cent may be called properly qualified, if Matriculation and one year's professional training are considered to be the minimum qualifications for an elementary school teacher. The majority of these trained teachers had received their training before the new objectives of education were adopted for the country in 1947, and have not received any refresher training ever-since.

Nearly fifty per cent of the elementary school-going population of East Pakistan are now in schools. The Government could not provide education for the rest due to paucity of funds, and the need for additional trained teachers. Every year the population is increasing at the rate of one per cent; and hence there is need for more schools and

consequently more teachers.

The present elementary teacher education institutions can prepare 3,450 elementary school teachers annually; but the annual demand for trained teachers is far greater than the present output. Besides, there is need for providing refresher training for those who had been trained before the new objectives of education were adopted. So it is desirable that more elementary teacher education institutions be established in the province for the preparation of a larger number of elementary school teachers as well for the provision of refresher training.

The educational reform of a country should not wait indefinitely for lack of funds. As an immediate measure the following steps may be adopted for the supply of the necessary number of trained teachers with a minimum extra expenditure, but without lowering the quality of elementary school teachers.

The present primary training institutes may remain as such. The primary training schools all of which have their own buildings and equipment may easily be converted to primary training institutes with minor adjustments here and there. The present primary training centers, which have no buildings whatsoever and necessary equipment, may immediately be abolished. This means that the number of the existing and converted primary training institutes would become 43. These institutions will offer both pre-service and in-service training. No huge expenditure for the conversion of the primary training schools to primary training institutes will be required. The amount saved on the abolition of the

primary training centers may be utilized for effecting the conversion of the primary training schools to primary training institutes.

Another step may be adopted for the preparation of a greater number of trained elementary school teachers without incurring any huge expenditure. There are at present 30 government boys' and 7 girls' secondary schools in addition to 1,435 non-government boys' and 63 girls' secondary schools in the province (See Appendix A). All the teachers of government secondary schools are professionally trained and academically qualified; there is a good number of non-government secondary schools which have also a sufficient number of experienced and trained teachers. The majority of these non-government secondary schools are scattered over each thana (police station) of the province. If the actual number of elementary school teachers to be trained per year is estimated a scheme may be drawn up to provide facilities for the preparation of elementary school teachers in these secondary schools with some adjustments here and there.

In the East Pakistan Reforms Commission, 1957, it was suggested to establish 6 primary training institutes with a non-recurring expenditure of Rs 10,00,000, and an annual recurring expenditure of Rs 2,50,000 for the preparation of 360 women teachers per year, who will man the proposed pre-primary schools in the province. At the present financial condition of the province, the proposed scheme does not seem to be very sound. It is doubtful whether a sufficient number of Matriculate girls will be available for these proposed primary training institutes. There is one Women's Training College in the province to prepare 50 elementary

women teachers per year, but the full quota of students was not filled up in any year since the establishment of the college.

The primary training institutes which are post-Matriculate institutions are at present open to women also; most of the liberal colleges of the province are co-educational. So, there is no bar for the girls to receive training at primary training institutes which, like colleges, are co-educational. The nature of the training in most of the teacher education subjects is the same for both men and women teachers. So, with some elective courses for boys and girls in the curriculum of the present primary training institutes, provision can be made in these institutes for the preparation of women teachers both for pre-primary and primary schools. The proposed expenditure for the new primary training institutes for girls can thus be utilized for the existing and converted primary training institutes.

However, if in any locality like Dacca, Chittagong or Khulna, the number of Matriculate girls are sufficiently available, the secondary girls' schools of those localities may be taken up, and similar facilities as the writer proposed in the other secondary schools, may also be provided there.

#### ADMINISTRATION

Education in Pakistan is decentralized, and is the responsibility of the provincial governments. But in the provinces it is highly centralized, and the elementary teacher education system in East Pakistan is

not an exception to this rule. The Director of Public Instruction is at present directly or indirectly responsible for making provision for the preparation of elementary school teachers of the entire province. He is responsible for drawing up curricula and syllabuses, prescribing text and reference books, financing and controlling the teacher education institutions, holding examinations, awarding certificates, and such other things directly related to the teacher education system of the province. He is overwhelmed in the entire education system of the province. So, in the present circumstances, it is hardly possible for him to devote himself minutely to any particular branch of education such as teacher training. The present degree of centralization in the provincial headquarters, which is so distant from the training institutions, has become a contributory factor in the over-rigidity of the training institutions, and is not conducive to the development of proper initiative among the teachers of the training institutions. Moreover, in a democratic Pakistan this condition should not exist any longer.

In the administration of elementary teacher education institutions in East Pakistan having a vast area and population, a policy of reconciliation between centralization and decentralization may be adopted. A standing council for the improvement of teacher education should be set up with the following personnel:

1. Minister of Education
2. One representative from each of the Finance, Health, Commerce,  
Ministries  
Rural Uplift, and Local Self Government/whose cooperation is

vitally essential for the execution of any education program

3. Director of Public Instruction
4. President, East Pakistan Secondary Education Board
5. Heads of Education departments, universities of Dacca and Rajshahi
6. District education officers
7. Some representatives from the public who are interested in education
8. Experts in primary education

The Minister of Education, and the Director of Public Instruction will respectively act as the Chairman and the Secretary of this proposed Council.

