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IN-SERVICE TRAINING OF SECONDARY
SCHOOL TEACHERS IN WEST PAKISTAN:
A CRITICAL AND ANALYTICAL STUDY
IN THE LIGHT OF COMPARATIVE EDUCATION

By

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A Thesis

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut, Lebanon

June, 1963

IN-SERVICE TRAINING: WEST PAKISTAN

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ACKNOWLEDGEMENTS

I acknowledge my deep gratitude and indebtedness to Dr. Habib Kurani, the Chairman of my thesis committee, who took great pains in helping me with the development of my thesis. His patience in going through my poorly written drafts and his words of encouragement have a larger share in the completion of the thesis, than can be imagined. Indeed, it would have been impossible for me to complete this study, without his sympathetic guidance and untiring efforts.

I also wish to express my gratefulness to Prof. Faizeh M. Antippa and Dr. Louis P. Cajoleas, members of my thesis committee, for their valuable suggestions, understanding attitude, and constant guidance.

I am thankful to my fellow teachers in West Pakistan, who took interest in my study and responded to my questionnaire.

Thanks are, also, due to Messrs M. A. Khan, M. H. Hamdani, and N. M. Tirimzi for their efforts in getting the questionnaire filled by the teachers.

Last, but not the least, I wish to express my heartfelt thanks to Mr. and Mrs. A. H. Rizvi. Their presence in Beirut has been a constant source of support, comfort, and encouragement.

Moin U. Khan

ABSTRACT

The purpose of this thesis is to make a critical and analytical study of in-service education for secondary school teachers in West Pakistan in the light of comparative education.

The first chapter states the problem and stresses the need of in-service education in West Pakistan. It has three aspects:

(1) need for continuous professional growth because of inadequacy of pre-service education and rapid developments in all the fields of knowledge, (2) need for improved methods of teaching and dynamic curriculum for a changing society, and (3) need to improve the qualifications of untrained teachers.

The second chapter deals with a comparative study of in-service education in England, France, and the U.S.A. The main objective of this comparative study is to discover and develop some common principles underlying the practices of in-service education in these countries and to adopt them for the improvement of in-service education in West Pakistan.

In the third chapter a critical and analytical survey of in-service education in West Pakistan has been attempted. The origin and development of in-service education in Pakistan has been traced, and organization, methods, scope and contents of the present programs of in-service education in West Pakistan have been critically examined.

Programs conducted by the Central Training College, Lahore, and the Education Extension Centre are studied in detail.

In the fourth chapter some strengths and weaknesses of in-service education in West Pakistan are brought out. This chapter is largely based on the responses of the teachers in West Pakistan who had attended an in-service program. The writer is of the view that the present programs of in-service education in West Pakistan are inadequate, limited in scope and too general to be helpful. Some weaknesses pointed out by teachers are: defective methods of selection of teachers; non-recognition of in-service education in respect of future benefits; wide gap between theory and practice; lack of proper facilities for the participants; disinterested leadership; lack of professional literature and libraries; and lack of systematic evaluation.

In the last chapter some suggestions have been given for the improvement of in-service programs in West Pakistan. The writer is of the view that, if the real purpose of in-service education is to be achieved, its facilities in West Pakistan should be considerably increased. The main suggestions of the writer are: (a) A special department concerned with in-service education should be set up in the Ministry of Education, which, with the assistance of an advisory body representing school staff, should plan, supervise, and co-ordinate the programs of in-service education. (b) Expansion of supervisory staff (both supervisors and school principals); training them and providing

them with the means to raise the level of teachers, through regular and frequent supervisory visits.

Suggestions have also been given in the following areas to improve the present program of in-service education: (a) Suggestions to improve in-service education conducted by teacher training institutions. (b) Special facilities provided for untrained teachers and (c) Measures to improve existing programs of in-service education in West Pakistan.

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

The purpose of this study is to make a critical and analytical survey of in-service education⁺ for secondary school teachers in West Pakistan, in the light of comparative education. It is hoped that as a result of this study, certain measures for improving the present programs of in-service education in West Pakistan would evolve. Two considerations make such a study both timely and important:

1. The rapid expansion of knowledge requires further training even for teachers who are professionally trained.
2. With the rapid expansion of education, the school authorities in Pakistan have been obliged to engage teachers who are not trained. The provision of in-service education is, therefore, considered essential to make up this lack of pre-service training. A careful study of the problem indicates that the present programs of in-service education in Pakistan are inadequate both in scope and content. Thus, there is a pressing need to improve and expand them. This need has been underlined by the Commission on National Education:

Apart from the fact that large number of our teachers at all levels are untrained, and continued and vigorous efforts are thus needed to equip them professionally for their work, it must be recognized that no teacher once

⁺The terms 'education' and 'training' are used synonymously to refer to the concept of overall professional education as opposed to the concept of limited training in a craft.

trained can throughout his career be regarded as fully competent without periodic refresher courses. This has been accepted in all advanced countries where provisions are made for the teacher to refresh his knowledge and ideas at given intervals. It is time for us also to stop treating refresher courses as a luxury and to accept them as a necessity if educational standards are to be raised and maintained.

B. Need for In-Service Education

In-service education could be justified on the basis of two major assumptions. The first is that a pre-service program does not and cannot fully prepare a person to function adequately as a teacher immediately after graduation, because the problems which a teacher faces in the classroom cannot all be anticipated and dealt with in the pre-service program. The second assumption is that it is always possible for a practising teacher to become a better teacher.

The need for continuous growth of teachers stems from the rapid growth of knowledge in all fields. Changes and developments in the fields of psychology and education are taking place every day. For example, better ways of dealing with individual differences are being worked out; greater knowledge of how learning occurs is being acquired; improved teaching methods are being devised; greater understanding of the laws governing child growth and development is being achieved; and the ways in which groups can work together more effectively are being studied. Added to these developments are advances in the various subjects which constitute the contents of secondary curriculum.

¹Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications), p. 264.

This, "reality of rapid change means that no program of teacher education, however long and however good, can be effective, unless it systematically provides for the continuing education of teacher on the job."² Kandel emphasizing the need of in-service education remarks:

When, however, the basic knowledge, both academic and professional, which contributes to the science and art of education, is being constantly enriched, the teacher who does not continue his studies is likely to stagnate and drop into routine ways.³

This danger of stagnation threatens secondary school teachers of Pakistan, where one year's pre-service training is now considered, by educational leaders, inadequate to develop skills and mental attitudes necessary for successful teaching,⁴ and where due to inadequate opportunities for professional growth, many a teachers permit themselves to fall into a rut, in which they remain throughout their careers. These teachers should be provided with opportunities through in-service education to improve their professional competency and skill.

Need for in-service education also arises from the needs of a

²George W. Denemark, "Editorial", Educational Leadership, Vol.20 (Nov.1962), p. 86.

³I.L. Kandel, The New Era in Education (Cambridge: Houghton Mifflin Company, 1955), p. 328.

⁴Pakistan, Ministry of Education, op. cit., p. 261.

changing society. Education should be developing and dynamic in order to prepare youths to live in a changing society. Pakistan is in the throes of a profound social revolution which is affecting life in all its aspects, and faces the school with new tasks and added responsibilities. Older methods and curricula must be modified in order to meet the new challenge of the times. To do this, teachers must be provided with continuing opportunities to refresh their knowledge and sharpen their teaching skills -- a task which can be achieved through an effective program of in-service education.

In order to provide the reader with an accurate picture of the especially heavy burden which the tremendous increase in education places on the teaching profession the following facts are given:

Under the First Five Year Plan 1955-60, it was estimated that the enrolment in secondary schools would increase by 144,000 students; but it rose actually by 230,000 pupils.⁵ The program for secondary education proposed in the Second Five Year Plan 1960-65 provides for an increase of 430,000 pupils.⁶ This increase in enrolment demands a corresponding increase in the number of trained teachers. During the Second Five Year Plan, it was estimated that 12000 secondary teachers would be trained in West Pakistan. This represents about 80 per cent of the secondary teachers who will be needed to do the job.⁷ This means

⁵Pakistan, The Planning Commission, The Second Five Year Plan 1960-65 (Karachi: Manager of Publications, 1960), p. 342.

⁶Ibid., p. 343.

⁷Ibid., p. 345.

that more than 20 per cent of the new vacancies will have to be filled by teachers who will be untrained or underqualified, and for whom a program of in-service education becomes a necessity. For only thus can the country avoid a serious recession in the quality of education as the numbers of pupils increase.

Even in 1963, before the peak of enrolment has been reached, the country is faced with an acute shortage of qualified and trained teachers. According to the Commission on National Education:

Over 25,000 teachers in the secondary schools lack the necessary qualifications for their jobs. The number of trained graduates in the high schools is extremely small.⁸

The following Table will give an idea of number of teachers, both trained and untrained, in secondary schools during 1958-60.

TABLE 1

Teachers in Secondary Schools

Number by Sex .	<u>1958-59</u>			<u>1959-60</u>		
	Trained	Untrained	Total	Trained	Untrained	Total
Total	28,960	25,058	54,018	29,376	22,958	52,334
Male	23,970	23,556	47,526	24,356	21,546	45,902
Female	4,990	1,502	6,492	5,020	1,412	6,432

Pakistan 1960-61, Table III, p. 110.

It is evident that with the rising enrolment and inadequate supply of trained teachers, there is little hope of reducing appreciably the number of existing untrained teachers in the near future.

⁸ Pakistan, Ministry of Education, op. cit., p. 126.

An effective method to improve the situation, which is being used in other countries, is to provide ample facilities for in-service education to untrained teachers, so that they may be able to eliminate some of the deficiencies in their professional preparation.

C. Methods of Study

The purpose of the present study is to make a critical and analytical study of the problem of in-service education for secondary school teachers in West Pakistan in the light of the principles of comparative education, and make some suggestions for its improvement. Ideally, the study would have been carried out in Pakistan, through direct observation of the programs of in-service education in progress, and their results in terms of improvement in the teaching-learning situations; however it is not possible to make this study in Pakistan due to obvious reasons. In view of this limitation, it has been considered more realistic to make a critical and analytical study of in-service education in West Pakistan in the light of the experiences of some other nations, which have made advanced experiments in the field of in-service education. The principles, practices and findings pertaining to in-service education in England, France, and the United States, will then be studied in order to determine whether or not some of these principles and practices could be adapted for West Pakistan.

It is true that many of the practices in education are culture-bound, and cannot be borrowed directly from the experiences of others, nevertheless, it is possible to learn and benefit from vicarious

experiences. According to Kandel, the chief contribution of the comparative education is that,

if properly approached, it deals "with fundamental principles" and fosters "the acquisition of a philosophic attitude" in analyzing and therefore stimulating a clearer understanding of the problems of education. The study makes the educator "better able to enter into the spirit and tradition" of the educational system of his own nation.⁹

Because of this contribution of comparative education, a comparative approach is being adopted for the present study.

The material on in-service education in England, France and the United States is drawn from the books on Comparative Education, and other available material on teacher education in these countries, especially UNESCO publications.

The material on in-service education in West Pakistan is mainly drawn from government publications, available reports of the programs of in-service education there, and personal experience of the writer.

Open-ended questionnaire was sent on random sampling basis to those teachers in West Pakistan, who had attended some in-service program. In all 80 questionnaires were sent to teachers from government and private secondary schools. Only 50% of the teachers have responded to the questionnaire, of these teachers 48% belong to government schools and 52% to private schools. Among the respondents the ratio of trained and untrained teachers is 80 to 20 percent. On the basis of their responses a realistic picture can be drawn of the attitudes

⁹I.L. Kandel, op. cit., p. 12.

of most teachers concerning the adequacy and effectiveness of these programs, and some of the problems connected with them. The covering letter and the questionnaire are given in the appendix. Quotations from some of the responses have been used in the text.

D. Delimitations

1. This study is limited to secondary school teachers in West Pakistan. This is because the writer will work in secondary education in West Pakistan; and because of his knowledge and experience in that area.

2. Tentative suggestions and recommendations will be arrived at analytically and will be put forward as such.

3. In evaluating the present programs of in-service education in West Pakistan, no experimental proof is available to enable the writer to pass a judgment on their adequacy or effectiveness. Thus the writer has to depend on the available material and the opinion of the people who have the knowledge of and experience with these programs.

4. Although the inadequacy of available published material on in-service education in West Pakistan and abroad poses an obstacle to a detailed study, yet there is enough material available to help in deriving some principles and practices, which would be useful for improving the program of in-service education in West Pakistan.

CHAPTER II

A COMPARATIVE STUDY OF IN-SERVICE EDUCATION FOR SECONDARY SCHOOL TEACHERS IN ENGLAND, FRANCE AND THE UNITED STATES

National systems of education are culture bound; they are essentially the expression and manifestation of the particular national history and character. In spite of this fact, however, there are a number of pervasive problems which many countries are facing, and trying to solve, each in accordance with its means and special conditions.

The field of comparative education assumes that a study of the different solutions of such pervasive problems might lead to the development of certain basic principles which may be generalized to fit other countries than those in which these principles have been developed. It is with this fundamental assumption in mind that the present comparative approach to the problem of in-service education has been developed.

The main objective of this chapter is to make a comparative study of the practices and experiences with regard to in-service education for secondary school teachers in England, France and the United States; to attempt to identify some common principles which guide these practices and adapt them to the problem of in-service education in West Pakistan.

The origin and growth of in-service education have been closely linked with the system of teacher education on the one hand, and with the change and progress in the theory and practice of education on the other.

The system of teacher education in a particular country is usually determined by the aims and purposes of education in that country. Because of this relationship it is necessary to study briefly the developments in the professional pre-service education of secondary school teachers and aims of secondary education.

The professional education of secondary school teachers has developed very slowly. Traditionally, a secondary school, in the words of Kandel:

was essentially the school which, because of its class limitations and curriculum, was regarded as the institution for the selection and training of the 'elite', of those who were to become the leaders in public affairs and in the professions.¹

The main objective of secondary education was mental training through the acquisition of traditional subject matter; and there was a widespread belief that "He who knows can teach". The ideal qualification of a secondary school teacher was conceived as a mastery of subject matter of his speciality, and any training in the methods of teaching was not considered essential.

¹I.L. Kandel, Comparative Education (Boston: Houghton Mifflin Company, 1933), p. 627.

By the end of the nineteenth century and the beginning of the twentieth century the issue of professional education of secondary teachers began to receive more and more attention. Two factors played an important role: Firstly, with the growing recognition of the democratic principle of equality of opportunity, secondary education began to be more generally provided, and at the same time the school leaving age was gradually raised. Secondly, it came to be realized that the purpose of secondary education was not limited to the transmission of the cultural heritage; that education was a broader concept than instruction; and that the purpose of education at any stage was to develop an individual intellectually, physically, morally, and emotionally. This broad and new concept of secondary education placed new responsibilities on the teacher. His place and importance in the educative process came to be increasingly recognised. The function of a teacher has been considerably broadened. He is expected to assist in the total development of the child. In order to perform the educative function effectively:

The teacher's preparation must, therefore, include a broad general or liberal education, training in ability to understand the place of the cultural assets that he finds in the environment, and acquisition of skill in understanding his pupils as growing individuals.²

These changes in the scope, purpose, and aim of secondary education led, on one hand, to the demands of higher and better standards of professional pre-service education, and on the other hand, to the

²I.L. Kandel, The New Era In Education (Cambridge: Houghton Mifflin Company, 1955), p. 324.

need for and emphasis upon in-service education of secondary school teachers. Moreover, rapid progress and advancement in all fields of knowledge made it clear that the training of teachers could not be restricted to the period of pre-service preparation, but must be continued throughout their careers. It is now generally accepted that pre-service education of any duration and standard does not and cannot produce an accomplished teacher, any more than a medical degree can produce a competent specialist. The young graduate has to continue to learn to meet new situations and conditions, and to keep himself abreast of ever growing field of human knowledge.

A third factor which has given impetus to the need of in-service education is the presence of a large number of inadequately prepared teachers in almost every country, both at the primary and secondary levels. The position with regard to secondary education is even more serious in this respect,³ and programs of in-service education for secondary school teachers are being increasingly developed and used everywhere to make up this deficiency.

After these remarks about the need and importance of in-service education, it would be proper to proceed with the study of in-service education for secondary school teachers in England, France, and the United States.

³International Bureau of Education, International Year Book of Education 1956 (Paris: Unesco, 1956), p. 43.