It may also be a sound policy that a standing council of education for East Pakistan similar to the Central Advisory Board of Education be formed for advising from time to time the provincial and central governments in all areas of education, instead of setting up every time a reforms commission with the change of the Provincial Ministry. In that case, the council for the improvement of teacher education may act as a branch of the provincial council of education.

The proposed standing council for the improvement of teacher education will:

1. lay down general policy of teacher education;
2. advise the Ministry to pass education laws and regulations whenever necessary;

3. consider and report on methods of securing adequate and stable finance for the present and future needs of teacher education;
4. exchange information and views among the different teacher education institutions in and outside the country;
5. compile statistics, handbooks for the guidance of teachers, issue periodicals and bulletins on educational matters;
6. work as liaison between the central and provincial governments;
7. pay periodical visits to teacher education institutions with a view to coordinating their activities;
8. try to provide facilities for research work;
9. encourage the endowment of philanthropists;
10. and attend to all other affairs necessary for the improvement of teacher education of the province.

The Director of Public Instruction will act as liaison between this council and the district education officers.

#### District Education Officers

The whole province of East Pakistan is divided into 17 districts for the purpose of administration, and each district has one district inspector of schools. These inspectors are often looked upon as detectives, as their duty seems to be merely finding fault with the teachers, and punishing them one way or another. This prevalent notion and attitude must go.

With that end in view, the inspectors may be designated as district education officers. They should be real guides and friends to those who are under their supervision and control. The district education officers should be directly responsible for the preparation of elementary school teachers of the province. In addition to their other duties, their functions in respect of teacher education will be as follows:

1. to ascertain the number of elementary school teachers necessary for their own districts per year;
2. to provide facilities for the training of the teachers in the existing training institutions, and if necessary,
3. to select secondary schools for the training purpose;
4. to receive requisition of expenditure from the training institutions;
5. to present budget of expenditure to the Director of Public Instruction for necessary sanction;
6. to place funds at the disposal of the training institutions for the necessary expenditure;
7. to arrange for the in-service training;
8. to coordinate the activities of the different training institutions of each district;
9. to supervise the training institutions, and advise them in case of urgent need or when advice is sought for;
10. and to attend to all other matters necessary for the successful management of the training institutions.



### Teacher Training Institutions

All the elementary teacher training institutions will be under the financial and administrative control of the district education officers; but they will be academically autonomous, like the present junior training colleges of the province. They must be given the freedom to prepare curricula and syllabuses according to the local needs, and hold examinations, evaluate the students, and award certificates. At the same time, they must follow the general policies and directions laid down by the Standing Council for the Improvement of Teacher Education.

Each institution must have a governing body consisting of members of the teaching staff, local government officials of the different departments closely connected with education, and also local persons interested in education. The function of the governing body will be to transact business of general nature, and to help the head of the institution in carrying on his duties smoothly. For a good rapport between the locality and the activities of the institution such a governing body is most vital at the present time in East Pakistan. In the secondary schools selected for teacher training, the assistant headmasters may be deputed by the headmasters to take charge of training courses.

### TEACHING PERSONNEL

On the teachers depends the success or failure of any education program. At present the Primary Training College is meant mainly for the preparation of teachers for the primary training institutes. The teachers

of primary training schools, the primary training centers, and secondary schools of East Pakistan are trained in the secondary training colleges located at Dacca, Mymensingh and Rajshahi. The junior training colleges prepare under-graduate teachers for these schools. This system does not seem to cope with the present demand of the teaching personnel under consideration. So the courses of all these colleges may be so designed that the teachers can be trained both for primary and secondary education by a provision of a common course for all and special courses for each of these two groups.

It has already been pointed out that practically all the existing teachers of public secondary schools are trained, and that a good number of private secondary schools have a large proportion of trained and experienced teachers. The teachers of these secondary schools were trained mainly in secondary education. So, in order to introduce the proposed elementary teacher training courses in the secondary schools, there may be some difficulty in getting properly trained teachers for the purpose. But the problem can very easily be solved by providing short-term courses for them in the present primary training college. These teachers have already sufficient background of the principles of teaching and learning, and also practical teaching experience. They will need only a reorientation course especially in primary education. This should be done before any secondary school is taken for the preparation of elementary school teachers, as proposed above.

## SELECTION OF CANDIDATES

East Pakistan has a population of 41,932,329 of which 95 per cent live in rural areas. What the province needs most at present is teachers with a rural bias. The vast majority of the schools are now in rural areas, and those which will be located in the future will also be located mostly in rural areas. So, the prospective teachers should have a sincere and genuine love for their villages, without which it seems to be impossible for them to relate teaching to the realities of village life. In order to meet this situation, the first essential step should be to select candidates from rural areas and preferably from the localities where they will work on completion of their training. Such teachers would be expected to devote themselves to the improvement of their native villages and, being familiar with the localities, would be in a better position to tackle all kinds of problems that may arise in their teaching situation. Moreover, the Government has recently worked out several schemes, such as V-AID (Village - Agriculture Industrial Development), Adult Literarcy, for improving the conditions of rural areas. Teachers can surely play a major role in the successful execution of these schemes, acting as the guides, philosophers, and friends of the vast illiterate masses that reside in the rural areas.

It is desirable that a sufficient number of women should enter the teaching profession especially in primary education. Unfortunately the number of educated women is miserably low, and those who are educated

generally consider it beneath their dignity to work for wages. They do not receive education for careers. Moreover, the majority of educated persons placed in high positions want to have educated wives. So, education on the part of women has now become, in many cases, a prerequisite for better marriages. Most of the educated women like to lead married lives rather than think of economic independence. After marriage they get absorbed in their household affairs, and do not seem to consider social service to be of great importance. If they are engaged in any profession before marriage, they are, in many cases, found to give it up after marriage, though there is no bar for married women to stick to their professions. The country is spending at the present time a great amount of money on women education in this hope that the educated women would devote themselves to the nation-building work. But so far the country does not seem to get a satisfactory result.

In order to remedy this state of affairs the outlook of the educated people needs to be changed. Married educated women should be encouraged to take part in social services such as teaching and nursing. If they think it derogatory to receive any salary for their work, they may render voluntary service, if they wish. It has become necessary to urge educated girls to do some kind of social work for a certain period on completion of their education. Those who seek admission to teacher education institutions are at present required to execute a bond to the effect that they would serve at least five years in the teaching profession on completion of their training. But in many cases this rule is not

strictly enforced. The Government should try to see that nobody evades this regulation.

In regard to the selection of candidates for the teacher education institutions, the district inspectors of schools are at present all in all. They do not, in most cases, consult the heads of the training institutions in the selection of the candidates. This does not seem to be a sound policy. The district inspectors of schools would select existing untrained Matriculate teachers for receiving training from the training institutions. The selection of candidates other than these untrained Matriculate teachers will be made by the teaching staff of the training institutions. In selecting these candidates the qualities of the prospective teachers as set forth in Chapter III of this study may be taken into consideration.

The total number of teachers to be trained each year for the elementary schools is to be ascertained by the district inspectors of schools, and the need should be widely circulated so that those who desire to enter teaching may be assured that they will be absorbed in service on successful completion of their training. At the present, due to the absence of this procedure, many new graduates find themselves unemployed and hence there is wastage of training.

This method must also be followed with reference to candidates sent abroad for teacher education. Every year many students are being sent abroad for this purpose on foreign Government and private agency-sponsored scholarships; but it is found that there is no guarantee of their service on successful completion of their training. Consequently,

the training they receive does not, in many cases, come to any real national benefit. Moreover, after receiving the best possible training from abroad, these people feel disappointed for not receiving the expected return. If there is no need for these trained people at the present time, it seems that there is no justification for sending them abroad. A systematic and well-planned program is necessary before a candidate is selected for training whether in or outside the country so that his services may be utilized for the national benefit.

#### PROGRAM OF STUDY

The present uniform type of curriculum cannot fully satisfy the various needs of a variety of localities in East Pakistan. What is suitable for urban areas may not be altogether suitable for the rural areas. Even in the rural areas of a vast province like East Pakistan, what is suitable for the hilly regions like Chittagong Hill Tracts, may not be suitable for a riverine district like Backerganj.

The program of study for the elementary teacher education needs reconstruction. Bearing in mind that the majority of the school population come from rural areas, all future primary school teachers should have a good deal of practical training in handiwork, rural science, and agriculture. The curricula must vary from rural areas to urban areas. They must reflect the basic tenets of Islam on which the whole educational system is to be reoriented. The curricula must comprise a deeper study

of child and general psychology, history and philosophy of education and of methods of teaching the various subjects of the elementary school, and they should make adequate provision for practical training in demonstration schools. There should be provision for training in social survey methods, and the community leadership so as to enable future teachers to adapt their teaching to the immediate environment of the school, and to play a useful role in the life of the community. Teachers must also be acquainted with a rudimentary knowledge of school management and administration.

Men and women students should be allowed to take some elective courses alongside of basic courses which are common to all. It has already been pointed out that the teacher education institutions must have the full freedom to modify the curriculum according to the conditions of the locality. So it is not necessary that there should be a uniform curriculum for the whole province. However, the training institutions may adopt some basic subjects such as child and general psychology, or philosophy of education which will be common to all the training institutions, while elective courses may differ from one region to another depending on the suitability of the locality for which the teachers will be trained. The training institutions may be helped by experts in curricula development if it is deemed necessary to consult them.

The present duration of one year's training does not seem to be sufficient for the preparation of elementary school teachers. The course for elementary school teachers should extend over two years at least.

Until major teacher education reforms can be carried out, the present teacher training institutions may admit 50 per cent of the present total number of candidates each year to these 2-year courses. This change will turn out a smaller number of trained teachers than the present annual output; but this shortage most probably can be compensated by providing training facilities in the secondary schools which will be taken up for the preparation of elementary school teachers as suggested before.