A. In Service Education in England

The origin of in-service education in England goes back to the beginning of the present century, when it became evident that in view of fast developing knowledge, the training of teachers could not be considered final at the time of their leaving the training institution. People also began to doubt the common assumption that experience was sufficient enough to make good any deficiency in pre-service education. Problems of stagnation and deterioration in teaching, and of refreshing and increasing knowledge of teachers in service were dealt with on two levels - administrative and educational. On the administrative level, a period of probation was introduced, which a prospective teacher must pass in order to qualify for certification. On the educational level, arrangements were made for in-service education for teachers.⁴ At the beginning, evening classes for teachers in service were organized by local institutions and voluntary organizations. With the establishment of a more unified system for the local administration of education under the Education Act 1902, the scope of these classes was extended, and finally, the Board of Education itself commenced the organization of short courses for teachers in-service which have been continued each year, and gradually extended in scope.⁵

Since the establishment of area training organizations under the Education Act 1944, the opportunities for in-service education have

⁴Lance G.E. Jones, The Training of Teachers in England and Wales (London: Oxford University Press, 1924), pp. 182-183.

⁵Ibid., pp. 190-191.

further increased. In this task, the area training organizations⁶ work in cooperation with local education authorities⁷, especially for the release of teachers who want to take a full time course.⁸ In the meantime the demand for short refresher courses - originally initiated many years ago by the Board of Education-has been increasing steadily, and today there is a greater demand for such courses than ever. This demand according to Kandel, "may be attributed not only to the changing character of the school but also to a heightened professional consciousness."⁹

Types of In-Service Education in England

Different courses for in-service education for secondary school teachers fall broadly into the following categories:

1. Supplementary Courses
2. Special Courses for Serving Teachers
3. Short Refresher Courses

⁶The Area Training Organizations are the training organizations formed in association with the universities, and have the responsibility for the approval of curricula and syllabuses for all types of students in training. They are also concerned with planning the development of training facilities in their areas, providing educational centres for the use of the students and serving teachers and organizing facilities for further study of qualified teachers in the schools.

⁷Local Education Authorities: The councils of the counties and county borough (a city with not less than 50,000 population) which are responsible for organizing the system of public education in their areas.

⁸I.L. Kandel, The New Era in Education (Cambridge: Houghton Mifflin Company, 1955), p. 341.

⁹Ibid.

1. Supplementary Courses

Supplementary courses are organized by the Ministry of Education for the duration of one year. The main purpose of these courses is to enable the practising teacher to increase his knowledge and teaching competence in a subject of his special interest. They are mainly intended for non-graduate teachers to enable them to secure graduate status, but a few graduates may be admitted to them in exceptional circumstances.

In addition to financing the course, the Ministry of Education also pays a grant to the students, depending upon their circumstances, and nature of the institution in which the course is held.

Supplementary courses cover the same range as the subjects of study which are included in the pre-service training program; but the particular courses actually offered every year depend on the special needs of the schools, and the financial circumstances of the Ministry

2. Special Courses for Serving Teachers

These special courses are a comparatively recent innovation, and at present exist on a small scale. The Ministry of Education sponsors these courses for one year, to meet the needs of specialized schools or training institutions (e.g. schools for teachers of young children or art courses, etc.). They are also open to a limited number of practising teachers to raise their professional qualifications to a more advanced level. The Ministry of Education pays a grant for tuition and maintenance to all students.

3. Short Refresher Courses

This is the most popular form of in-service education in England. Refresher courses exist in great profusion and variety, and are mainly intended for practising teachers in schools, but some of them are open also to teachers from other educational institutions, such as training colleges. These courses are run by the Ministry of Education, the Local Education Authorities, the Area Training Organizations, the National Union of Teachers, and other private associations. They vary in their duration, but typically, they last from ten days to a fortnight. No tuition fee is charged, but the teachers pay for their board and residence. The Ministry and the Local Education Authorities give some financial assistance to teachers attending the courses.

In their earlier days, refresher courses were essentially content courses, and were concerned with the general subjects of education (e.g. English, History, Geography, etc.). They were not concerned with the methods of teaching of these subjects. Now, refresher courses deal with general subjects of education or with teaching methods or with both.

Recently, refresher courses have expanded both in number and variety. A point has almost reached, where it seems necessary to combine the efforts of various agencies running these courses, otherwise there is a danger of unnecessary overlapping and duplication. A comprehensive plan is needed for these courses, to secure maximum

effectiveness.¹⁰

Thus in England, today, considerable facilities exist for in-service education. For example, during 1959-60, as many as 157 one year supplementary and special advanced courses for general teachers were organized, which were attended by some 2600 teachers. Moreover, the Ministry of Education alone held 77 short (one to two weeks) refresher courses for over 3800 serving teachers including one course each in Sweden, Paris and Rome.¹¹ In providing these facilities, the Ministry of Education, the Local Education Authorities, the Area Training Organizations, and teachers themselves through their professional organizations contribute their share. It means that the concept of in-service education as a means of continuous professional growth of teachers is generally recognized by all.

B. In-Service Education in France

France has always tried to hold its ideal of 'culture generale' as the aim of secondary education. The purpose of secondary education in France has always been the transmission of this 'culture generale' to an elite through intellectual training, and although technical and social changes have given rise to widespread demands for reforms in secondary education, the essential character of French secondary

¹⁰ C.A. Richardson, Helene Brule, and Harold E. Snyder, The Education of Teachers in England, France, and the U.S.A. (Paris: Unesco, 1953), pp. 89-92.

¹¹ International Bureau of Education, International Year Book of Education 1960 (Paris: Unesco, 1960), p. 432.

education still remains the same. The concept of "elite" has changed however. It is now based on ability and talent, rather than the social and economic status of the pupils' parents. It is true that more and more opportunities are being provided for every child to get the education which is suitable for his aptitudes and abilities. But as far as the character of French education is concerned, "no radical reconstruction of French education has yet been enacted."¹²

Secondary school teachers in France are usually prepared in universities or in higher normal schools. Teachers in lycee's are selected by way of the agregation - a competitive examination of the highest standard in the special subjects that the candidates wish to teach. The introduction of professional requirement for teachers in secondary schools is a recent development and reflects the new status of secondary education in France.¹³

As far as in-service education for secondary school teachers is concerned, they are not compelled to attend the educational conferences and training courses which are organized by educational authorities for the professional improvement of teachers in general. It is supposed to be the individual responsibility of teachers in secondary schools to work for their professional growth. Realizing

¹²I.L. Kandel, The New Era in Education (Cambridge: Houghton Mifflin Company, 1955), p. 285.

¹³Ibid, p. 353.

their responsibility, most of them are members of specialist teacher's associations formed for the purpose of providing further academic and professional training. In addition to non-official associations engaged in in-service education of secondary school teachers, official bodies organize regional and national seminars and conferences on educational matters and problems.¹⁴

Types of In-Service Education in France

Facilities for in-service education provided by both educational administration and non official associations generally include the following.

Pedagogical Conferences

Pedagogical conferences are held in every 'canton' at the beginning of school year. Attendance for secondary school teachers is optional. These meetings are mainly concerned with some theoretical and practical teaching problems. The main topic for discussion is selected by the Minister of Education and communicated to all teachers several months before the meetings.

Training Courses

These specialized training courses are organized either by the educational administration or by CEMEA (Centres for Training in Active Educational Methods). They concentrate on developing the teacher's skills in adopting the "principles of learning by doing" and the project

¹⁴International Bureau of Education, Secondary Teacher Training (Paris: Unesco, 1954), p. 84.

method particularly in the "classes nouvelles".

The National Centre for Educational Documentation

Though the centre is primarily concerned with documentation and research, it also serves as a means for in-service education for teachers. One of its aims is "to assist secondary and primary school teachers in their studies, teaching, research, and practical work and the improvement of their general culture." To achieve this objective, the centre provides facilities and opportunities for further study and research by supplying books, films and information to teachers, and making available to them free use of its library.¹⁵

In-Service Education Provided By Non-Official Bodies

Among many unofficial organizations engaged in in-service education the more notable are:

- a) Association of National Science Teachers
- b) The Movement of "Ecole Moderne"
- c) The Cooperative Movement in Schools
- d) The Educational Association (Ligue de l'Enseignement)
- e) International Centre of Educational Studies

These associations organize study conferences, discussions and study excursions, conduct experimental or "pilot" classes, and arrange

¹⁵C.A. Richardson, Helene Brule, and Harold E. Snyder, op. cit., pp. 165-168.

study courses for educational advisors, principals, and teachers of different subjects.¹⁶

Summing up this short account of in-service education in France, it may be pointed out that the concept of in-service education for secondary school teachers has not yet received the general acceptance that it has in England or the U.S.A, at least not in the sense that in-service education should be organized and administered. It is assumed that the teacher himself will be responsible for his professional growth. Facilities for in-service education for secondary school teachers are thus very limited. Most of the work in this field is done by professional organizations of teachers. This situation may be due to the prevailing philosophy of secondary education and system of teacher training in France. Secondary School teachers in France are usually prepared as scholars and specialist in their fields and are expected to improve themselves through independent study and research.

C. In-Service Education in the United States

The history of in-service education in the United States is influenced by many factors contributing to the general make up of the total educational program of which promotion of professional growth of the teachers has been only a part.

¹⁶International Bureau of Education, International Year Book of Education 1956 (Paris: Unesco, 1956), p. 164.

Perhaps, the most important factor that has led, directly or indirectly, to the development of in-service education and has influenced the nature of that development is the influence of the progressive philosophy of education on the concepts of the aims and values of education, function of the school, and the role of the teacher. Progressive philosophy of education emphasizes change and growth and defines education "as the constant reconstruction of experience."¹⁷ This constant and continuous reconstruction of experience is needed to cope with a changing world. Since the world is continually changing, with new problems and issues constantly appearing, a dynamic curriculum is needed to keep pupils abreast of the changes. This situation places on school and teachers a responsibility to become familiar with these new problems and to plan for changes in the curriculum. The teachers can become equipped to assume this responsibility only through continuous in-service education.

There are other factors that have exerted their influence on the development of in-service education. Some of the factors are: the unprecedented growth of school enrolment, the expanding heterogeneity of school population due to economic and social progress, and the consequent extension of curriculum. These forces tended to increase the demand for teachers to add to their pre-service preparation, and to augment the need for continuous growth of teachers.¹⁸

¹⁷John S. Bruhacher, Modern Philosophies of Education (2nd ed., New York: McGraw-Hill Book Company, 1950), p. 22.

¹⁸H.G. Richey, "Growth of the Modern Conception of In-Service Education," In-Service Education, 56 Year Book of the National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p. 36.

The history of in-service education in the United States dates back to 1839 when first Teacher's Institute was established under the leadership of Henry Bernard.¹⁹ At that time teachers in schools were generally, immature, poorly educated and superficially trained. The main purpose of in-service education at that time was to correct such deficiencies and Teachers' Institutes became the chief means of accomplishing this end. Developing along with the state normal schools, the institutes were peculiarly American in origin: They partook of the nature of moving normal schools, at which one or more permanent lecturers addressed a local group of teachers, who then discussed the addresses. They varied in length from a few days to six weeks. According to Lewis, the original purposes of the institute were (1) to teach academic subject matter to poorly prepared teachers; (2) to assist candidates to secure certificates, (3) to teach professional subjects, and (4) to inspire teachers to greater personal growth and professional service.²⁰

Teachers' institutes originally served as training schools, but as normal schools grew in number and popularity, the character of the institutes changed and they became essentially professional meetings of teachers dealing with some current educational problems. Anyhow, for about a century these institutes remained popular as a widely used

¹⁹Benjamin W. Frazier, National Survey of the Education of Teachers, V. (Washington D.C.: Government Printing Office, 1935), p. 22.

²⁰E.E. Lewis, Personnel Problems of the Teaching Staff (New York: The Century Co., 1926), p. 84.

form of in-service education. In 1935, however, National Survey of Education of Teachers reported that institutes were losing ground steadily and there were unmistakable tendencies towards substituting other forms of in-service education. The main reason of their decline was that by that time the level of teacher preparation had risen to the stage where these institutes, which were short in duration, poor in organization, superficial in work, lacking in continuity and limited in facilities, could offer little, if anything, to classroom teachers.²²

During this period, the conception of teacher improvement as a major aspect of supervision, evolved and became more generally accepted. Some of the supervisory activities designed to improve the work of teachers included model lessons by special supervisors, criticism of the work done, and suggestions for improvement, visiting and meeting teachers regularly to consider special problems and holding of classes to instruct regular teachers.²³

The ideas about supervision too changed slowly, due to influences which introduced greater permissiveness, shared planning and humaneness in teaching practices. Supervision developed as a kind of guidance that accomplished administrative ends, but took into account the personality and ability of the teacher. By this time, teachers in large number, through their background, preparation and

²² Benjamin W. Frazier, op. cit., p. 81.

²³ H. G. Richey, op. cit., p. 52.

experience had attained professional status and were considered to be experts in their own areas. Consequently, it came to be recognized that teachers were no longer elementary school graduates to be trained, but specialists to be consulted, and that supervisory activities previously directed toward teacher improvement could be more fruitfully focussed on the promotion of pupil growth. As a result, attempts by teachers, school supervisors and superintendents to solve problems of common concern constituted in-service education, not of teacher individually, but of the school staff as a professional group.

Thus, in the development of in-service education in America, three trends in recent years seem most significant. First, the earlier idea of using in-service education to fill the gaps in the pre-service preparation of teachers has been largely replaced by a conception of in-service education as a process of continuing growth on the part of the teachers. This has been particularly due to the appreciable increase in the length and quality of pre-service education of teachers and up-grading of their professional status. Second, there has been a gradual shift from programs developed by higher academic institutions on their own initiative to programs designed to meet the special needs of particular schools and school systems. Previously, teachers in-service took formal courses at some academic institutions. Now, in an effort to help teachers to find ways of improving their work, a chief school administrator and professor of education at some nearby institution of higher learning work cooperatively, and teachers carry on action research in their own classrooms under the supervision of their superintendent as

well as of consultants from professional institutions. A third trend is that as focus moved from the professional school to the school system, it has also moved from the individual teacher and his personal growth to teaching staff and its growth as a working unit.

These trends indicate a new approach to in-service education which has lately emerged in the United States. According to Snyder:

Certainly, this new approach has been one of the most fruitful recent development in teacher education.²⁴

Organization of In-Service Education in the United States

The present trend in the United States is to organize in-service education programs, concerned with the problems and needs of local school systems. It is also true that in the United States, no uniform pattern of organization of in-service education is followed. Every school system is free to follow its own pattern according to its needs and resources. Because of these considerations it seems useful to present a short account of the most common patterns in which in-service education is organized in different school systems. This account is based on a survey conducted by Berge, Russell and Walden, of in-service programs in 145 school systems in the United States.²⁵

On the basis of this survey, Berge and his associates have classified the organization of all the in-service education programs

²⁴C.A. Richardson, Helene Brule, and Harold E. Snyder, op. cit., p. 247.

²⁵M.L. Berge, H.E. Russel, and C.B. Walden, "In-Service Education Programs of Local School Systems," In-Service Education 56th Year Book of National Society for the Study of Education (Chicago: University of Chicago Press, 1957), pp. 197-223.

under three headings: (1) the centralized approach, (2) the centrally co-ordinated approach, and (3) the decentralized approach. Some salient features of each approach are given separately.

Centralized Approach

The centralized approach is based on the conviction that curriculum development should be initiated, managed, and frequently conducted by persons in the central office of a school system. Thus under the centralized organization of in-service education, the central office of the school system, assumes the chief responsibility for the initiation of the program and, in most cases sets up the organization with a view of achieving some preconceived kinds of action. The centralized approach raises a fundamental question namely "How do people learn?" If the objective of in-service growth is to be achieved through re-education of teachers, then the organizational pattern of in-service education must take into account this fact that individual motivation is one of the most important factors in the learning process. This motivation is usually strengthened when groups are permitted to select their own problems and plan ways of working on them. According to the findings of the survey, in the school systems following a centralized approach to in-service education, problems chosen for committee study were selected because of their significance to central office personnel rather than to the members of the teaching staff.

Further, a centrally organised program of in-service education helps little in creating a working atmosphere that is conducive to

building mutual respect, support, permissiveness and creativeness. This can be expected when committees are usually drawn from several schools and members of these committees are not too well known to one another. It is difficult to establish effective working conditions especially when teachers are asked to work on problems which are of little concern to most of them.

In centrally organized program of in-service education, evaluation and appraisal are usually undertaken by small groups in the central office. These groups rather than the teachers concerned make decisions on changes to be effected as a result of evaluation.

In short, in the opinion of Berge and others, "the centralized in-service programs seems to operate within a framework where the problems have their origin in the administration and committees of teachers are appointed to find some solution."²⁶

Centrally Co-ordinated Approach

The centrally co-ordinated approach is characterized by a variety of activities embracing efforts initiated by a single school or several schools operating independently, and activities organized on school system level. The common factor running through these activities is a co-ordination by the central office, to foster the achievement of some commonly accepted system wide goals. This co-ordination by the central office is gained through the involvement of

²⁶Ibid., p. 202.

the central office personnel at various points in the on going program, sharing frequently the responsibility of planning the procedures to be followed, serving as resource people or consultants, facilitating communication and serving as members of the body authorized to translate committee recommendations into action.²⁷

In school systems following this approach to in-service education, there are either committees of teachers only, or committees of a representative cross section of the total school system staff which choose the problems to work on, and which actually work on these problems. Moreover, these problems are usually significant, not only to those who work on them, but to the school system itself.

In in-service programs organized through centrally co-ordinated approach, the participation of teachers in the work of the committees is generally on a voluntary basis. Appointment of teachers on committees by the school administration is rare. This freedom of choice on the part of teachers means that they participate because of an interest in the problems to be studied and the activities undertaken in the study of these problems.

In the opinion of Berge and his associates, "One of the most significant aspect of in-service education in school systems subscribing to the centrally co-ordinated approach is that many opportunities are afforded for face to face, small group work."²⁸

²⁷Ibid., p. 203.

²⁸Ibid., p. 205.

Elaborating this point, they refer to many activities such as general faculty meetings, grade level committees, subject areas committees, and comprehensive over all committees, in which these systems are engaged simultaneously. Such a breadth and variety should offer the opportunity for everyone to find an activity suited to his interest and his level of responsibility, and with so many activities simultaneously in operation, one can assume that much of the work is done in small groups in face to face relationship.

Evaluation is an essential part of in-service program organized on centrally co-ordinated basis. For evaluation, many techniques such as oral reaction, unsigned questionnaires or a combination of both, are used.

Another important aspect of this approach toward in-service education is the recognition and consideration of individual differences among the teachers. Practices like cooperative group planning, voluntary participation, utilizing members of the teaching staff as leaders and resource people, and the provision of many opportunities for face to face and small group experiences can be assumed to be based on the recognition of individual differences and their contribution to the solution of problems faced by the group.²⁹

Decentralized Approach

The decentralized approach to in-service education is based on the assumption that its organization is primarily the responsibility of

²⁹Ibid., p. 211.

the individual school and its staff. Decisions regarding the selection of the problems, the methods to be used for attacking them, and the personnel to be involved are made in the individual school. The central office may provide consultant service, but it assumes a minimum responsibility for initiation, direction or co-ordination of in-service program.³⁰

In the school systems following a decentralized organization of in-service education, faculty meetings of the individual school staff serve as chief vehicle for in-service education, and the school principal exercises considerable leadership in planning in-service work.

In decentralized systems, in-service work is mainly done on problems concerning individual schools, and suggested by teachers and principals. Committees of teachers from the school study the problems and report their results to their principals and colleagues. Here, it would seem that with in-service education focused on the individual school level, the same people who work on problems would plan how they work. Domination or control by forces outside the school would be reduced or eliminated.

In a decentralized approach, the problem of interrelationship among different groups is simplified, since system wide groups are eliminated or kept to the minimum. Provision of opportunities for

³⁰R. Doll, A. Harry Passow, and Stephen Corey, Organization for Curriculum Improvement (New York: Bureau of Publication Teachers College, Columbia University, 1953), p. 5. Quoted by M.L. Berge, H.E. Russel, and C.B. Walden, op. cit., p. 212.

people to relate themselves to one another is greatly facilitated, because of the immediate need for cooperative problem solving in each school. But it may be pointed out, that decentralization might develop better relationship among individuals and groups within the school, but it might also lose benefits from interrelationships among the individuals and groups of the total school system.

There are some obvious drawbacks which may result from too much decentralization of in-service education. For example, there is a possibility that an individual school unit might set itself apart from the rest of the school system and become isolated. Teachers of a school unit could lose contact with the rest of the school system and become so engrossed with their own way of doing things that they are, no longer, much interested in what is going on outside their own school. Further, under extreme decentralization of in-service education, it would become difficult to provide equally rich resources to all individual schools, unless some plan of sharing these resources is developed.

Conclusion

On the basis of the survey, Berge, Russel and Walden have tried to suggest that approach to in-service education which best achieves the objective of professional growth of teachers. In their judgment, centrally co-ordinated approach offers the best possibilities of achieving this objective. They, however, admit that each approach has its strong and weak points and no one approach offers a 'magic' solution to the problem of in-service education. This view about the centrally

co-ordinated approach is supported by the fact that out of 145 school systems surveyed, they identified and classified 83 or 57 per cent as following this approach.³¹

Explaining their stand, Berge and his associates declare that it would appear most difficult for a strictly centralized system to provide opportunities for individuals and groups to work on problems that are especially significant to them. As in-service activities are initiated, managed and conducted from the central office of the school system, the opportunities for a large number of teachers to see significance in these activities, to participate in them and to plan how they would work, would decrease. In a centrally organized in-service program, it would also seem difficult to create an atmosphere of mutual respect, support, permissiveness and creativeness.³²

On the other hand, a decentralized system is considered to possess the most strength in the very spot where centralized operation of in-service education appears to be weakest. However, if decentralization is carried to the point that relationships, exchange of ideas and cooperation with other schools and the central office were eliminated, it would seem as though decentralization would become impractical and ineffective.³³

³¹M.L. Berge, H.E. Russel, and C.B. Walden, op. cit., p. 221.

³²Ibid., p. 222.

³³Ibid., p. 223.

Because of these reasons, Berge, Russel and Welden maintain that, "a wisely managed system of central co-ordination would combine the advantages existing in both the centralized and decentralized approaches and, at the same time, avoid most of the dangers that exist in each."³⁴

Finance Pattern of In-Service Education in the United States

When an individual teacher attends an in-service course in an institution of higher learning, for his personal and professional improvement, he, himself, pays its cost. The school system on their part provide incentive to their teachers to attend such courses, through recognition of such a course by a raise in grade or a grant of a leave of absence, or increase in salary.

The cost of in-service education conducted by the school systems for the benefit of their teachers, is paid for by the school systems themselves, and is included in their over all budget for the year. For teachers, provision of free time is made to enable them to participate in such programs, and they are paid for the time spent.³⁵

Types of In-Service Education in the United States

There is a wide variety of activities included in in-service education in the United States. Summer schools, extension courses,

³⁴Ibid.,

³⁵C.A. Richardson, Helene Brule, and Harold E. Snyder, op. cit., p. 265.

workshops, teacher study groups, conferences, travel, preparation of curriculum publication and many other similar activities are a part of in-service education. According to a study made in 1954, six school systems used 54 different types of in-service education activity.³⁶ However, it was also found that college courses and workshops are the most commonly used as in service activities throughout United States.³⁷ It is not possible to deal at length with such a variety of activities, therefore, only those activities that are generally used, are described here.

Summer Schools and Extension Courses

Summer schools and extension courses have followed a similar course of development, in that, both of these emerged early in the present century as the most popular and convenient form of in-service education. The fundamental idea on which summer schools are based is that study during vacations is easier to arrange than any other form of continuous-course programs for teachers during term time.³⁸ The main difference between extension and summer courses is that extension courses are conducted by the universities and colleges away from their own campuses to meet the convenience of teachers. Otherwise both of

³⁶P.C. Archer, "In-Service Education," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Company, 1960), p. 707.

³⁷Ibid.

³⁸W.C. Reavis and C.H. Judd, The Teacher And Educational Administration (Cambridge: Houghton Mifflin Company, 1942), p. 560.

these courses offer the teacher an opportunity to do college work and earn credits toward degree without the loss of salary. School systems usually encourage their teachers to attend such courses by increasing their salary. In most of the school systems, attendance at summer school is the most frequently accepted activity for advancement on salary schedule.³⁹

Summer schools and extension courses, generally cover all the subjects related to academic and professional education of teachers. Extension courses are sometimes developed cooperatively by teacher training institutions and local school systems to deal with some specific problems faced by the teachers in that system.

Meetings, Conferences, and Study Groups

These activities of in-service education are generally organized by individual schools, school systems, and professional organizations. Among the professional organizations, there are few like Association for Supervision and Curriculum Development, Association for Childhood Education International, Cooperative Research Institute, and Joint Council on Economic Education, whose conferences and meetings, "are being planned deliberately and specifically to meet the in-service education needs of the group's membership."⁴⁰

³⁹P.C. Archer, op. cit., p. 706.

⁴⁰K.J. Rehage and G.W. Denemark, "Area, State, Regional and National In-Service Programs," In-Service Education 56 Year Book of National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p. 246.

In these meetings and conferences, whether organized by the local school system or by a national organization, participants usually work as individuals and as members of groups on problems that are of significance to them. There is a growing tendency to deal with problems in small study groups and committees. These informal, relatively small, and independent units function more effectively, because in such groups there is a greater possibility of establishing face to face relationship and creating an atmosphere conducive to building mutual respect, support, permissiveness and creativeness.⁴¹

These study groups usually cover a wide range of topics. According to Prall and Cushman, study groups organized by the Commission on Teacher Education dealt with problems like:⁴²

methods of studying child growth and development;
 using community resources in the school's program;
 meeting the students' most serious health problems;
 making informal behavior records; improving
 personal relations on the staff; and evaluating
 the schools' program or one's own teaching.

Another example is the study groups organized by the Association for Supervision and Curriculum Development. At the Association's 1955 annual conference, seventysix groups were organized around thirty six different topics, providing each participant with an opportunity to pursue problems of particular interest and concern to him.⁴³

⁴¹Ibid., p. 248.

⁴²C.E. Prall and C.L. Cushman, Teacher Education In Service (Washington D.C: American Council on Education, 1944), p.16

⁴³K.J. Rehage and G.W. Denmark, op.cit., p. 247.

Workshops

The first workshop was introduced by the Progressive Education Association in 1936. It has now become an increasingly important means for the continued education of teachers in service. According to a study made in 1955, workshop, with the exception of summer schools and extension courses, was the most used form of in-service education.⁴⁴

There is no accepted definition of a workshop, but it normally consists of a number of teachers working together, with resource persons and a director, under conditions that are designed to provide for individual growth through contact with a stimulating environment, a part of which is the group itself. In theory, there is no pre-planned or arbitrary schedule of activities; the participants work on problems they wish to work on; and leadership is a function of the workshop members.⁴⁵

In the opinion of Kelley, a workshop, in order to be different from a meeting, class or a gathering, should have a planning session where all are involved at the beginning; there must be a considerable time for work sessions, where all have an opportunity to work with others on the problems most significant to them; and there must be a summarizing and evaluating session at the close.⁴⁶

⁴⁴K.E. Anderson and H.A. Smith, "Pre-Service & In-Service Education of Elementary & Secondary School Teachers," Review of Educational Research, XXV (June, 1955), p. 221.

⁴⁵James R. Mitchell, "The Workshop as an In-Service Education Procedure", North Central Association Quarterly, XXVIII (April 1954), pp. 421-457.

⁴⁶Earl C. Kelley, The Workshop Way of Learning (New York: Harper Brothers, 1951), p. 137.

Prall and Cushman stressing on the importance of a workshop as a means of in-service education enumerate its essential features in these words.

The essential features of what we shall call a workshop are intensive consideration of practical problems that have arisen from the daily functioning of the teaching job, flexible and informal working conditions, active sharing by workshopppers in developing plans for individual or group study, and easy access to a wide range of resources - in terms of staff, fellow⁴⁷ participants, books and other aids to learning.

The most common type of workshops, are those organized and supported by school systems for their teachers. Generally, these workshops involve connection with a university or training college, so that credits may be earned by the participating teachers either toward promotion on salary schedule or toward a degree. For example, the city of Los Angeles has a very extensive in-service training program on workshop basis, in which 'points' toward promotion in salary are earned by the participants.⁴⁸

A number of universities and colleges conduct their own workshops, and award regular credits to the participants. A good example is the educational workshop at Wayne University, which has been in operation since 1938. This workshop is conducted on semester basis and works once a week throughout the year.⁴⁹

⁴⁷C.E. Prall and C.L. Cushman, op. cit., p. 201.

⁴⁸Paul B. Jacobson et al., The Effective School Principal (2nd Edition, New York: Prentice-Hall, Inc., 1954), p. 110.

⁴⁹Earl C. Kelley, op. cit., p. 1

Workshops usually deal with two types of problems - problems concerning individual teachers, and problems emanating from the experimental aspect of school program. To provide for both, a workshop works through small study groups and thus maintains variety of activities and diversity of purposes. In short, the contents of a workshop may range from the problems relating to curriculum development to those of teaching of science in a particular class.

D. Some Principles Underlying In-Service Education for Secondary School Teachers Based on this Comparative Study

This comparative study of in-service education in England, France, and the United States was undertaken in an attempt to develop some principles underlying the practices of in-service education in these countries. In developing these principles, the writer has relied upon this comparative study and upon the guidelines and operational principles which Parker has suggested for planning, organizing and conducting in-service education activities and programs in schools and school systems.⁵⁰ Parker's guidelines are, no doubt, based upon his study of in-service education in the United States, but as his suggestions deal with some fundamental principles of learning process and group activity, they might be applicable to the problem of in-service education in any country. As already mentioned, these principles have been

⁵⁰J. Cecil Parker, "Guidelines for In-Service Education", In-Service Education, 56th Year Book of National Society for the Study of Education (Chicago: The University of Chicago Press, 1957), pp. 103-128.

developed in the hope that they might be of assistance in improving the program of in-service education in West Pakistan. Here, it may be pointed out that in presenting these principles no sequential order of preference is maintained, because none of these principles is exclusive, or superior to others.

Principle 1:

The professional training of the teacher does not cease as he leaves the college for the teaching position.⁵¹

This means that no teacher is ever fully trained or at least his preparation is never finished, and no amount of pre-service education is ever fully satisfactory. A teacher does not enter the profession as a finished teacher. He has to continue to learn while in-service, to meet new situations in the classroom, and to keep himself abreast of ever-growing sum of human knowledge in every field. It is obvious that this much needed professional development cannot be adequately served by continuous teaching experience alone. It is essential that facilities be provided for in-service education for teachers. It is now generally accepted that, "pre-service and in-service education are merely different aspects of a program of professional improvement that has no terminal point."⁵²

⁵¹Harold Spears, Curriculum Planning Through In-Service Programs (Englewood Cliffs N.J.: Prentice-Hall, Inc., 1957), P.315.

⁵²Paul B. Jacobson et al., The Effective School Principal (New York: Prentice-Hall, Inc., 1954), p.393.

This need for continuous growth of teachers through in-service education governs such diverse practices as refresher courses in England, educational conferences in France, and education workshops in the United States.

Principle II:

Although the prime purpose of in-service education is to promote the continuous growth of teachers, it must also attempt to eliminate deficiencies of those who were inadequately trained during their pre-service education.

It may be recalled that in-service education was initially introduced to fill the gaps in the pre-service education of teachers. Though the position of inadequately trained teachers has considerably improved during the last decade, yet it cannot be said that the problem has been finally solved. The shortage of adequately trained teachers in secondary schools is world wide. Unesco reports on secondary education continually stress a continued disproportion between the number of teaching staff required in secondary schools and the supply available.⁵³

In view of this shortage of trained teachers, it is essential that the deficiencies in the pre-service education of teachers be eliminated through the programs of in-service education. This is being done in many advance countries of the world. In England, measures to meet the shortage of teachers include the expansion of supplementary one

⁵³International Bureau of Education, International Year Book of Education 1960 (Paris: Unesco, 1960), p. 47.

year courses and the increase in the number of short term in-service courses.⁵⁴ In France, the shortage of secondary school teachers is being faced through such in-service activities as transforming second year of training into a year of supervised teaching with attendance at study conferences and preparatory courses in extra-scholastic activities.⁵⁵ In the United States where 3% of secondary school teachers are inadequately trained,⁵⁶ summer schools, extension courses and education workshops are normally used to provide training to inadequately trained teachers and to bring them upto a regular certification standard.

Considering the shortage of trained teachers in Pakistan,⁵⁷ it is highly desirable that some specific programs of in-service education be developed through which untrained teachers in service may attain full professional status.

Principle III:

In-Service education should not be limited to teachers only, but should include the entire professional staff of the school.