The session of each year may be divided into terms instead of the present one continuous session. Term courses may be taught, and students examined finally in those courses at the end of each term. There should be 2 terms and one summer session in each calendar year. In the first year of training, students will be engaged mainly in theoretical work, and to some extent in the observation of teaching in demonstration schools. In the second year, they will be engaged mainly in practical work such as field work, projects, practice teaching, preparation of teaching aids and materials, and all other practical activities included in the curricula. Each term should last at least 16 weeks with a break of 10 or 12 days in between the two terms. There should be no long vacations for Ramadan or Puja as prevalent at present. Summer sessions should be entirely conducted for refresher training.

#### METHODS OF INSTRUCTION

The prospective teachers are likely to follow, in their teaching profession, the methods employed in their training institutions. For



example, if they are taught through the lecture method, they tend to use the same technique in their classes also.

At present students in the teacher training institutions rely too much upon lectures and class notes dictated by their teachers. Students are mainly found to be passive listeners. Mere formal lectures cannot play an important part in the professional training of teachers. Discussions, demonstrations, experiments performed by the teachers or by selected students, essays read before groups of students and discussed by them, - all should figure prominently even in the more theoretical part of the program. Instead of the present school hours from eleven to five, like all other office hours, school work may be divided into morning and afternoon hours. There should be some free time when the students can properly utilize the library, and plan their study. Arrangements should be made to keep the libraries open at the early hours of night.

Students should be grouped in suitable sections instead of being left in big classes; each section should not exceed 25 students. There should be provision for more tutorial and seminar classes where the teachers and the students can participate more informally and discuss things more fully.

#### METHOD OF EVALUATION

It has already been pointed out that the members of the teaching staff of the teacher training institutions will be entirely responsible for the evaluation of the progress of their students. Each member of the

teaching staff should keep a cumulative record for each student under training. There should be regular periodical staff meetings in which merits and demerits of each student will be discussed, so that the necessary advice and guidance may be given to students.

Instead of the present one final examination at the end of the session, the evaluation of students should be made periodically during each term, and the final examination at the end of each term should not carry more than 30 to 40 per cent of the total assessment of a particular subject. Students should know what qualities are desired from a successful teacher, and how they can achieve those qualities. It is not the mere academic records of a student that should be considered in evaluating a student. His all-round participation in various activities of the school program should also be taken into consideration. Each student must be awarded a record of his school work, including extra-curricular activities, alongwith his teaching certificate.

#### STATUS OF ELEMENTARY SCHOOL TEACHERS

No improvement in the quality of instruction or success in any scheme of educational reform can be expected unless the status and prospects of the teachers are improved. There is general agreement that the salary of elementary school teachers in East Pakistan does not compare favourably with that in other professions. In fact, they are not paid enough to meet even the bare necessities of life. A primary school teacher

in East Pakistan receives less pay than a laborer or a domestic servant. Teaching is no doubt a social and missionary service; but, like other professions, it is also a bread-and-butter affair. Teachers should be given at least living wages, and their profession should be respected. In the present state of affairs, the teaching profession has failed to attract a sufficient number of persons who can adopt teaching as a life career. It is no wonder that many elementary school teachers in East Pakistan are teachers not because they follow their chosen calling, but because they cannot secure employment elsewhere. So long as salaries and service conditions of teachers are not improved, it will be difficult to draw a better type of people to the profession.

The big problem is how to improve the lot of teachers. They are so many, but the money available for their remuneration is too little. How can their financial needs be met by the present meagre budget? By merely increasing one rupee per teacher per month, the huge sum of Rs8,13,300 is necessary to pay the present 67,775 elementary school teachers per year. Nevertheless, the Government should by all means try to improve the financial condition of the teachers. Sources of income for education as suggested in East Pakistan Educational Reforms Commission, 1957, should be exploited without delay. So long as their salary scales cannot for the present be raised, the following facilities may be given to them without incurring any direct and huge expenditure.

1. Education of the children of elementary school teachers should be given free up to the end of the college levels provided the

children are academically found fit.

2. Publishers of text books may be requested to supply the children of the elementary school teachers with the needed books either free or at a very low price.
3. Teachers may be given rations at concession rates as given to those serving in the Police Department.
4. Free travel facilities may be given to the elementary school teachers when they travel from one place to another within the province.
5. Free cinema tickets may be issued once a month to teachers serving in localities where there are cinema houses.
6. In urban areas teachers may be provided with Government requisitioned houses for their accommodation as given to other departmental officers of the Government.
7. In rural areas, those who desire to serve in their own native villages, may be allowed to do so. This will minimize the housing problem in rural areas, and will give the teachers sufficient security.
8. Many rural teachers have their own agricultural farms. The children of rural areas are, in most cases, required to help their parents during sowing and harvest times. Children are, therefore, found to be absent from schools during these times. If the school vacation is given during sowing and harvest times, it will help all parties concerned.