The educational program is an activity which should be carried on by both teachers and school administrators working cooperatively. The improvement in the educational program naturally involves the improvement of all responsible to put it into operation. Further,

⁵⁴ _____, International Year Book of Education 1956 (Paris: Unesco, 1956), p. 389.

⁵⁵ Ibid., p. 163

⁵⁶ Harold Spears, op. cit., p. 316.

⁵⁷ Supra Ch. I

taking the aim of any educational program to be the optimum growth and development of all the children in the school, it must be expected that all concerned with guiding this growth should also grow and develop to the extent of their capacity.

Another factor which demands the growth of the total staff of the school is that observation of educational practices and findings of research indicate increasingly that an attack upon educational problem by all persons concerned with it, is a superior means of clarifying the problem, of developing its solution, of ensuring participation of all in the implementation of solution, and of promoting professional growth in general. The idea of the improvement of the entire staff rather than merely that of teachers is inherent in this cooperative attack upon educational problems.⁵⁸

This broader concept of in-service education is more emphasized in the United States than in England and France. While in England and France, in-service education is generally designed to promote the growth of teachers in their respective fields, in the United States, cooperative procedures involving the staff at all levels are increasingly used in connection with surveys of school practices and of the community, the planning of educational policies, curriculum revision and the like.

Principle IV:

People work better as individuals and as members of groups on problems that are significant to them.⁵⁹

⁵⁸ H.G. Richey, op. cit., p. 60.

⁵⁹ J.C. Parker, op. cit., p. 104.

An in-service program should be significant to the individual participants. Because only then, his interest in the program is aroused and he can see the relationship between the program and his value system. An in-service problem is significant to an individual when he can become involved in it emotionally as well as intellectually; when it can be seen as a basis for action; and when a solution is demanded by the exigencies of the situation as he perceives them.

The in-service problems should be of significance not only to individuals, but also to the group. As mentioned, activities by a group result in a greater outcome. The exchange of ideas among the members of a group can develop better solution for the problems in question. In a group important decisions about the group work should be made by the group rather than by the individuals.

In-service programs in the United States are generally organized as a group activity like workshop and study groups. In these programs efforts are usually made to discuss those problems which are considered significant to individual teachers and to the group.

Principle V:

The same people who work on problems should formulate goals and plan how they will work.

Parker is of the view that in an in-service program goals should not be imposed upon the group of teachers participating in the program. The group itself should set its goals and plan its own procedures accordingly. Suggestions regarding the goals or procedures may come

from the group leader, but should be freely accepted by the group.⁶⁰

Principle VI:

Continuous attention should be given to individual and to group problem-solving process

A group of teachers in an in-service program is composed of different individuals with different backgrounds, varied abilities and aptitudes and different value systems. The leader of the group should continually pay attention to the proper procedures leading to the objectives of the program. There is no one pattern or set of logical and sequential steps of problem-solving process. Each group should make its own plans according to its goals, ideals and materials, as well as the perceptions of individual group members. Each group and each individual must, however, include, in the plans of operation, continuous attention to the improvement of those procedures.

Principles VII

An atmosphere that is conducive to building mutual respect, support, permissiveness, and creativeness, among participants should be created.

In-service education should be conducted in a free and friendly atmosphere. Leadership in in-service programs should be based upon democratic procedures. These democratic leaders should have the responsibility of creating a permissive atmosphere in which the individual can express himself to the fullest possible extent of his abilities and at the same time respect the freedom of other participants.

⁶⁰ Ibid., pp.107-109.

Every effort should be made to involve the entire group in each and every problem and the members of the group should be encouraged to work together as much as possible. These cooperative procedures are used to release the power of a group and of the individuals in the group.

Principle VIII

Constant encouragement should be present to test and to try ideas and plans in real situations.⁶¹

When planning a program, the major purpose of all in-service education - improvement of the teaching learning processes - must be kept vividly in mind. According to Spears, "the test of the in-service program lies in the improvement of the instruction and, consequently, in the improved development of the pupils."⁶²

The real situation for testing the ideas and plans developed by a group of in-service teachers is the school setting itself. In fact, an experimental climate should be built in a school. This requires constant encouragement and support from the school administrators. The teachers participating in an in-service program should be encouraged and motivated to go back to their schools and put into action the outcomes of their in-service activity.

Principle IX

With the increasing acceptance of in-service education

⁶¹Ibid. p. 118.

⁶²Harold Spears, op. cit., p. 315.

as an important and essential means for the improvement of the educational program, its cost should be paid by the school system as far as possible!

It is now generally accepted by all that in-service education is needed not only for the professional growth of the individual teachers only, but for the overall improvement of the school program as well. Therefore, the usual practice has now come to organize in-service education through school systems. It is no longer the responsibility of the individual teacher only, to study for his professional improvement. It is also the obligation of the school system to provide opportunities for such improvement and pay for them. It should be an essential part of their budget.

Principle X

Individual teachers should be provided with motivation and incentive to improve their academic and professional qualifications.

School systems, in addition to paying the cost of organized in-service education, should also provide motivation and incentive to individual teachers, so that they may take active interest in their own growth, and as well as in the programs of in-service education. This motivation may take many forms, for example facilities for leave to attend an in-service program, increase in salary, promotion to higher grade, and other suitable compensations.

Teachers in more advanced countries are increasingly getting service benefits and other facilities for participation in some in-service activity. In countries like Pakistan where teachers are not

well paid, such incentives would go a long way in augmenting their interest in in-service education.

Principle XI

As far as possible the programs of in-service education should be planned and organized around the specific problems of the teachers and the schools from which they come.

In-service programs dealing with general problems of education do not usually interest all the participants. Teachers are more actively interested when some significant problems concerned with day to day teaching are made the basis of developing the in-service program. This can be easily done when programs are organized at the level of local schools.

Another advantage of focusing in-service programs at the level of local schools is that it permits the teachers to develop teaching method and instructional materials which meet the particular needs of these schools.

In the United States more emphasis is given to the programs initiated and organized by local schools dealing with their needs and problems, the central office of the school system providing coordination and consultation. In England and France also, this trend is gaining acceptance and in-service programs are progressively planned to deal with local problems.

Principle XII

Professional organizations of teachers should take an important part in providing facilities for in-service education for their members.

It is true, educational authorities are assuming increasing responsibility to provide in-service education, still this responsibility should be shared by the professional organizations of teachers. This would increase the opportunities for in-service education; and in countries where in-service education is still centrally organized, it would give teachers a larger share in organizing in-service programs according to their own needs.

In fact, in all the more advanced countries, teacher's organizations are doing a useful work in this area. A reference has already been made about the activities of some of these organizations in England, France, and the United States. In addition to organizing specific in-service activities like workshops, conferences, and refresher courses, these organizations usually arrange short field trips and educational exhibits, facilitate the taking of holidays abroad by teachers, and publish books, magazines and bulletines dealing with educational problems. All these activities greatly help the teachers in their professional growth.

In many developing countries including Pakistan where well organized professional associations have not yet emerged, in-service education is almost the exclusive responsibility of the government. It has naturally restricted and limited the number and scope of in-service education programs.

Principle XIII

Multiple and rich resources should be made available and be used.

In almost every type of in-service education activity there is need for three kinds of resources. The first has to do with the content of the teaching problems being considered; the second, with human relations and cooperative group-operation skills; and the third, with the problem-solving methods.⁶³

Every effort should be made to provide all the available resources for the use of the participants in an in-service program. It includes human as well as material resources.

Principle XIV

Evaluation and appraisal should be made an integral part of in-service activities.

Evaluation in in-service education activities is needed to determine what and how much is being accomplished and to identify clues for the improvement of the in-service program. Therefore, evaluation and appraisal should be an integral part of the in-service program and should be made in a continuous process and in an objective way. In this appraisal, factors such as planning, organization, participation of the individuals and groups, kinds of social interactions, decisions and practicability of the outcomes should be taken into account.

⁶³J. Cecil Parker, op. cit., p. 114.

Principle XV

The facts of individual differences in needs and preparation among members of each group should be accepted and utilized.

In an in-service program, although participants may gather together because they have many things in common, nevertheless, there are certain differences among them in values, attitudes toward change, and knowledge of various aspects of education. Such differences among the members of the group should be given due consideration and handled with care by the leader. He should accept all of them as they are, and let them express their points of view in a way that the freedom of one person is not violated by the other. This requires nonjudgmental, supportive and permissive attitudes on the part of the leader.

Principle XVI

In-service education activities should be related to pertinent aspects of the current educational, cultural, political and economic scene.⁶⁴

In-service education activities should not be divorced from life and must be related to the cultural, political and economic life of the people. The teachers participating in an in-service program will carry back new ideas to their communities where they teach. They have to put them into practice in terms of other things in the surrounding conditions. If, their ideas from the program are in conflict with those of community, the success of their plans would seem doubtful. Since education, in general is colored by the social,

⁶⁴Ibid., p. 123.

political and economic life of the community, thus the activities of in-service education should be consonant with those forces which underlie the educational system of the country.

CHAPTER III

A CRITICAL AND ANALYTICAL SURVEY OF IN-SERVICE EDUCATION IN WEST PAKISTAN

In the present chapter a critical and analytical survey of in-service education for secondary school teachers will be made. This survey is divided into three main headings.

- A. Development of In-Service Education in West Pakistan
- B. Its Organization and Methods
- C. Its Scope and Contents.

A. Development of In-Service Education in West Pakistan

At the dawn of independence, Pakistan inherited an educational system, which had been introduced a hundred years earlier by foreign rulers to serve their own political and economic ends. It was described by the then Education Minister in the following words:

"Our existing educational system as originally conceived by Macaulay was intended to serve a narrow utilitarian purpose and its growth has been largely a matter of artificial improvisation. It has been rightly condemned for its lack of realism and its inability to adjust itself to the needs of a rapidly changing society; for its over-literary bias and for its utterly soulless character.¹

¹Fazlur Rahman, New Education in the Making in Pakistan (London: Cassell and Company Ltd., 1953), p. 5.

Thus the task before the new born state was not merely to expand facilities for education and reduce mass illiteracy, which was more than 80% at that time, but also to give education a new basis and orientation in accordance with the cultural and economic traditions of the country and the aspirations of its people. This task was set forth by the Quid-i-Azam, the Founder of the Nation, in the following words:

The importance of education and the right type of education cannot be over emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and programme on the lines suitable to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.²

In pursuance of this objective, the Pakistan Educational Conference was held in December 1947 at Karachi, to review the educational system of the country and make recommendations for its reorganization. While making its recommendations, the conference recognised that, "a properly trained and reasonably well paid teaching profession was essential to the building up of a great state."³

The importance and significance of a teacher in an educational system cannot be overstated. He constitutes the most vital single

² Pakistan, Education Division, Proceedings of the Pakistan Educational Conference 1947 (Karachi: Manager of Publications, 1952), p. 5.

³ Ibid., p. 19.

factor in any education system. According to the Commission on Teacher Education in America:

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends - not exclusively, but in critical measure - upon the quality of their education. The quality of their education depends, more than upon any other single factor, upon the quality of their teachers.⁴

This vital relationship between teacher, school, and society is also stressed by Mallenson, when he says that, "as is the school, so is the society. And as is the teacher, so is the school."⁵

The fact that teacher has a decisive role to play in making education a dynamic process and that the success of any scheme of educational reorganization, in the final analysis, depends on the number and quality of teachers, was constantly present in the minds of those who were trying to give a new shape to education in Pakistan in the early days of its history.

Regarding teachers, there were two immediate problems that were proving to be a serious hinderance to the task of educational reorganization in the country. First, was the presence of a large number of under-qualified and untrained teachers. These teachers could not be expected to function effectively unless deficiencies in

⁴Commission on Teacher Education, Teachers For Our Times (Washington D.C.: American Council on Education, 1944), p.2.

⁵Vernon Mallenson, An Introduction in the Study of Comparative Education (London: William Heinemann Ltd., 1957), p. 116.

their preparation were made up. The second problem was that even the trained teachers did not have any chance to refresh their training and keep themselves abreast of developments in different fields of knowledge, since they had left the training institutions. As a result many became stagnant and outdated. Educational authorities realizing the gravity of the situation decided to provide short term 'in-service' courses designed to bring upto date the professional training of the trained and other teachers already in service.⁶ Provision of in-service education to all the teachers in service needed a well planned comprehensive scheme. It was, therefore, suggested by the Advisory Board of Education for Pakistan that:

Regular refresher courses of short duration should be held by the Departments of Public Instruction which should prepare a scheme whereby every teacher can attend such courses once in a period of six years or so. The period of attending the courses should be treated as duty.... Night classes, after school hours courses, and vacation courses should also be planned to provide opportunities to teachers to add to their qualifications.⁷

These recommendations constituted the first positive step toward providing facilities for in-service education for teachers. These suggestions were constructive and concrete to the extent that they recognised the need for preparing a comprehensive scheme for in-service education, and proposed some specific types of in-service

⁶ Pakistan, Education Division, Proceedings of the First Meeting of the Advisory Board of Education for Pakistan Held at Karachi 1948 (Karachi: Manager of Publications, 1949), p. 36.

⁷ Ibid., p. 41.

activities. The suggestion that the period that a teacher would spend attending an in-service course should be treated as duty, was a step in right direction. It amounted to an acceptance of the responsibility of the school system to provide opportunities for professional improvement to its teachers at its own cost.

As education in Pakistan is administered by the provincial governments, the responsibility of drawing up and implementing a comprehensive scheme for in-service education rested with the provincial Departments of Public Instruction. They were, however, asked by the Advisory Board of Education for Pakistan to maintain a special staff to arrange programs of in-service education.⁸ The provincial Departments of Public Instruction limited their activities in this field to the holding of few refresher courses each year, and turned over their organization to the Divisional Inspectors of Schools.

As the Government of Pakistan wanted to accelerate the pace of progress in the field of education and advance the work of the reorganization of the educational system according to the needs and aspirations of the people, it prepared the **Six-Year** National Plan of Educational Development for Pakistan and other Educational Problems. This was in 1951. This plan, according to the then Education Minister, represented, "the first deliberate effort to anticipate and provide for our requirements in the various fields of education for a period of six years."⁹

⁸ Ibid. p. 41.

⁹ Pakistan, Education Division, Proceedings of the Educational Conference Held At Karachi on 4th and 5th December, 1951 (Karachi: Manager of Publications, 1956), p. 10.

A conference of eminent educationists of the country was convened by the Government in December 1951, to discuss various aspects of the Plan and its practical and financial implications. Because of the pivotal position of teachers, in the Plan, special attention was paid to the question of their pre-service training and in-service education. Regarding in-service education for teachers, it was the considered opinion of the planners that unless immediate arrangements were made for in-service education for teachers, "efforts to reorganize the educational system in conformity with Pakistan's needs and aspirations will be largely frustrated."¹⁰ For this purpose, the Plan proposed to institute comprehensive refresher courses of three month's duration in all the provinces, on more or less permanent basis. Under the plan, 261 centres for refresher courses were proposed to be established, to provide in-service education to approximately 30,000 teachers.¹¹

Had these permanent centres for in-service education been established as stipulated in the Plan, the work of in-service education in Pakistan would have proceeded more systematically and effectively and on a much larger scale, but unfortunately the said Six Year National Plan of Educational Development could not be translated into action. The main reason of its failure was that:

¹⁰ Ibid., p. 435.

¹¹ Ibid., p. 435.

It was not related to an overall plan for social and economic development based upon an economic analysis of resources. Consequently, it could not serve as a concrete plan of action.¹²

As a consequence of the failure to adopt the Plan, the proposed centres for refresher courses could not be set up, and the work of in-service education continued to be carried on, as before, by the provincial Departments of Public Instruction. But the programs of in-service education organized by the Department of Public Instruction were few in number and limited in scope. Teacher training institutions could have shared this responsibility, of providing in-service education, but they themselves were over burdened and made no attempt to meet the needs of teachers in service.¹³

An acute sense of the need for in-service education for teachers, and the lack of facilities available to meet this need, were in the focus of attention of the planners of educational reforms in the country. The First Five Year Plan (1955-60), which embodied a comprehensive scheme for allround development of the country, also stressed that the goals of a 'reoriented system of education' could only be achieved when special attention was paid to teachers "who have not had formal training" and to those "who having received a certificate are in need of re-inspiration and instruction in new teaching techniques." In order

¹² Pakistan, National Planning Board, The First Five Year Plan 1955-60 (Karachi: Manager of Publications, 1957), p. 543.

¹³ Ibid., p. 562.

to meet this need of in-service education, the Plan made a provision for five education extension centres, complete with classroom buildings, hostels, practice teaching facilities, and outstanding instructors. The function of these centres was to conduct in-service courses of various duration for all types of teachers. The Plan also suggested that both the wings of the country should develop a scheme by which their teachers could take refresher courses periodically, with all expenses paid.¹⁴

These education extension centres, once established, were meant to serve as nuclei for a systematic and planned program of in-service education. By the end of the Plan period only two such centres - one in Lahore (West Pakistan) and the other in Decca (East Pakistan) could be set up.

The Education Extension Centre West Pakistan came into existence in February 1959 and since then has been rendering valuable service in the cause of in-service education for secondary school teachers in West Pakistan.

It has been seen in Chapter II that in more advanced countries like England, and America, teacher training institutions usually contribute a major share in providing in-service education for teachers. These institutions run special courses, hold workshops, and provide consultation to in-service programs sponsored by local school systems.

¹⁴Ibid.

In Pakistan, teacher training institutions could not participate in the work of in-service education. This situation proved an obstacle in the development of in-service education, because these institutions, staffed with experienced faculty members, could have proved an asset to the programs of in-service education. However, when conditions improved a little, the Central Training College, Lahore, which is the outstanding teacher training institution in the country, came forward, recognised its responsibility and took the initiative in providing facilities of in-service education for secondary school teachers.

The Central Training College, Lahore, and the State College of Washington (U.S.A.) co-sponsored and conducted two projects i.e. a Pilot Workshop in Curriculum Planning in 1955, and a Curriculum Seminar in 1956. Their purpose was to focus attention on modern developments and current requirements. These two projects were very successful. The experience gained from the two projects and the wish of the co-sponsors to strengthen the secondary school teachers in the theory and practice of their profession, encouraged and induced them to hold similar workshops every year.¹⁵ Since 1957, the college has been holding workshops for in-service training of secondary school teachers during summer vacations.

In more advanced countries like England, France and the United States, professional organizations of teachers play a vital role in

¹⁵D. M. Malik, "A Description of the Workshops," The Punjab Educational Journal, Lahore, Vol. LIII (Jan. & Feb. 1958), p. 579.

promoting professional growth of teachers. Pakistani teachers do not have well organized professional organizations, and according to a Pakistani educator, "A strong factor preventing the professional growth of our teachers is the lack of professional organization"¹⁶ This lack of professional organizations has made in-service education the sole responsibility of the government agencies. The presence of some teachers' organizations would have lightened the burden of the government, and increased the opportunities and facilities for in-service education for teachers.

However, it is a heartening sign that, in recent years, a beginning, though small, has been made to fill the vacuum, particularly in Karachi, where the Association of Heads of Recognised Secondary Schools, Karachi (KAHRS) is doing very useful work for the professional improvement of secondary school teachers. The Association has been holding short courses, workshops, small study groups and lectures by experts, dealing with different teaching problems and other aspects of secondary education. In its efforts, the Association has been receiving help and cooperation from the Directorate of Education, the Agency for International Development (A.I.D), and British Council.¹⁷

The efforts made by the Karachi Association are commendable and deserve to be followed by similar associations in other parts of

¹⁶Prof. M. A. Makhdumi, "Foreword", The Punjab Educational Journal, Lahore, Vol. LII (Jan. & Feb. 1958), p. 578.

¹⁷B.S.H.J. Rustonji, "KAHRS Annual Report 1960-61," KAHRS Journal of Education Vol. II (September, 1961), pp. 3-5.

the country, but what is needed most is a national professional organization like National Union of Teachers in England or National Education Association in America. Such an organization, if and when formed is sure to have a profound influence on the professional growth of teachers.

In the present age of international cooperation, the development of in-service education in West Pakistan owes a great deal to such foreign agencies as Agency for International Development (A.I.D), United States Education Foundation in Pakistan, Ford Foundation, and British Council. These agencies have provided financial assistance, training facilities, expert services and reference material like books and films.¹⁸

Winding up this short account of the development of in-service education in Pakistan, it may be pointed out that like many other countries, this development has been deeply influenced by two factors: 1), A pressing need for training of a large number of untrained teachers; and 2) An equally deep concern for constant and continuous growth of trained teachers. There is no doubt that the opportunities for in-service education are still very limited. But there is a growing tendency among the authorities to increase the facilities both in number and scope. The establishment of the Education Extension Centres, specially charged with the responsibility for in-service education is an important step in this direction.

¹⁸ Nuzhat Mansoor, In-Service Education (Lahore: Education Extension Centre, 1962), p. 10.

B. Organization and Methods of In-service Education in West Pakistan

In West Pakistan, three major agencies organize and administer in-service education for secondary school teachers:

1. The Directorate of Education
2. The Central Training College, Lahore
3. The Education Extension Centre West Pakistan

These three agencies function under the general supervision of the provincial Department of Education. They, however, plan and organize their in-service education activities independently from one another. And there is no coordination between the activities of any of these agencies, which has resulted in a great deal of duplication.¹⁹

Because of the independent status of the organizing agencies, it seems appropriate to study separately the organization and methods of in-service education conducted by each of them.

1. The Directorate of Education

The Directorate of Education holds refresher courses for secondary school teachers, through its Divisional Inspector of Schools. One of his duties, is to organize refresher courses for teachers of secondary schools. But, both the Directorate and the Divisional Inspectors take very little interest in the planning and organization of these refresher courses. These courses are, therefore, not only inadequate and insufficient in number, but are also badly planned. The interest of the

¹⁹Ibid.

Directorate in its refresher courses can be judged by the fact that no regular records of the courses are kept and no report on them is prepared. In the absence of data regarding these courses, the writer has to depend upon the secondary sources, and upon the opinion of those teachers who have responded to the questionnaire of the writer. The general opinion of the teachers about the refresher courses can be summarized in the following words of one of the respondents:

"The existing arrangement for refreshing the teacher is unsatisfactory and inadequate. The refresher courses that are conducted are few and far between and not very well planned. The importance of in-service training has not been fully realized by the department."

Anyway, some general information about their organization and methods will give the reader an idea about the way these refresher courses are conducted.

Most of the refresher courses are held during summer vacations, but some of them are also held during the regular term. The duration of the courses varies from 4 days to a fortnight. The Divisional Inspector at the direction of the Directorate selects few subjects like English, Social Studies, History or Science to form the content of the courses. The selection of the participant teachers also rests completely with the Inspectorate. The teachers are not consulted beforehand about their preference for a certain course. It so often happens that a teacher selected for a subject in a particular course, is later asked to attend classes in other subjects as well. One of the respondent teacher describing his experience of a refresher course writes,

I was selected to study the teaching of science, but when I started attending the course, I was asked to attend not only the science classes but all the periods of other subjects too. This was a tiresome task which killed our interest for our own courses, so the course was a failure for me.

The usual procedure of organizing a refresher course is that the Divisional Inspector directs the district inspectors or few head masters of secondary schools to act as instructors for the course. He is personally present generally on the opening or closing ceremonies of the courses. His indifferent attitude greatly minimizes the effectiveness of the course.

These refresher courses usually deal with the teaching of different subjects. But instead of helping the participating teachers to solve their day to day teaching problems, major emphasis is given to the theoretical aspects of teaching. The most commonly employed method is lecture method. Instructors give lectures about different methods of teaching a particular subject. Even lecture method has its merits and could be very useful if combined with demonstration and followed by informal group discussion. But, in these courses, practical work and demonstration are rarely used and group discussion is not generally encouraged. Moreover, a relaxed and permissive atmosphere is usually wanting, and in its place autocratic and rigid attitude dominates. One of the participants, describing her experiences of a refresher course writes:

These inspectresses and headmistresses treated us as little children and not as their colleagues...

Under these conditions, it can be hardly expected that refresher courses organized by the Directorate of Education can achieve the main objective of in-service education viz professional growth. No wonder, these refresher courses have been described as a "luxury" by the Commission on National Education.²⁰

2. The Central Training College, Lahore

Since 1957, the Central Training College, Lahore has been organizing an educational workshop (Refresher Course) for secondary school teachers, every year during summer vacations. How the idea of organizing the workshop originated and developed, has already been described. Organization of the workshop provides a good example of co-operative effort to solve some of the educational problems and to promote professional growth of teachers. The following agencies share the responsibility of planning, organizing and conducting the workshop.

1. Provincial Department of Education provides financial support and assistance, and general guidance.

2. The Central Training College, Lahore plans the project and supplies a majority of faculty members from its own staff.

3. The State College of Washington and A.I.D. provide a part of the cost, some experts and reference material like books and films.

Before the Central Training College decided to hold a workshop as a means of in-service education, refresher courses constituted the

²⁰Supra ch. I

only type of in-service education available. The college, being fully conscious of the short-comings of refresher courses and ineffectiveness of lecture method being used in these courses, wanted to bring a new approach to in-service education. Thus, in co-operation with the State College of Washington, the Central Training College decided to introduce the workshop method. The term 'workshop' was unfamiliar and new in Pakistan and naturally aroused certain curiosity in educational circles. The sponsors explained the idea of a workshop and pointed out the difference between a workshop and a refresher course:

It differs in an important respect from the usual pattern of Refresher Courses in that the emphasis shifts from the mere imparting of knowledge by the instructors to the active participation in group discussions and working out schemes by the trainees themselves.²¹

In order to study the organization of these workshops sponsored by the Central Training College, it would be better to have some criteria pertaining to the organization of in-service education programs. It would help to understand the development and progress made in the organization of these workshops since their beginning.

Gilchrist, Fielstra, and Davis have developed criteria for the organization of in-service education, which could be applied here also. They maintain that in-service programs should be organized and developed with a complete recognition of the same principles of learning that are appropriate to classroom practices. This means that the participants in an in-service program should (a) be involved in identifying the problem on which they are to work, (b) have an opportunity to share in the

²¹Abdul Haq, (ed.), "Aims and Procedure of the Workshop," Proceedings of the Workshop Held at Swat (July, 5-24, 1958) Lahore: The Central Training College, 1958), p. 1.

planning, and (c) take part in determining the degree of success of their efforts.²² These authors further suggest that methods must be devised to bring out the problems of individual teachers. The school principals and supervisors, in informal meetings and small group discussions with teachers should try to discover their problems.²³

When the organization and methods of the workshops held during 1957-60 period are studied, keeping the above criteria in mind, it becomes clear that though these workshops did not fulfil all the conditions set out in the criteria, there has been some progress in that direction in each successive workshop. Here it may be mentioned that democratic group processes and problem solving methods involve special techniques and require a long training and much practice. Teachers in Pakistan, generally, are not used to these methods and it would have been too much to expect of them to adopt these methods all of a sudden. Perhaps, these were the considerations, that caused the organizers of the workshops to decide to go slowly and gradually in their attempt to introduce proper workshop methods.

Thus, the first workshop held in 1957 was fully preplanned and all the activities were carried out according to a schedule made out in advance. All the problems discussed by the participants at the workshop were outlined in advance of the workshop, by the members of

²² R.S. Gilchrist, Clarence Fielstra, and A.L. Davis, "Organization of Programs of In-Service Education," In-Service Education 56th Year Book of the National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p. 286.

²³ Ibid.

the workshop staff. These problems were then set out in a notification for the benefit of the participants.²⁴

The procedure for daily activities adopted for the workshop included an opening address, by a faculty member, devoted to some aspect of the content of the curriculum or some phase of school organization and teaching methods. This opening address was followed by small group discussions in which points raised in the opening lecture, or some other related problems suggested by the participants were discussed. To each of these discussion groups, one member of the workshop staff was assigned, who served as a consultant and a resource person.²⁵

This pre-planned and rigidly executed schedule left very little time to discuss informally the individual and specific teaching problems of the participants. Moreover, this workshop did not include any evaluation of the program by the participants.

The organizers of the workshop realized these shortcomings and tried to improve the following workshops in their organization and methods. Consequently, the agenda of the workshop held in 1958, though, was first decided upon by the faculty of the college, nevertheless, it was later discussed in a conference of the Headmasters and Headmistresses. Thus, the workshops, "was more concerned with the practical problems confronting the field workers and held free and frank discussion on

²⁴ D.M. Malik, op. cit., p. 580.

²⁵ Ibid., p. 599.

them"²⁶ In addition to this improvement, evaluation of the workshop through a panel discussion was also included in the program.

An important change in the organization of the workshop was introduced in 1959, when its sponsors adopted a different and much improved technique. The workshops held in 1957 and 1958 were more or less fully preplanned and staff dominated. All the problems were selected beforehand and staff members delivered lectures and dominated the discussions. But in the workshop held in 1959, the problems were not set in advance by the faculty. The participants were asked to note down a few problems on education which appeared to be significant to them, particularly those which had a direct bearing on the main theme of the workshop. These problems were, then sorted out and arranged under different headings. Afterwards the participants were asked to give their choice of the subject on which they wanted to work. These small interest groups, formed on the basis of subjects selected, worked on problems for many days. Finally, each group presented a report on its work before the whole group.²⁷

Another distinctive feature of this workshop was its evaluation. At the end of the workshop, a questionnaire about the usefulness of the workshop and asking suggestions for its improvement was given to the participants to fill out.²⁸

²⁶ Abdul Haq, *op. cit.*, p. 2.

²⁷ Abdul Haq, (ed.), "Aims and Procedures of the Workshop," Proceedings of the Workshop Held at Abbottabad (July 19-31, 1959), (Lahore: The Central Training College, 1960), pp. 2-3.

²⁸ The questionnaire is included in the Appendix B.

The workshop held in 1960 was also organized on a similar pattern. The organizers considered it a correct workshop method. In their opinion this method afforded the participants a chance to make a cooperative effort to solve their problems. Moreover, group discussions helped everyone to make his contribution to the common enterprise, and provided a training in sharing democratically each other's point of view.²⁹

In conclusion it may be pointed out that the organizers of these workshops have been showing a keen desire to improve it and bring it closer to the concept of a modern workshop. It seems that the organizers have tried to follow, in general aspects, the technique and methods used in the Educational Workshop at Wayne University (U.S.A.) as described by Kelley.³⁰ Identification of the problems by the participants; formation of the interest groups; freedom for each participant to work in the interest group of his own choice, selection of a chairman and a recorder from the group; and the evaluation of the workshop are some of the aspects of the Wayne University Workshop, which the Central Training College Workshop has tried to adopt. Of course, there are many differences, and it is not the intention to compare both the workshops in their details. Because the conditions under which these workshops function are quite different. One workshop is an integral part of the academic program of the university and functions throughout the year

²⁹Abdul Haq, (ed.), "Aims and Procedures of the Workshop", Proceedings of the Educational Workshop Held at Lahore July 19-31, 1960 (Lahore: The Central Training College, 1960), p. 2.

³⁰Earl C. Kelley, op.cit.

except in summer, the other workshop is held during summer vacations and lasts for only fifteen days. However, just to point out that group processes and democratic methods - so much stressed in a modern workshop - take a long time to evolve, it may be mentioned that education workshop at Wayne University, in its early years, was as staff dominated as the Central Training College Workshop seems to be now. According to Kelly:

The process has changed considerably from what it used to be. The whole structure of the workshop, when it started, followed the line of authority pretty well. The director was a director and everyone in the workshop looked for and got direction as to the type of problem and the areas to be studied.... When we broke up into small groups, groups were assigned to staff members who were definitely staff in the sense that they were faculty.³¹

This statement can be compared with the following remark of the Director of the Training College Workshop.

"The participants had remarked to him that it would have been better if the problems had been chalked out by the staff of the Central Training College. ³²

Anyhow, we might as well expect, the workshop organized by the Central Training College Lahore, would gradually incorporate in itself all the essential features of a modern workshop - not only in theory, but in practice as well.

³¹ Ibid., p. 157.

³² Abdul Haq (ed) Proceedings of the Workshop Held at Lahore July 19-31, 1960 (Lahore: The Central Training College, 1960), p. 12.

3. The Education Extension Centre, West Pakistan

The Education Extension Centre, West Pakistan, at the time of its establishment in 1959, was charged with the responsibility:

To provide facilities for and to develop, arrange and co-ordinate programmes of in-service education for teachers, headmasters, inspectors and other education officers and to help them acquire better understanding of the present day needs of education and greater skills in discharging their responsibilities for the improvement of teaching and school administration.³³

To meet this responsibility, the Centre holds in-service education courses, workshops, seminars and conferences for educational leaders and teachers. At present, the faculty of the Centre is comprised of eight subject specialists. The campus of the Centre is under construction. When completed, it will have an academic block with modern equipment, audio visual aids and library. There will be three hostels for the participants, one cafeteria and residential accomodation for the staff. The Centre in its activities, is also receiving help from the Ford Foundation through the University of Chicago Pakistan Project. This help is being given in the form of advisory service, training facilities, equipment and books.³⁴

The programs of in-service education organized by the Centre are of two types.