9. The Government may recognize the services of the best teachers by bestowing on them special honour, as the people of other walks of life are honoured.
10. Teachers must immediately be given the benefit of pension cum provident fund cum insurance scheme, as proposed in the East Pakistan Educational Reforms Commission.
11. As soon as things improve, the Government should give the top most priority for the improvement of the service conditions of the teachers.
12. The Government should fix the probationary period after which teachers should be given indeterminate appointment.
13. The probationary period should not be more than two years of service from the date of joining.
14. There should be a uniform scale of salary for the teachers having the same qualifications, and nature of work. Promotion should be made on merit and experience only.
15. Matriculate teachers having two years of professional training should be considered as intermediate in case of promotion.
16. The Government should arrange for travel tours for elementary school teachers to other countries in the same way as they are arranged for secondary school teachers.
17. Experienced teachers may be appointed as inspectors of the primary schools.
18. Teachers should be encouraged to form associations which may

from time to time inform the Government how they can be provided with facilities without imposing heavy expenditure on the Government.

19. They may organize cooperate stores, and get their daily necessities from these stores at cheaper rates.
20. They may organize the publication of educational journals through which their demands may reach the people along with current problems of education.

Most of the above recommendations can be accepted without imposing a huge expenditure on the public exchequer. Once they are accepted, the teachers will have greater security and prestige, and the teaching profession will seem more attractive to a better type of young men and women.

#### IN-SERVICE TRAINING

It has already been pointed out that a large number of existing elementary school teachers in East Pakistan do not possess any professional training whatsoever. These teachers are to be trained as soon as possible.

Besides, there are a great many teachers who had received their training before the new objectives of education were adopted in 1947. Many of these teachers are not acquainted with the vast educational progress that has taken place in and outside the country; and should, therefore, be reeducated through refresher training. In-service education for these teachers is no less important than pre-service education is for new entrants into the teaching profession.

At present there is no provision for in-service education in the teacher training institutions. The following plan is suggested as a remedy.

The existing untrained Matriculate teachers may be sent on deputation to take the regular course of the primary training institutes on the understanding that they will be given their regular pay during their training period. Each student of the primary teacher training institutions receives a monthly allowance. These teachers will receive their pay instead. So only the difference between the monthly allowance and the pay of the teachers will have to be borne by the Government as an extra expenditure which is not very high. Of course, the existing untrained Matriculate teachers may be trained in this way only when the Government will be able to pay for their substitutes.

As for those teachers who had received their training before the new objectives of education were adopted, refresher courses may be arranged for them in the primary training institutes during the summer. This will be possible if their session is modified according to the plan suggested before.

Financial implications for refresher training will not be very heavy. At present students under training are paid stipends during the whole year, but in the new scheme, when there will be no regular students in summer sessions, the Government will be able to save money which may be spent on refresher training. If any excess amount is needed to pay the balance between the deputation pay of the teachers and stipend money

usually paid to students as before, it must be paid from the amount allotted for teacher education.

#### AFTER TRAINING GUIDANCE

It is generally found that most of the elementary school teachers, on entering the teaching profession after graduation, do not work on the lines suggested by their training institutions. Of course, it sometimes becomes impossible for even the best trained teacher to work in an institution where most of his colleagues are either untrained or do not have any respect for training. His modern methods of teaching are often ridiculed and so his enthusiasm is bound to be lost. On the other hand, these newly trained teachers themselves are sometimes indifferent to the use of new techniques learnt in training institutions. It is true that teachers are under the supervision of inspectors whose duty is to see that the teachers are using up-to-date methods of instruction. But the inspectors are not always professionally trained, and many of them have no teaching experience. They are generally in search for shortcomings of administrative nature.

In the present state of affairs the teaching institutions cannot remain passive. It is their duty to keep themselves in close touch with their ex-students, and to help them overcome their difficulties, as much as possible. The teacher training institutions cannot shirk their responsibilities in following up their students, nor should they cut off



all connections with their graduates as soon as they leave the training institutions. It should be recognized that a teacher training institution cannot prepare a full-fledged teacher through training. It can only show the way, leaving it for the individual teacher to complete the process in course of time.

When a teacher first enters the teaching profession, he should be under observation for at least two years before he is confirmed in service. If he can show satisfactory teaching ability during this probationary period, he will be confirmed at the end of it. There should be a mutual undertaking of the headmasters of training institutions and the district education officers to see to it that the teachers do not fall back to their old inefficient way of teaching. It will be necessary to entrust training institutions with some power of inspection. This will give them an opportunity to supervise teaching and advise accordingly, to keep themselves in touch with their old students, and to appreciate practical limitations of their teaching methods. This may also help them to point out weaknesses in their curricula, and to modify them accordingly.

#### EDUCATIONAL RESEARCH

Education is a progressive science, and it is research work that can keep it alive. Society is continuously undergoing rapid changes socially, politically and economically. These changes always demand a reorientation or reconstruction of educational theory and practice. Progress

in education of a country is largely dependent on research and experiments conducted in the field of education, as the results of research can throw light on the changes to be effected in the educational system of a country. The importance of educational research for East Pakistan has long been recognized. It was expressed in the second meeting of the Advisory Board of Education for Pakistan held at Peshawar in 1949. But no educational research has systematically been carried out till now. Even before independence the Dacca Teachers' Training College was carrying on sporadic research work, but the results were not regularly published. At present there is no such full-fledged research laboratory in the province to conduct research work in the field of education.

It is suggested that each training college preparing teachers for the elementary teacher education institutions be equipped with one research laboratory for conducting systematic research work in various fields of education, and making its findings available to all.