³³G.M. Gaskani, "EEC Miscellany," Education Extension Centre Newsletter, Vol. 1 (Sept. 15, 1962), p. 4.

³⁴Ibid., pp. 5-6.

1. General Course for the Headmasters and Inspectors dealing with administrative problems, democratic procedures and use of community resources in the improvement of schools.

2. Courses of specific nature are conducted for teachers in secondary schools. These courses generally deal with subjects such as English, Social Studies, General Science, Guidance, Home Economics etc.

The duration of the courses vary from one week to four weeks, but the usual length is a fortnight. Longer courses may be organized during summer vacations to suit the needs of the participants.

The courses organized by the Centre, in their nature are similar to a workshop. Even though the courses are preplanned and method of work is decided by the Faculty of the Centre, yet an attempt is made to allow enough flexibility in the planning to include and work on common and special topics, keenly desired by the participants. At the same time considering the participants to be the key figure in the program, he is constantly encouraged to take an active part in different activities. Activities are planned to facilitate maximum participation by the members. Small group discussions and panels are generally arranged to provide an opportunity to the participants to give expression to their own views.³⁵

Here, it may be pointed out that the establishment of Education Extension Centre is the first systematic effort to provide in-service

³⁵Nuzhat Mansoor, op.cit., pp. 9-10.

education to the total staff of the schools at regular intervals. The centre is still in its infancy, but even in three years of its existence, it has made good progress. As will be shown in the next section of the present chapter, the number of the courses organized by the Centre every year has gradually increased, and the scope of these courses has progressively widened.

C. Scope and Contents of In-Service Education in West Pakistan

In this section Educational Workshops organized by the Central Training College, Lahore, and in-service courses conducted by the Education Extension Centre, West Pakistan will be studied in detail under separate subheadings.

1. Education Workshops

The first Education Workshop was held in 1957. It was a small beginning and the teachers who participated in that workshop were selected on the following basis.³⁶

1. Seven years experience after B.T.
2. Not more than 45 years of age
3. Assistant Masters and Headmasters
4. Teachers from Government as well as aided schools of the Lahore Region (Men only)
5. Maximum number: 30

³⁶D.M. Malik, op. cit., p. 586.

These bases evidently show that the workshop was a limited affair. It was restricted to a handful - actually 21 - of teachers and headmasters who were trained and experienced. Moreover, it excluded women teachers completely, though women teachers need in-service education as much as men teachers. It was not until 1960, that women teachers were given an opportunity to participate in the workshop. However, the workshop gradually expanded in many respects. Each year the number of participants increased. In 1957 and 1958, teachers from Lahore Region only, were selected, but from 1959 onwards, teachers from other regions also were included among the participants. From 1959, members of the supervisory staff have also been taking part in the workshop. With their inclusion, the scope of the workshop has definitely expanded, but it has been adversely affected in another direction. Since 1959, the number of practising teachers among the participants has been declining, and there is a shift toward including headmasters and inspectors in increasing number. In view of the fact that this is the only workshop of its kind held once a year, the opportunities for teachers for professional growth become even more scarce. The following table will give an idea of the growth of the workshop since its start in 1957.

TABLE 2

Number and Classification of Participants in the Workshop (1957-60)

Year	Partici- pants from Govt. Schls	Partici- pants from Aided Schls	Total	Teachers	Head- masters	Super- visory staff	Total
1957	16	5	21	16	5	x	21
1958	21	18	39	26	13	x	39
1959	44	10	54	10	34	10	54
1960	50	13	63	9	42	12	63

Based on the Reports of the Workshops 1957-60.

The above table itself gives a clear indication of the inadequacy of the programs of in-service education in West Pakistan. Over a period of four years, only 177 members of the professional staff of the schools have been provided in-service education through this workshop. Among these, class room teachers number only 61. As compared to the magnitude of the task of providing in-service education to secondary school teachers, mentioned in the first chapter of this study, these statistics are quite disappointing.

In respect of their contents too, these workshops have passed through stages of development. A reference to this development and its underlying factors has already been made in the preceding section. As it is not feasible to give a complete description of all the topics and the problems discussed in each workshop, an attempt is being made to give

a summary of topics and problems, to show their extent and scope.

The objectives of the workshop held in 1957 - the first of the series - were outlined in advance. They were divided in the following parts.

A. Overall Purpose of the Workshop

The general purpose of this workshop is to determine the appropriate organization, classroom techniques and procedures in the light of modern aims of education.

This will involve among other things, the discussion of the following topics:-

1. Ways and means of providing for individual differences
2. The linking of classroom work with out of school experiences
3. Correlation with other subjects, the emphasis being upon relationship with all areas.
4. Organization of schools for training in citizenship.
5. The role of teacher in the development, reconstruction and success of school curriculum.
6. The use of illustrative material and Audio Visual Aids.

B. The In-Service Teachers to be Particularly Acquainted with

1. Modern aims of education with special reference to individual subjects.
2. Modern Methods of teaching school subjects
3. Audio Visual Aids.

C. The Subject Groups to Discuss in General the following

1. Aims of school subjects in the light of modern views.
2. Importance of each subject and its place in the curriculum.
3. Planning of the main prescribed syllabus.
4. Relation to life situation
5. Ways and means of intelligent reproduction and application.

D. Subject Groups

1. Language
2. Social Studies
3. Mathematics and science. ³⁷

³⁷ Ibid., p.p. '580-85.

The aims and objectives of the next workshop held in 1958 were also outlined in advance. They included many problems discussed at the last workshop, but few new topics like "falling standards", "need for educational research" and "dignity of labour" were added. Some of the topics are given as under:-

1. To determine the purposes and aims of secondary education and contribution of various subjects towards its realization.
2. To examine the current methods employed in teaching the various subjects and to suggest practicable modern techniques and procedures.
3. The need and scope of educational research.
4. To discuss the existing system of evaluation and to suggest improvements.
5. To examine the necessity, methods and scope of guidance and counselling.
6. Falling standards - causes and remedies.
7. Utilisation of community resources that have educational value.
8. What can the schools do to create a wholesome respect for the importance and dignity of labor - physical as well as mental.
9. How to develop creative expression.
10. Any other relevant problems.³⁸

The content of the workshops held in 1959 and 1960 was not preplanned in the sense that the problems discussed at the workshop were not set in advance by the faculty, but were suggested by the participants themselves. Only the main theme of the workshop was fixed in advance.

³⁸Abdul Haq, (ed.), Proceedings of the Workshop (July 5-24, 1958) (Lahore: The Central Training College, 1958), pp. 3-4.

The procedure in which the problems were brought out and the interest groups were formed, has already been discussed in the preceding section. It is not intended to list here all the problems suggested by the participants, therefore, only the interest groups and some randomly selected problems are given to show their nature and trend.

The main theme of the workshop held in 1959 was "stimulating thinking in classroom." All the problems were grouped under the following interest groups.

Group I:- Aims of Education and curriculum

1. Need for a well defined philosophy of life and philosophy of education for citizens of Pakistan.
2. Need for reorganization of our educational system for life adjustment.
3. How to develop our curriculum on scientific lines?

Group II:- Understanding of Pupils

1. How best to improve the discipline of the schools to stimulate creative thinking?
2. How should we cater to the needs of different types of pupils?

Group III:- Teachers

1. How may we raise the status of teachers in Pakistan?
2. How can the shortage of trained teachers be overcome?

Group IV:- Administration Section I

1. What measures should be adopted by the headmaster to improve the general administration of his school?
2. How to evaluate the work of a teacher?

Group V:- Administration Section II

1. How can we improve inspection work by training inspectors in supervision, guidance and administration?
2. Lack of facilities to train resource people and lack of educational research work.

Group VI:- Materials of Instruction

1. How can we obtain adequate teaching aids?
2. What should be necessary equipment to be provided to each secondary school for developing creative thinking?

Group VII:- Examinations

1. A better system of examination and evaluation of students progress should be evolved.
2. How may the examination system be improved?³⁹

The central theme of the workshop held in 1960 was "stimulating creative thinking in the learning process." The interest groups and some of the problems are given below.

Group I - The Teacher

1. What can we do in connection with inculcating professional ethics in teachers?
2. How to improve our training?

Group II - What and how to teach?

1. How to create appreciation of religious values in the minds of students?
2. How to make child interested in his school?

Group III - Evaluating the learning

1. How can we improve upon the evaluation of the students' activities in all the spheres of school life?
2. How to tap talents amongst students?

Group IV - Planning and improving school plant

1. How can we remove the inadequacy in respect of school building?

39

Abdul Haq (ed.), Proceedings of the Workshop held at Abbottahad July 19-31, 1959 (Lahore: The Central Training College, 1960), pp. 21-28

2. How can the existing buildings be utilised to afford accomodation for staff and reading rooms?

Group V - How to make administration and inspection effective?

1. How far is it advisable to post or transfer the teachers, assistant inspectors and headmasters near home?
2. How can the headmaster make his teachers more efficient and provide them with facilities to make them better teachers?

Group VI - School Community Relations.

1. How best to establish liaison between the teachers and parents?
2. How can we coordinate school life with home life of the children?⁴⁰

This brief summary of the contents of the four workshops organized by the Central Training College, Lahore, indicates that, in general, the trend has been to include in the program all the major problems of education in the country. This has made them too general in nature. Further, this amounts to be too much to achieve in a short period of a fortnight. As a result these workshops seem to have turned into a theoretical discussion, rather than an attempt to find a solution of the practical teaching problems of teachers.

In-Service Courses of Education Extension Centre

The Education Extension Centre was established in 1959, but started its activities in 1960. In the following table details of the in-service programs organized by the Centre since 1960 are given

⁴⁰Abdul Haq (ed.), Proceedings of the Workshop held at Lahore July 19-31, 1960 (Lahore: The Central Training College, 1960), pp. 16-24.

Table 3

Details of In-Service Programs 1960-62.

<u>Year</u>	<u>No. of Courses</u>	<u>No. of Participants</u>
1960		
Leadership Courses for Headmasters/Headmistresses of Secondary Schools	4	150
Leadership Courses for District Inspectors/ Inspectresses	1	35
Courses for teachers of Pilot Secondary Schools	2	118
	<u>7</u>	<u>303</u>
<u>1961</u>		
Leadership Courses for Headmasters/Headmistresses of Secondary Schools	1	36
Leadership Course for District Inspectors/ Inspectresses	2	54
Course for teachers for General Science	2	70
Course for Teachers of Social Studies	1	25
	<u>6</u>	<u>185</u>
<u>1962</u>		
Leadership Course for Headmasters/Headmistresses of Secondary Schools	2	95
Workshop for Headmaster/ Headmistresses of Pilot Secondary Schools	2	40

Table 3 (cont'd)

<u>Year</u>	<u>No. of Courses</u>	<u>No of Participants</u>
1962		
In-Service education course in language teaching for English Teachers in Secondary Schools	4	158
Courses for teachers of Social Studies	3	116
Course for teachers of General Science	4	141
Course for teachers of Guidance in Pilot Secondary Schools	1	20
Course for teachers of Home Economics in Pilot Secondary Schools	1	8
	<u>17</u>	<u>578</u>

1. Education Extension Centre Newsletter, Vol. I (Sept, 1962), p.p. 7-8.

The above table is an ample proof that the Centre, in the span of three years, has made good progress in its efforts to provide in-service education to teachers and professional leaders. Its programs have increased appreciably both in their number and scope. But as the Director of the Centre himself has rightly put it, "if we look at the total number of teachers that have to be retrained then the achievement falls short of the expectations."⁴¹

⁴¹Ibrahim Shamim, "Summer Courses in Retrospect", Education Extension Centre Newsletter, Vol I. (Nov. 22, 1962), p. 17.

It is, however, hoped that as the centre gets better equipped in respect of staff and other facilities, its activities will be even more expanded, and it will meet the demands for in-service education more effectively and adequately.

Content of the Courses Conducted by the Education Extension Centre

As already mentioned, the centre conducts two types of courses - one leadership course for headmasters and inspectors, and the other subject courses for teachers in secondary schools. To give the reader an idea of the content of these courses, it is deemed fit to present a summary of one course of each type held in Summer of 1962.

1. Leadership Course

An in-service education course for the headmasters and headmistresses of secondary schools was conducted by the centre at Saidu Sharif (Swat). The course lasted for two weeks. Two hostels were placed at the disposal of the participants, and living together in a hostel provided an opportunity for the participants coming from distant places, to know each other better, exchange views and develop life long friendships.

The participants worked hard in the morning - attending the lectures, participating in group discussions, conducting panels, and organizing demonstrations. The afternoons were spent in the library consulting books and journals. Some evenings were taken up by the cultural programs organized by the centre, on others the participants were left to themselves to explore the valley of Swat.

Some of the topics discussed during the course were:

Headmaster as a leader of the staff; Headmaster as a leader in the community; Human relations in teaching and school administration; The need for delegation of power by the headmaster.

One full day was spent in discussing the problems identified by the participants, arising out of the daily school routine. Some of the problems were as follows

- a. How to stop misuse of casual leave
- b. Shortage of trained staff
- c. Supply of drinking water in school
- d. Late budget sanctions
- e. Lack of interest on the part of parents
- f. Absence of playgrounds
- g. Shortage of classroom and equipment

A great deal of time and effort went into developing the concept of Guidance in secondary schools, and on demonstrating different guidance techniques as means of studying the needs and interests of the students.

One complete session was devoted to the evaluation of the course. First, the participants answered an evaluation questionnaire individually, and later on evaluated the course collectively through a panel of four participants.⁴²

⁴² Nuzhat Mansoor, "Leadership Courses" Education Extension Centre Newsletter, Vol.I (Sept. 15, 1962), p. 8-10.

2. A Course in English Teaching

A two-week course in Teaching English as a Second Language to 9th and 10th classes was held at Karachi. This intensive course was comprised of lectures, seminars, group discussions, use of flash cards, pictures, charts, film strips, films on language teaching, tape recordings, practice lessons and demonstration lessons.

The main characteristic of the course was the introduction of the Comparative Structural Approach in the teaching of language. The main topics discussed in this connection were:

1. Basic concepts of language
2. Basic principles of learning and teaching a second language
3. Special problems of teaching English to Pakistani students
4. How to teach pronunciation
5. How to teach structure
6. How to teach vocabulary
7. Pattern practice
8. New trends in language testing.
9. Essentials of comparative structural approach.

Seminars, lectures and discussions were held on the following subjects:

- | | |
|---|-------------|
| 1. How to teach poetry | Seminar |
| 2. The place of English in School Curriculum | " |
| 3. The use of Audio-Visual aids and library services in teaching language | Lecture |
| 4. Human relations in teaching. | " |
| 5. The effective teacher | " |
| 6. How to teach composition | Discussion. |

The participants also discussed their specific problems as language teachers, and suggested their solutions. Some of their findings were:

Problems:-

Lack of facilities for frequent intensive training of English teachers; lack of supplementary teaching material; lack of professional associations and societies.

Suggestions

Greater co-ordination among the language teachers working in different schools; providing a little more freedom by heads of institutions for experimentation in Comparative Structural Approach; imaginative use of simple aids and available resources for creating real life situations in teaching.

The course was concluded with an evaluation session.⁴³

⁴³Anwar S. Dil, "Courses in Language Teaching" Education Extension Centre Newsletter, Vol. I (Sept. 15, 1962), p. 11-13.

CHAPTER IV

EVALUATION OF IN-SERVICE EDUCATION IN WEST PAKISTAN

The present chapter deals with the evaluation of in-service education in West Pakistan. An experimental approach would have been ideal to determine the adequacy and effectiveness of the program. Because of obvious limitations, this approach is not practicable. In its absence, the writer has to depend upon his own personal experience, experience of his fellow Pakistani students at American University of Beirut, and on the opinion of those teachers in West Pakistan, who have the knowledge of and experience with in-service education, and who have answered the questionnaire. Few published reports and available data concerning various programs of in-service education have, also, helped in this evaluation.

In order to ascertain the opinion of his fellow teachers in West Pakistan, the writer sent an open-ended questionnaire¹ to 80 secondary school teachers in West Pakistan. The writer had hoped to receive full cooperation and assistance from these teachers. But in spite of many efforts, the response did not turn out to be very encouraging; fifty percent of teachers took the trouble of filling out the questionnaires. Forty responses do not constitute an adequate

¹See Appendix A.

sample to provide definite conclusions. Yet judging from the unenthusiastic response of the teachers who responded to the questionnaire, it is reasonable to infer that: (a) The teachers do not view the present in-service program seriously; (b) They think that it is inadequate both quantitatively and qualitatively. Moreover, the views of responding teachers have contributed a great deal to substantiate or check the writer's views concerning in-service education in West Pakistan, as these have been based on his experience and the experience of his colleagues who are studying at American University of Beirut.

In short, this evaluation is not an attempt to pass a judgment on the values or otherwise of in-service education in West Pakistan. It is intended to be a practical approach to discover some shortcomings in the program, so that, some measures might be suggested for its improvement - a task to be attempted in the next chapter. Thus, it is hoped, that the readers would consider the contents of the coming chapter in this perspective.

The questionnaire sent by the writer included some specific questions regarding type, number, nature and methods of in-service programs and some general questions asking teachers their views about the values and weaknesses of in-service programs.

Before going into detailed discussion regarding values and short-comings of in-service programs, which will be largely based on the responses to the general questions in the questionnaire, an analysis of the responses to the specific questions will be helpful to understand

the general tendency of in service programs as these have been described in the responses to the questionnaire. Each question is analyzed separately.

Question No.1

Please check the types of in-service programs in which you have participated.

The types of in-service courses included in the question were:

(1) Seminars (2) Workshops (3) Refresher courses (4) Summer courses (at some training institution) and (5) Any other type.

According to the responses, refresher course is the most commonly attended in-service activity, followed by a workshop and a seminar. Thirty four teachers checked that they had attended a refresher course; the corresponding figures for workshop and seminar are 18 and 9 respectively. The number for the remaining types is very small i.e. 5 in each case.

Question No.2

The number and duration of in-service programs that you have attended since 1959.

The total number of in-service programs of different types, which 40 respondents have attended during last four years is 78. The average per teacher is almost two programs in four years, but this average number cannot be generalized, because 21 teachers out of 40, participated in only one course in 4 years, while two teachers took part in 12 and 9 programs respectively, during the same period. The duration of 55 programs out of 78 reported, is two weeks or less.

Question No.3

Please check the field of in-service programs that you have attended.

The fields mentioned in the question included teaching of those subjects which are part of secondary school curriculum e.g. English, Science, Social Studies etc. and subjects like Methods of Teaching and Educational Psychology.

According to the responses, 23 teachers attended courses in Teaching of English; 12 teachers each participated in courses dealing with Science and social studies; and Methods of Teaching and Educational Psychology are mentioned by 10 and 8 respondents respectively. The subjects which are least reported, are Mathematics and Urdu. Only three teachers checked these subjects.

Question No.4

Please check the methods used in these in-service programs.

The methods included in the question were

(1) Group discussions (2) Lectures (3) Demonstrations, and (4) Others.

All of these methods have been checked by the respondents, but the most commonly used method is lecture method, which is checked by 36 teachers. Group discussions and demonstrations were checked by 30 and 33 teachers respectively. Fourteen teachers, also mentioned other methods especially field trips.

Question No.5

Which of the above methods you liked best and why? Please give your reasons in detail.

Almost all the teachers favour group discussions and have urged its increasing use in in-service programs. Many teachers have also expressed their liking for demonstration by experts and a combination of different methods. A few comments made by the teachers are reproduced here.

"I liked the group discussion, because by this method teachers get a chance to exchange views regarding their common problems which they have to face in their classroom teaching."

"I liked group discussion and demonstration. Problems of teachers are solved in group discussion, and demonstration helps teachers in improving their methods of teaching."

In spite of small number of responses, the above analysis is helpful in identifying some general trends of in-service education in West Pakistan. For example, it has been discovered that the refresher course is the most common form of in-service education; that the normal duration of in-service courses is two weeks; that most of the courses deal with teaching of different subjects; and that the most commonly used method is lecture method.

This analysis is followed by a detailed discussion concerning the values and shortcomings of in-service education in West Pakistan. As already stated, this discussion is based largely on the responses of the teachers to the questions in the questionnaire which asked them to give their free and frank views about in-service programs. This discussion is divided into two sub headings.

A. Values And Advantages of In-Service Education in West Pakistan

As already stated, the aim of in-service education is to stimulate and facilitate professional growth and improvement. In-service programs are generally planned to solve common teaching problems through co-operative efforts of the school staff, which help in fostering better human relationship.

Teachers in Pakistan, in general, are deeply aware of these purposes and advantages of in-service education. They believe that to do a better job in teaching, a teacher has to continue to learn, and for this, in-service education is essential. According to one teacher:

"The most important result of these in-service programs, from my point of view, is the awakening of the teacher to an awareness of his shortcomings and his strengths. He comes to know his worth and what he can contribute to the common good. It has made me feel conscious of the vast stores of knowledge which I must tap. Learning begets learning, and whenever I have attended any in-service program, I have felt an excitement, a curiosity, a desire to learn more. I have come to appreciate the qualities of my colleagues and co-participants in these courses. I have always come away feeling inspired to work harder for the cause of education."

Another teacher makes the following comment:

The value of in-service programs is immense, both for the teacher and the school administrator i.e. the Headmaster. Personally, I gained much from such in-service program, as it facilitated chances of self-instruction as regards most modern problems in education faced by the teachers in different parts of the country...

Pakistani teachers are also conscious of the fact that it is through in-service education, that a teacher can keep himself abreast of developments in the field of subject matter and techniques of teaching.

They think that many things learnt in pre-service education tend to be forgotten or rusted after some time, unless refreshed at regular intervals. Some of the comments are given to illustrate this point.

"In-service programs are of much value and importance in the present time. The methods and ways which are taught in Training Institutions to teachers, are absolutely forgotten after two or three years. In order to renew the spirit of methods, in-service programs are highly beneficial..."

"The value of in-service programs is that the teacher remains in touch with the modern methods of teaching..."

One teacher, after attending four in-service courses in Teaching of English, gives his reactions in these words.

The courses were of great value to us as we were able to understand the basic principles of learning and teaching languages, some basic concepts of language, human relations in school administration and teaching, the right form of pronouncing a word with the help of phonetics, how to teach vocabulary and basic structure of English...

Many of the respondents have emphasized that through in-service programs, better human relations are established, and mutual exchange of views helps in finding a solution of many common problems of teaching. Teachers from many parts of the country, not only draw on one another's experience, but come to know many new things about life in different parts of country. According to one teacher:

"These programs are useful. The teachers solve their problems by discussion with others. Field of friendship is widened. Harmonious individual relations are formed. Spirit of cooperation, helpfulness, and sympathy is developed..."

These are, some of the values and advantages which teachers in West Pakistan claim to derive from in-service education. But any

program of in-service education, however effective, is sure to have some limitations. In-service education in West Pakistan, too, has many limitations. In fact, its limitations seem to far outweigh its advantages. An attempt is now made to identify some of these limitations.

B. Weaknesses and Limitations of In-Service Education in West Pakistan

Weaknesses and limitations concerning both the organization and content of in-service education in West Pakistan are classified as under.

Inadequate Number of In-Service Programs

In the present study, it has been repeatedly mentioned that in spite of a pressing need to provide in-service education to a large number of teachers in secondary schools, the present in-service programs are too inadequate in number to meet this demand. Number of teachers, who have the opportunity to attend these programs, is very small, as compared to the number of teachers in need of in-service education. For example, in 1960, there were 28,619 teachers in secondary schools in West Pakistan.² In the same year, out of these, 303 teachers attended in-service courses run by the Education Extension Centre, West Pakistan and 63 teachers attended the workshop organized by the Central Training College, Lahore.³ To this, may be added a couple of hundred

²The West Pakistan Bureau of Education, Educational Statistics For West Pakistan 1959-60 (Lahore: Superintendent, Govt. Printing West Pakistan, 1962) pp. 61-69.

³For details, see Supra pp. 79 and 85.

more, who might have attended the refresher courses conducted by the Directorate of Education.⁴ As such, approximately 500 teachers only were fortunate enough to have the benefits of in-service education. These figures need no further explanation.

The inadequacy of these in-service programs is realized by both the organizers of in-service programs and the teachers. Reference has already been made to the opinion of the Director of Education Extension Centre. Some of the comments by the teachers regarding the inadequacy of these programs are now given. According to one teacher, "Ample number of such in-service programs are not available." Another teacher remarks that, "facilities are only provided to a few." In the opinion of another teacher, "such courses are few and far between. These should be arranged frequently and all the teachers must be given frequent chances to attend them."

Lack of Time and Short Duration of In-Service Courses

Most of our in-service courses including workshops last for a fortnight. There is a growing feeling among teachers and others concerned with in-service education that a fortnight is not a sufficient time to achieve real objectives of in-service education. In view of the tendency of the organizers, to plan a comprehensive program including lectures, seminars, group discussions, social evenings and

⁴Statistics of the refresher courses are not available.

field trips, enough time is needed to work over the problems and find out their solutions. According to a teacher:

The tendency of teaching maximum in minimum time decreases the importance of in-service refresher courses. Their short duration directly defeats the aim of teaching which is a gradual process and needs time; and thereby makes such a course nothing but an excursionsal trip.

This is a general complaint of teachers that our in-service programs are "too short", their duration is "limited" and they suffer from "lack of time." This view about short duration of in-service courses is also shared by the Director of Education Extension Centre, West Pakistan. He says:

"We are becoming increasingly conscious of the fact that two weeks duration is not enough. It takes four to five days for the participants to shake off their initial shyness or inhibition. Consequently, their contribution to group discussions remain very meagre. After four or five days when they begin to feel the urge to be more vocal and effective, the time for their departure appears to be soon approaching.⁵"

Defective Methods of Selection of Participants

In-service programs in West Pakistan suffer from a faulty method of selection. The teachers are not consulted before their selection, but the selection is made by the Directorate of Education. The Directorate makes this selection through its Inspectors, who may or may not consult the Headmasters about the selection of their teachers for in-service program. This practice leads, generally, to many irregularities and malpractices. Teachers who have some access to the Department or the Inspectors can manage to participate in in-service

⁵Ibrahim Shamim, op. cit., p. 17.

programs more often than others. As the number of participants is usually small, this practice deprives many deserving teachers from being selected. One teacher complaining about the method of selection writes:

Most of the teachers having easy access to the Department participate every year and the rest are idle for many years.

The above statement is supported by the facts. There are instances, where one teacher with seven years of service has attended similar in-service programs for four years in succession, while another teacher with seventeen years of service got only one chance in four years.⁶

This complaint is not confined to teachers only, but the Director of Education Extension Centre has also pointed out this weakness in the method of selection:

The distressing part of it is that the selection of the participants is not made systematically. As a result of that quite a few participants who had already attended courses of exactly the same nature were nominated and had to be sent back.⁷

Non-Recognition of Certificates

A very serious limitation of our in-service education is the non-recognition of the certificates given at the end of in-service programs. These certificates are not recognised by the Department of

⁶This information is based on the responses to questionnaires sent by the writer.

⁷Ibrahim Shamim, op.cit., p. 18.

Education toward further promotion, increase in salary, and more importantly toward the professional certification, in case of untrained teachers. This limitation tends to reduce the incentive and motivation for professional growth.

Teachers have strongly expressed themselves on this point.

Some of their comments are:

"Certification of these programs is not being recognized. So the untrained teachers, who hold certificates of in-service centre, are regarded untrained in the eyes of teachers, school authorities and parents."

"After completing courses, no encouragement is made by the Department or Headmaster; the Headmaster does not even make entries in the Service Book for rebate leave."

It is true that, ideally a teacher should seek to improve his professional qualifications from a feeling of dedication to his calling. Nevertheless, because of the inadequate salary scale, some financial rewards in recognition of professional growth will undoubtedly prove a strong incentive.

Wide Gap between Theory and Practice and Lack of Follow up Work

An important principle of in-service education developed in chapter II states that experience and learning gained at some in-service program should be carried over to the classroom and applied. For the test of the professional improvement of teachers lies in its contribution to the improvement of instruction. Therefore, teachers should be given an opportunity by the school authorities, to put into practice improved

teaching methods which have been developed at an in-service program.

Pakistani teachers are greatly handicapped in this respect. They find it difficult to experiment with new methods and techniques of teaching. The reasons are many, viz., a fixed and prescribed curriculum, a rigid timetable, authoritarian atmosphere in the school, unsympathetic attitude of the school authorities toward new ideas, etc. Whatever reasons there may be, this gap in theory and practice renders in-service education ineffective to a great extent. Our teachers are conscious of this drawback and have mentioned it in different responses. In the words of one teacher:

The one and only one limitation is the wide gap between what we learn and know about other systems of education in the West and what we have to teach in our schools to our classes.

Another teacher who has had vast experience in in-service education writes, that, "there is no follow-up work done to enable the participant to test for himself the efficacy of the methods advocated by the program."

Another teacher stresses this point in these words:

In-service courses can be helpful to teachers only when they put into practice what they learn in refresher courses, otherwise I feel it is a waste of time...

The whole argument is nicely summarized in the following words:

It is a great pity that whatever useful conclusions are arrived at and sent to the higher authorities for implementation, no response, whatsoever, comes out. Moreover, the useful methods learnt at the workshop cannot

be applied by the teachers in their respective schools, for already heavy work load and lack of time (confront them when in school).

General Nature of the Courses

While discussing the contents of in-service programs in West Pakistan, it was pointed out that our in-service courses tend to be general in nature and theoretical in approach. Major emphasis is laid on a theoretical discussion of the educational problems of general nature, and specific teaching problems are neglected. Whereas, the present tendency in more advanced countries is to organize in-service courses around specific problems of teachers and local conditions. In this way, not only the problems are easily solved, but the teachers are, also, actively involved in the program, because the problems are significant for them and related to their situation.

This view of the writer about our in-service education is shared by the responding teachers, who have also referred to the general and theoretical character of in-service programs. According to one teacher, our in-service courses, "are too general or too idealistic. Often the local conditions and limitations are not taken into consideration."

According to another teacher.

In these programs there is generally theoretical work, but there must be more and more practical work, so that teachers may be able to improve their efficiency.

There is evidence, that the theoretical and irrelevant nature of the present in-services courses has dampened the enthusiasm of the

participants and caused them to be bored.

Lack of Proper Facilities for the Participants

Many teachers have pointed to the absence of adequate facilities for accomodation and transport. In-service courses are usually held during summer, and because of extreme heat in the plains, preference is given to a hill station. In the mountains, there are places like Swat, which as yet lack adequate facilities. This creates inconvenience for the participants, and there are instances, when teachers have declined to attend in-service programs due to such inconveniences. Participants in an in-service program do not have to pay any tuition fee, and the teachers from government schools are entitled to receive travelling and daily allowances. But according to many teachers, these allowances are not paid on time. This delay in payment causes inconvenience, especially to those teachers who come from far off places.

According to one teacher:

Most often teachers face a great trouble due to lack of money while proceeding to participate in such a training. It is necessary that the school or the Department should make arrangements to give lodging and boarding expenses on loan or in advance... because in some cases the participants have to wait for weeks for the payment of their bills...

Lack of Interested Leadership

It is generally accepted that a sympathetic and interested leadership is necessary for the success of in-service programs. Such a leadership helps in providing inspiration to teachers, and in

creating a serious climate for discussions which leads to professional growth.

In-service education in West Pakistan lacks this leadership, especially at school level. At school level, headmasters and school inspectors are the appropriate persons to provide this leadership. If they fail to do this, there are many reasons. Supervisory staff in West Pakistan, usually, lacks adequate and special training in leadership; it is inadequate in number; and it is heavily overburdened with administrative duties. Moreover, our supervisory staff is traditionally concerned, more with criticism and negative inspection, than with guidance and positive supervision of teachers. Under these circumstances, it is no surprise that, in-service education in West Pakistan lacks interested and enthusiastic leadership. Consequently, in-service programs are not organized at the level of local schools and a stimulating and permissive atmosphere is not created in the schools.

Lack of Proper Orientation of Instructors and Informal Atmosphere

Many teachers have pointed out, that lecturers and instructors at some of in-service courses, whether foreign or local, are not properly oriented about local conditions and problems. Moreover, in most of the courses, a formal atmosphere of a class-room prevails. This lack of proper orientation and preparation, and of informal atmosphere restricts the progress of the course, and a great deal of time and energy are wasted in understanding local conditions.

According to one teacher:

There is no orientation given to the lecturers both local as well as foreign, so that a great deal of time and energy are lost trying to get a clear idea of conditions and background.... In some cases, the lecturers, who take the classes regularly, do not think it worthwhile to get the names of the participants. This formal atmosphere does not create a good climate for learning.