Pakistan is at present receiving technical and economic aids from various foreign agencies. Every effort should be made to utilize these aids towards the establishment of research laboratories in all training colleges of the province. If qualified persons are not available in the country for the present, help from the foreign countries may be sought. Necessary personnel may be trained, within a reasonable time, by sending persons abroad on scholarships received from different foreign agencies. A beginning may immediately be made with the workers who are found to be suitable for the purpose. The Central Government

should finance these research laboratories if the Provincial Government cannot take the full burden of the expenditure for these laboratories.

#### PARENT-TEACHER ASSOCIATIONS

Parent-teacher associations can surely bring the school and society closer and closer, which is desirable in every democratic country like Pakistan. These associations can help both the teachers and the parents to get a clearer understanding of each child. They can establish a good rapport between home and school which is very essential for the successful execution of any school program.

Unfortunately there are no such parent-teacher associations in East Pakistan. In order to function, these associations require no heavy expenditure to be incurred by the Government. All that is necessary is initiative on the part of both the teachers and the parents. The following methods may be adopted in forming these associations.

Teachers may invite parents to any exhibition of handwork made by the students, or to any dramatic or variety entertainment performed by the students. They may hold group meetings of parents to discuss what is being done at school and to hear parents tell about their child's life at home. If any student becomes ill, the teacher may visit his home, and give his parents the necessary advice for his care and treatment. In that way the parents will feel the teacher's care and love for their child. Such personal contacts may bring about wonderful results in helping school and society come into rapport with each other.

The teacher training institutions should show the prospective teachers how to organize these associations, and how to conduct their meetings. This can easily be demonstrated by organizing such associations in the demonstration schools that are attached to the teacher training institutions.

#### S U M M A R Y

In this concluding chapter some suggestions have been made for the all-round improvement of the present elementary teacher education in East Pakistan. These include, among other things, the reorganization of the teacher training institutions, provision for training courses in selected secondary schools, a policy of reconciliation between centralization and decentralization in administration and supervision, provision for in-service training by the reorganization of academic sessions, full autonomy for the training institutions in all academic matters, use of problem solving techniques and activity methods, facilities for the improvement of the teachers' status, establishment of research laboratories, organization of parent-teacher associations.

Some of these suggestions will involve no expenditure whatsoever, while others may be implemented with a very low expenditure. These suggestions are in no way exhaustive. It is sincerely hoped that if these suggestions are properly implemented, the elementary school teachers will be better equipped.

APPENDIX A

CURRICULUM OF THE PRIMARY SCHOOLS IN EAST PAKISTAN<sup>1</sup>

1. Reading (Mother Tongue)
2. Writing (Mother Tongue)
3. Arithmetic
4. Social studies (History, Geography, and Elements of Civics)
5. Elements of Science (including Health Care)
6. Art and Craft
7. Physical Training, Games, and Music
8. Religious Instruction
9. Urdu or English

Note: The examination is held only in those subjects under (1), (2), (3), (4), (5), and (9).

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<sup>1</sup>Government of East Bengal, Director of Public Instruction Notification No. 103.P.E.S. Dated 24th October, 1951, (Dacca: Education Directorate, 1951), pp. 1-2.

APPENDIX B

NUMBER AND KINDS OF SECONDARY SCHOOLS

IN EAST PAKISTAN, 1954-55<sup>2</sup>

| Category                     | Classes | No. of Schools |         | Total |
|------------------------------|---------|----------------|---------|-------|
|                              |         | Public         | Private |       |
| A. Middle and Junior Schools | VI-VIII |                |         |       |
| Boys' Schools                | "       | 5              | 1,599   |       |
| Girls' Schools               | "       | 2              | 208     | 1,814 |
| B. Madrashas                 | VI-X    | 4              | 1,826   | 1,830 |
| C. High Schools              |         |                |         |       |
| Boys' Schools                | VI-X    | 30             | 1,436   |       |
| Girls' Schools               | "       | 7              | 63      | 1,535 |
| T o t a l                    |         | 48             | 5,131   | 5,179 |

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<sup>2</sup>Government of East Pakistan, Report of the Educational Reforms Commission, East Pakistan, Part II, pp. 4-5.

APPENDIX C

CURRICULA OF SECONDARY SCHOOLS

IN EAST PAKISTAN<sup>3</sup>

| Subjects of Study   | No. Of Papers | High Schools Marks | High Madrashes Marks |
|---|---------------|--------------------|----------------------|
| 1. English  | 2             | 200                | 200                  |
| 2. Major Vernacular (Bengali or Urdu)   | 2             | 200                | 200                  |
| 3. Mathematics (girls may take arithmetic and home economics in lieu of mathematics)  | 1             | 100                | 100                  |
| 4. History  | 1             | 100                | -                    |
| 5. Geography  | 1             | 100                | -                    |
| 6. History and Geography (combined)   | 1             | -                  | 100                  |
| 7. Classical language (any one of Arabic, Persian, Sanskrit, Pali, and Latin)   | 1             | 100                | -                    |
| 8. Arabic   | 2             | -                  | 200                  |
| 9. Fiqh, Faraiz, and Aquaid; or, Additional mathematics   | 1             | -                  | 100                  |
| 10. Additional subject (optional) (any one of Bengali and Urdu for those whose major vernacular is other than Bengali or Urdu respectively or any one of elementary scientific knowledge, health education, elements of public administration, additional mathematics, commercial geography, music, map reading (for students of junior cadet corps only) | 1             | 100                | -                    |
| Total Marks   |               | 900                | 900                  |

<sup>3</sup> East Pakistan Secondary Education Board, Dacca, Courses of Studies for the Examinations of the East Pakistan Secondary Education Board, 1960, pp. 1-3.

APPENDIX D

DIFFERENT CATEGORIES OF TEACHER EDUCATION INSTITUTIONS

IN EAST PAKISTAN

| Categories of Institutions                      | Degrees or Diploma Awarded                            | Duration of Course |
|---|---|--------------------|
| I. Secondary Teacher Training Institutions      |   |                    |
| A. Dacca University                             |   |                    |
| 1. Teachers' Training College, Dacca,           | (a) Bachelor in Education (B.Ed.) (Group 'A')         | One Year           |
|   | (b) Master in Education (M.Ed.) (Research works only) | No time limit      |
| 2. Women's Training College, Mymensingh         | (a) Bachelor in Education (Group 'B')                 | One year.          |
|   | (b) Certificate in Education (C.Ed.)                  | One year.          |
| 3. Primary Training College, Mymensingh         | (a) Bachelor in Education (Group 'C')                 | One year.          |
|   | (b) Master in Education (M.A.)                        | One year.          |
| B. Rajshahi University                          |   |                    |
| 1. Department of Education, Rajshahi University | (a) Diploma in Education (Dip-in-Ed)                  | One year.          |
|   | (b) Master in Education (M.Ed.)                       | One year.          |
| 2. Teachers' Training College, Rajshahi         | Diploma in Education (Dip-in-Ed)                      | One year.          |
| C. Junior Training Colleges                     |   |                    |
| 1. Dacca  | Certificate in Teaching (C-T)                         | Two years.         |
| 2. Chittagonj                                   |   |                    |
| 3. Rangpar                                      |   |                    |



| Categories of Institutions  | Degrees or Diploma Awarded  | Duration of Course                  |
|---|---|-------------------------------------|
| II. Primary Teacher Training Institutions<br>A. Primary Training Institutes (28)<br>B. Primary Training Schools (15)<br>C. Primary Training Centers (5) | Certificate in Education (C.Ed.)<br>Guru Training (G.T.)<br>" " " | One year.<br>One year.<br>One year. |

APPENDIX E

CURRICULUM FOR THE WOMEN'S TRAINING COLLEGE  
AND PRIMARY TRAINING INSTITUTES  
IN EAST PAKISTAN

| <u>Subjects</u>  | <u>Full Marks</u> |       |
|--|-------------------|-------|
| 1. Child development including child observation.....  | 100               |       |
| 2. Principles of education including Islamiyatt.....   | 100               |       |
| 3. Contents and methods of teaching the basic curriculum....                                 |                   |       |
| (a) Bengali.....   | 100               |       |
| (b) Religious instruction.....   | 50                |       |
| (c) Mathematics.....   | 50                |       |
| (d) Science.....   | 50                |       |
| (e) History.....   | 50                |       |
| (f) Geography.....   | 50                |       |
| (g) Movement and hygiene.....  | 75                |       |
| (h) Art and Crafts.....  | 100               |       |
| 4. Citizenship and theory and practice of rural uplift.....                                  | 75                |       |
| 5. Practice teaching.....  | 200               |       |
| 6. Institute records on the whole year's work in all subjects                                | 200               |       |
| Total  |                   | 1,200 |
| 7. Advanced study of any <u>one</u> of the following subjects:<br>(Non-examination subjects) |                   |       |
| (a) Optional Bengali,  |                   |       |
| (b) History,   |                   |       |
| (c) Geography,   |                   |       |
| (d) Economics,   |                   |       |
| (e) Politics,  |                   |       |
| (f) Art and Craft,   |                   |       |
| (g) Science and nature study.  |                   |       |

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<sup>4</sup> Government of East Bengal, Prospectus including curriculum and syllabuses for the primary training institutes, (Dacca: East Bengal Government Press, 1951), p. 2.

APPENDIX F

CURRICULUM FOR PRIMARY TRAINING SCHOOLS AND CENTERS  
IN EAST PAKISTAN<sup>5</sup>

| <u>Subjects</u>   | <u>Marks</u> |
|---|--------------|
| 1. (a) Child psychology..... 40 )<br>(b) Principles of school organization and teaching )<br>including knowledge of primary curriculum....60) | 100          |
| 2. Rural Sciences<br>(a) Written paper..... 50 )<br>(b) Practical paper..... 50 )   | 100          |
| 3. (a) Drawing..... 40 )<br>(b) Globe and relief map making..... 40 )<br>(c) Hand work..... 20 )  | 100          |
| 4. (a) Bengali literature..... 40 )<br>(b) Composition and essay..... 40 )<br>(c) Unseen and writing of documents..... 20 )                   | 100          |
| 5. (a) Arithmetic..... 50 )<br>(b) Subhankari..... 25 )<br>(c) Mensuration..... 25 )  | 100          |
| 6. (a) History..... 50 )<br>(b) Civics..... 50 )  | 100          |
| 7. (a) Geography..... 60 )<br>(b) Nature study..... 40 )  | 100          |
| 8. Physical Training and Games<br>(a) Personal merit..... 25 )<br>(b) Teaching merit..... 25 )  | 50           |
| 9. Religious Instruction.....   | 50           |
| 10. Practice Teaching.....  | 100          |
| Total   | 900          |

<sup>5</sup>Government of Bengal, Primary Training Schools, (Calcutta: Educational Directorate, 1941), pp. 4-5.