Lack of Emphasis on some Subjects

While planning in-service courses dealing with teaching different subjects, greater emphasis is given to such subjects as English, Science and Social Studies. Without disputing the need for the improvement in the teaching of these subjects, many teachers have pointed out this lack of balance, and stressed, that for an all round improvement in teaching, all the subjects should be taken into consideration while planning the programs. In the words of one teacher:

"The program should take into consideration all the subjects as well as all the disciplines. There has been a tendency to give weightage only to a few subjects and other subjects have been neglected."

Lack of Professional Associations and Professional Literature

The role of professional associations in promoting professional growth has already been discussed. In-service education in West Pakistan suffers from lack of well organized professional associations and availability of good professional literature. Library facilities in schools are extremely inadequate and good educational journal are almost non-existent.

Good professional literature and well equipped libraries are a great help in the professional improvement of teachers. Through them, a teacher can keep himself in touch with the developments in his field. Most of our schools do not have proper libraries especially for teachers, and the same can be said about professional magazines and other literature which are rarely available to an average teacher.

Lack of Proper and Systematic Evaluation

In an in-service program, evaluation is needed to determine the degree of achievement to contribute to the objectives of the program, and to find out clues for further improvement of the program itself. It should, therefore, be made an integral part of the program.

In-service programs in West Pakistan, do not, generally, have any provision for a proper and systematic evaluation. Thus, it is very difficult to measure the effectiveness of these programs, both for the teachers, and for the improvement of the programs themselves. Recently, there has been an attempt to introduce evaluation in some of in-service programs. viz. the work-shop organized by the Central Training College, Lahore, and in-service courses conducted by the Education Extension Centre, West Pakistan. But, it is felt that this evaluation is not made the integral part of the program, but it is something added at the end of the program.

CHAPTER V

SUGGESTIONS FOR THE IMPROVEMENT OF THE PRESENT PROGRAM OF IN-SERVICE EDUCATION IN WEST PAKISTAN

Suggestions for the improvement of the present program of in-service education in West Pakistan, will be made in the light of the principles of in-service education developed in Chapter II, and the evaluation of in-service education in West Pakistan made in Chapter IV of this study.

1. The writer is of the view that, if the educational authorities are genuinely interested in the promotion of professional growth of teachers in-service, for the over all improvement of educational standards in the country, and consider the provision of in-service education as an effective means to achieve this objective, as they claim that they do,¹ then, it is absolutely essential that the present facilities for in-service education should be considerably increased, enabling every teacher to grow professionally through in-service training. Various types of in-service programs should not only be increased in number, but should be improved in organization and scope.

Some positive steps to improve the program of in-service education are suggested.

¹ Pakistan, Ministry of Education, Report of the Commission on National Education (Karachi: Manager of Publications, 1960), p. 264.

a) An increase in the facilities involves additional expenditure, and the government has to allocate more funds for in-service education. Additional funds can be found, if a part of the Entertainment Tax is set apart, specifically for this purpose. Before independence, in the former Punjab, there used to be a surcharge on agricultural revenue for education. This surcharge can be reimposed to expand education in the country.

b) In order to improve the organization of the program, and to have better co-ordination, a special department of in-service education should be set up in the Ministry of Education. This department should be responsible for planning and co-ordinating various in-service programs.

c) An effective and all round in-service education should not be arbitrarily organized by a central authority, but the total staff of the school should be associated with its planning. It is, therefore, suggested that the proposed department of in-service education should be assisted by an advisory body, representing teachers, headmasters, supervisory staff and the staff of the training institutions. This advisory body would help the department in assessing the needs and problems for in-service education, and in finding out ways and means to meet these needs.

2. This part of the suggestions is concerned with the role of the supervisory staff in providing in-service education to teachers.

The most natural and effective way to promote professional growth of teachers is to have trained people work with teachers as they

teach. Perhaps, the most effective in-service education can be provided within the school environment, by the headmaster and school supervisor, who can understand the problems of teachers, better than any one else. This has always been like this, and even now, there is no short cut to it.

In all the more advanced countries, supervision is one of the most important means for the professional growth of teachers. An inspector or a supervisor is a consultant, a guide, and a friend of teachers.

Because of this important role of supervision in providing in-service education, it is suggested that the supervisory staff in West Pakistan should be given increasing responsibility to organize and conduct in-service education at the level of local schools. School inspectors and headmasters, being local educational leaders, should organize various in-service activities, like workshops, teacher's meetings, reading circles, etc. These activities should be organized in cooperation with teachers themselves.

Before this suggestion is put into practice, some difficulties have to be overcome. Supervisory approach to in-service education needs a large supervisory staff, so that closer and more frequent contacts between teachers and supervisor are established. In West Pakistan, the number of supervisory staff is extremely inadequate. Consequently, an inspector has a vast area under his jurisdiction and large number of teachers to visit. No statistics of inspectors are maintained at present. As a result, there are wide variation in the

number of teachers under an inspector. The Assistant District Inspector of Schools, Lahore, has, for instance, 750 teachers in his jurisdiction. The number of teachers under other Assistant District Inspectors ranges from 200 to 350.² Supervisory staff is not only inadequate in number, it also lacks many facilities like transportation and adequate travelling allowance. In these circumstances, inspectors cannot visit teachers more frequently and for longer duration.

Supervisory staff in West Pakistan is also deficient in training, and generally has a negative attitude toward supervision. For inspectors, there are no facilities for pre-service training,³ and very limited facilities for in-service education. In his attitude, an inspector is more concerned with criticism than guidance. He is still, "a combination of a clerk and a policeman."⁴

If an inspector is to play the role of the teacher-leader, he should be properly prepared for this role. He should have a special training for the job and a positive attitude toward supervision.

In line with our thesis, that in-service education can best be accomplished through continuous supervision and guidance on the spot by well-trained inspectors, the following suggestions are given:

²Mehboob S. Hashmi, School Inspection in West Pakistan (Unpublished Master's Thesis, Department of Education, American University of Beirut, 1962), p. 95.

³Mehboob S. Hashmi, Ibid., p. 19.

⁴Pakistan, Ministry of Education, op. cit., p. 316.

a) The number of existing supervisory staff should be appreciably increased, so that the area of jurisdiction of an inspector is reduced. He should also be relieved of some of his administrative duties, enabling him to devote more time to the guidance of teachers.

b) Adequate facilities or allowance for transportation should be provided to inspectors, so that they visit schools more frequently.

c) Supervisory staff should have high academic and professional qualifications. Since the role of an inspector is that of a teacher-leader, his breadth of vision, experience, scholarship and ability to lead should be taken into consideration, before he is appointed to this important position.

d) A regular program of in-service education for supervisory staff should be organized to acquaint them with the principles and practices of modern supervision. For this purpose, the writer would propose, that teacher training institutions in West Pakistan should hold a summer institute or summer workshop of 4 to 6 weeks every year, especially planned for supervisory staff. This program should also include headmasters; or if possible, a separate program should be planned for them.

e) The present leadership courses conducted by the Education Extension Centre should be expanded. Their numbers should be increased and their duration should not be less than 4 weeks.

3. The writer is of the view, that the teacher training institutions in West Pakistan should contribute more, than they do at present, toward

providing in-service education to teachers. For this purpose, some suggestions are given in the following:

a) There should be frequent conferences between the staff of training institutions and teachers in secondary schools. Through these conferences, teachers would be able to solve their teaching problems with the help of teachers in training institutions. The system, used in Jordan of closing schools one day a week for a period of four to eight weeks to permit holding the conference of in-service teachers, has been very successful. A similar pattern is being widely used in the United States for one or two day conferences. This system can also be easily adopted in West Pakistan.

b) Arrangements should be made, under which selected teachers in secondary schools should visit teacher training institutions, for a week or so. During this period, the visiting teachers should observe the work of the training institutions, watch model lessons, and hold discussions with the faculty members. In the absence of teachers from their schools, senior students from training institutions may go there as substitutes.

c) During summer vacations, teacher training institutions should develop a program of extension courses, of not less than 4 weeks in duration. These extension courses may either deal with regular professional subjects like methods of teaching, educational theory and psychology, or may be organized according to some specific needs of the schools and their teachers.

d) Teacher training institutions should establish a field service. This would involve the designation of a number of faculty members as field representatives, who would visit secondary schools in their area, at least once a year. These field representatives would discuss with the headmaster and the teachers, new developments in different fields of study, new instructional materials and aids, and other problems encountered by the teachers.

e) In order to provide a continuous in-service program, it is suggested that all the training institutions in West Pakistan should organize an educational workshop on the pattern of the Education Workshop at Wayne University (U.S.A.).⁵ This particular workshop operates in the evening, once a week throughout the year, except in summer. It is conducted on semester basis, and gives university credits. The workshop is organized around the felt and current teaching problems of participating teachers.

If adapted in West Pakistan, organizational matters of the proposed workshop may be decided upon by the sponsoring institutions, in consultations with teachers. However, the basic principle of organizing the workshop around the felt and current problems of participating teachers should always be observed, otherwise the real purpose of in-service workshop would be lost.

f) An important implication of all the above suggestions is that, either the present staff of the training institutions should be

⁵For a detailed description of the workshop, see the Workshop Way of Learning by E.C. Kelley (New York: Harper Brothers, 1951)

augmented to shoulder the additional responsibility, connected with in-service education, or special staff should be appointed for this purpose.

4. As stated in Chapter I, Pakistan is faced with an acute problem of untrained teachers. This problem may be solved through in-service education. In-service needs of untrained teachers are different from those of trained teachers, in the sense that the former have to pass an examination to get a teaching degree. Therefore, some in-service programs should be developed keeping these special needs in view.

In countries like England and America, in-service programs are so organized, that an untrained teacher can obtain regular certification without loss of salary. In Pakistan, such facilities are not available, and an untrained teacher has to face many difficulties, if he wishes to improve his professional qualifications. The following few suggestions are made, to enable untrained teachers to attain full professional status without undue loss or hardship.

a) An untrained teacher should be allowed to appear as a private candidate in the examination for the Bachelor of Education, provided he possesses minimum academic qualifications and teaching experience of two years.

b) Supervisory staff should provide facilities within schools, to enable untrained teachers to prepare for the examination. Programs like reading circles, short workshops or small study groups may be organized on the level of local schools, with supervisory staff serving as guide and consultant. A program similar to Teacher's Institute - introduced in America during nineteenth century for the same purpose -

may also be introduced.

c) Well equipped staff libraries should be set up in every school. In setting up these libraries, help and assistance from international organizations like Unesco, A.I.D., and the British Council may be sought.

d) Summer schools and extension courses should be organized by teacher training colleges, considering the special needs of untrained teachers. Faculty members from training colleges may also serve, as consultants and resource persons for the programs organized by inspectors and headmasters.

5. In the following, few suggestions are made to improve the effectiveness of the present programs of in-service education.

a) Participation in a program of in-service education should be given due recognition by the educational authorities, toward a raise in salary and future promotion. Teachers need incentive and motivation to take more active part in their professional growth.

b) The method of selecting participating teachers in an in-service program should be improved. Arbitrary nomination by the Directorate or inspectors should be discontinued, and teachers and their headmasters should be consulted, before the selection is made. For this purpose, the inspector should call a meeting of headmasters and teachers, in which organizational matters of an in-service program should be freely discussed.

Moreover, a teacher should not be forced to attend a course in which he is not interested. Forced participation would yield very little, if any, learning or growth.

c) There should be a shift from refresher courses to workshops as the most effective form of in-service education.

d) In-service programs should be increasingly organized with a consideration of practical teaching problems of Pakistani teachers. Methods like questionnaires, meetings, and discussions should be employed by the organizers to identify teaching problems of the teachers.

e) Supervisory staff of the school should help in creating a relaxed and permissive atmosphere in the school, so that teachers feel free and secure to apply improved teaching techniques and methods. Opportunities for experimentation can be found in every educational system, provided school administration is helpful and encouraging.

f) Arrangements for the payment of expenses, involved in attending in-service programs, should be improved. Considering the financial conditions of an average teacher, a part of the expenses should be paid in advance, which can be easily adjusted afterwards.

At present privately managed schools do not pay their teachers for participating in the programs. The Directorate of Education should direct them to set apart a specific amount, for the in-service training of their staff.

g) In-service programs particularly refresher courses should be improved in their methods. Instead of lecture method usually used, greater emphasis should be given to group discussions, practical demonstration, and use of audio visual aids.

h) Educational journals of high standard should be regularly published by teacher training institutions and professional organizations.

i) Evaluation of in-service programs should be made an essential part of the program, and it should be a continuous process. Participating teachers should be actively involved in the process of evaluation, and different techniques like evaluative sessions, panel discussions, and questionnaires should be extensively used.

j) Duration of various in-service courses should be increased from the usual fifteen days. They should be preferably, not less than 4 weeks long.

APPENDIX ACovering Letter and the QuestionnaireCovering Letter

Post Box No. 1185
American University
of Beirut - Beirut

Dated 21. 11. 62

Dear Sir / Madam

I am a Pakistani student working for my M. A. in Education at the American University of Beirut. I am making a study of the "Programs of In-Service Education of Secondary School Teachers in West Pakistan." The purpose of the study is to assess the present programs, to stress their value and importance for the total growth of our teaching profession and, finally to make some suggestions for the improvement of these programs.

You have participated in these programs and have a direct experience, and your views and suggestions are of immense value for my study. I am sure that your comments would help me in making proposals and suggestions for the improvements of these programs. Kindly let me have your cooperation by filling out the enclosed questionnaire. Please express your views frankly and freely. You need not give your name as your name will not be associated with the views that you will express.

If you would like to receive an abstract of the complete study, please fill out and remove the portion below and send it to me under separate cover.

Thanking you,

Yours Sincerely,

Muhammad Moin Uddin Khan

Dear Mr. Khan,

I am a teacher who responded to your questionnaire regarding in-service Education of secondary school teachers and I would like to have an abstract of the study when it is completed.

Name _____

Address _____

Personal Data

Please give the following information by checking with the mark in parentheses (/)

Academic qualifications F.A.,F.Sc.,/B.A.,B.Sc./M.A.M.Sc. Year_____

Professional qualifications T.D., C. T./ B.T.,B.Ed./M.Ed. Year_____

Teaching experience (in years) ***_____

Status of your School Government/Local Body/Private

QUESTIONNAIRE

✓ 1. Please check the types of in-service programs in which you have participated.

- 1 - Seminars _____
- 2 - Workshops _____
- 3 - Refresher courses _____
- 4 - Summer courses (at some training institution) _____
- 5 - Any other type (Please give details) _____

✓ 2. The number and duration of in-service programs that you have attended since 1959.

<u>Year</u>	<u>Number</u>	<u>Duration of each</u>
1959 - 60	_____	_____
1960 - 61	_____	_____
1961 - 62	_____	_____
1962 - 63	_____	_____

3. Please check the field of in-service programs that you have attended.

1. Teaching of English _____
- ✓ 2. Teaching of Mathematics _____
- ✓ 3. Teaching of Science _____
- ✓ 4. Teaching of Social Studies _____
- ✓ 5. Teaching of Urdu _____
- ✓ 6. Methods of Teaching _____
- ✓ 7. Educational Psychology _____
- ✓ 8. Any other - which ? (Please give details) _____

4. Please check the methods used in these in-service programs.

1. Group discussions _____
2. Lectures _____
3. Demonstrations _____
4. Any other ? (Please give details) _____

5. Which of the above methods you like best and why? Please give your reasons in detail.

6. Kindly give freely your views about

- (a) Values of in-service programs that you have attended.
- (b) Limitations of the above mentioned programs.
- (c) Suggestions for the improvement of these programs.
(If the space below is not sufficient, use extra paper)

(a)

(b)

(c)

7. Please feel free to give your comments about any aspect or problem relating to the programs of in-service education.

APPENDIX B

Questionnaire used for the Evaluation of the Educational Workshops held in 1959 and 1960.

- 1 - Was this workshop too long, too short, or just right?
- 2 - What time of the year is the best to hold such a workshop?
- 3 - Do you like the organization of this workshop?
- 4 - Do you feel that the problems studied by the workshop were the most important?
- 5 - Do you feel that your work at the workshop had any relationship to the theme?
- 6 - What do you like best about the workshop?
- 7 - What specific help did you receive from this workshop which will help you to help the teachers in your school do better teaching this coming year?
- 8 - What features of the workshop were of least value to you?
- 9 - What suggestions do you have, which would have improved this workshop?
- 10 - What topics would you suggest for future workshops?

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