APPENDIX G

PAY SCALES OF THE TEACHING PERSONNEL OF THE  
MYMENSINGH WOMEN'S TRAINING COLLEGE

| Posts                                   | No. | Scale of Pay*  | Minimum Qualifications                    |
|---|-----|--|---|
| Principal                               | 1   | Rs 350-1150/- plus a special pay of Rs 100/- p.m. plus free quarters | M.A.; Teaching Degree or Diploma          |
| Professor                               | 1   | Rs 275-850/-   | - do -                                    |
| Lecturers                               | 6   | Rs 250-550/-   | - do -                                    |
| Superintendent,<br>Demonstration School | 1   | Rs 220-320/-   | B.A. or B.Sc.; Teaching Degree or Diploma |
| Laboratory Assistant                    | 1   | Rs 140-275/-   | B.Sc.; Teaching Degree or Diploma         |
| Teachers,<br>Demonstration School       | 5   | Rs 70-150/-  | Matric - Trained                          |
| Nurse - helper                          | 1   | Rs 65-150/-  | Matric; Training in Nursing               |
| Part-Time Lecturer<br>in hygiene        | 1   | Rs 100/- p.m. (fixed)  | M.B.                                      |
| Part-Time Music<br>Mistress             | 1   | Rs 60/- p.m. (fixed)   | Specialist in Instrumental Music          |

\*Plus usual dearness allowances.

APPENDIX H

PAY SCALES\* OF THE TEACHING PERSONNEL OF THE

A. Primary Training Institutes

| Posts                          | No. | Scale of Pay                                  | Minimum Qualifications                 |
|--------------------------------|-----|---|--|
| Superintendent                 | 1   | Rs 220-320/-                                  | B.A.; M.A. in Education                |
| Assistant Superintendent       | 1   | Rs 140-275/- plus special pay of Rs 25/- p.m. | - do -                                 |
| Instructors                    | 4   | Rs 140-275/-                                  | B.A.; or B.Sc; + B.Ed (Gr.C)           |
| Teachers, Demonstration School | 4   | Rs 90-170/-                                   | I.A.; or I.Sc.; plus one year training |
| Part-Time Medical Officer      | 1   | Rs 50/- (fixed)p.m.                           | M.B.                                   |

B. Primary Training Schools

| Posts               | No. | Scale of Pay | Minimum Qualifications     |
|---------------------|-----|--------------|----------------------------|
| Headmaster          | 1   | Rs 140-275/- | B.A.; or B.Sc; plus B.Ed.  |
| Vernacular Teachers | 2   | Rs 70-150/-  | Matric + 2 years' training |

C. Primary Training Centers

| Posts              | No. | Scale of Pay | Minimum Qualifications     |
|--------------------|-----|--------------|----------------------------|
| Headmaster         | 1   | Rs.140-275/- | B.A.; or B.Sc.; plus B.Ed. |
| Vernacular Teacher | 1   | Rs 70-150/-  | Matric + 2 years' training |

\*Plus usual dearness allowances.

APPENDIX I

PAY SCALES\* FOR PRIMARY TEACHERS<sup>6</sup>

A. Compulsory Areas

| Posts             | Qualifications                                      | Scale      |
|-------------------|---|------------|
| Head Teacher      | Trained Matriculate and above                       | Rs 45-1-60 |
| Assistant Teacher | - do -  | Rs 40-1-50 |
| - do -            | Trained non-Matriculate or<br>Untrained Matriculate | Rs 30-1-45 |

B. Non-Compulsory Areas

| Posts             | Qualifications                                      | Scale     |
|-------------------|---|-----------|
| Head Teacher      | Matric Trained                                      | Rs 29/-   |
| - do -            | Untrained Matriculate or<br>Trained Non-Matriculate | Rs 21-8-0 |
| Assistant Teacher | Matric Trained                                      | Rs 27-0-0 |
| - do -            | Untrained Matriculate or<br>Trained Non-Matriculate | Rs 20-8-0 |
| - do -            | I.T. (Intelligence Test) passed                     | Rs 16-8-0 |
| - do -            | I.T. not passed                                     | Rs 11-8-0 |

\*Plus dearness allowance of Rs 5-8-0 per month each in each case.

Note: Since the Government has very recently taken the full control of all categories of primary schools of the province, a new scale of pay has been introduced. The details of the scale were not available.

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<sup>6</sup>East Pakistan Educational Reforms Commission, pp. 2-3

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