



3rd NACTE National Conference 2018

*Rethinking Teacher Education,
Pakistan*

September 4-6, 2018
University of Balochistan, Quetta

Proceeding of the 3rd NACTE
Conference

**National Accreditation Council for
Teacher Education (NACTE), Pakistan**



University of
Balochistan



University of Turbat
Balochistan



Sardar Bahadur Khan
(W) University Quetta



Alhamd Islamic
University Quetta

Keynote Speakers



Dr. Mahmood-ul-Hassan Butt

Consultant Higher Education Commission



Dr. Munawar Sultana Mirza,

Former Chairperson NACTE



Prof. Dr. Razia Sultana

Vice Chancellor, SBBU Peshawar

Special Address



Prof. Dr. Javeid Iqbal

Vice Chancellor, University of Baluchistan



Prof. Dr. Abdul Razzaq Sabir

Vice Chancellor University of Turbat



Prof. Dr. Rukhsana Jabeen,

Vice Chancellor SBK Women's University

Session Chair



Dr. Saleha Parveen

Dean Faculty of Education, Sindh University, Hyderabad



Dr. Samina Malik

Dean of Social Sciences, IIU, Islamabad



Dr. Rafqat Ali Akbar

Director IER, University of the Punjab, Lahore



Dr. Muhammad Saeed

Chairman, Department of Educational Research and Evaluation
University of Punja



Dr. Raiz ul Haq Tariq

Conference Chair



Dr. Irshad Ahmad Farrukh

Conference Focal Person



Uzma Shakoor

Conference Secretary

Proceeding of the 3rd NACTE Conference on Rethinking Teacher Education in Pakistan, September 4-5, 2018,

University of Baluchistan, Quetta

This was the third national conference that NACTE organized; the previous two conferences were held in Lahore and Gilgit-Baltistan. Besides this, NACTE is already engaged in conducting series of seminars and workshops to assist facilitate and guide the teachers of universities and their constituent and affiliated colleges for the preparation and completion of accreditation process.

This conference was organized with the financial support of Higher Education Commission Pakistan, and in collaboration with University of Turbat, University of Balochistan, Sardar Bahadur Khan Women University, Al-Hamd Islamic University, Quetta and Lasebla University. National Accreditation Council for Teacher Education is obliged and thanke the partner universities for their support and help in the conduct of the conference.

A total of 119 papers were submitted to the conference secretariat. The organizing committee secretariat selected 62 papers through double blind review process. Forty two scholars expressed their consent to attend the conference. However 35 papers were presented in two days conference with no parallel sessions.

Inaugural Session:

The proceedings of the first day of the conference started with the national anthem, recitation of the verses from the Holy Quran and Naat-i-Rasool. Prof. Dr. Riaz-ul-Haq Tariq, Chairman NACTE had a welcome address followed by an overview of NACTE by Prof. Dr. Irshad Ahmad Farrukh, Secretary of the Council.

Vice Chancellors from University of Balochistan, University of Turbat, and SBK Women University were the special guests. The worthy vice chancellors emphasized the importance of teacher education in Pakistan. Prof. Dr. Irshad Farrukh presented the journey and history of NACTE. He further elaborated the objectives of the conference. Chairman NACTE, Prof. Dr. Riaz ul Haq Tariq welcomed the participants of the conference and gave a note of thanks. Prof. Dr. Mahmood ul Hassan Butt, Advisor to Chairman HEC was the chief guest of the inaugural ceremony.

Dr. Mahmood ul Hassan Butt in his presidential address said, “we all have been involved in teaching learning process throughout our professional careers, some with the exuberant zest of young scholarship and others with the zeal and temperance that comes with age. He mentioned that the development of a 21st century National Scheme of Studies (2006) inception of NACTE, the development of National Professional Standards for Teachers in Pakistan (2009) focused on key competencies of lifelong learning to prepare critical,

competent, constructive and caring future students and scholars. The National Qualifications Framework for Pakistan developed by HEC in 2015 on the universally accepted principles agreed at Bologna and the mega trends that are globally emerging in Teacher Education.

Dr. Butt said that it is time to reflect and rethink what are the salient attributes of a teacher that we all need and then to discuss the processes through which to prepare them, because as Al-Ghazali has pointed “knowledge without action is wasteful and action without knowledge is foolishness.” He mentioned about the great teacher who was sent to mankind more than 1400 years ago with a book of guidance to reconstruct individuals and institutions. He spent his life to instruct, Inform and inspire his people to cultivate virtue in all its manifestations. Therein lie the good tidings of building a community of the righteous. He taught that mankind is created in the most perfect mold but they can descend to the lowest of the low if they lose the path of virtue and wisdom. He taught people virtues of faith, patience, perseverance, continuous pursuit of knowledge.

He said the Prophet taught us the process of cultivating these virtues which is reflected in the four questions often repeated in the Quran as, Affala Utafakkarun? Affala Taqailun? Affala Talleimun ? and Affala Tammellun? These four processes, Fikr, Aqal, Ilm and Amal are the means to create shining, successful, prosperous civilizations to discover and disseminate the Scientific method of creating useful knowledge.

He said as we rethinking about our institutions of preparing Pakistan’s teachers of tomorrow please remember that schools and their teachers of today will produce the economy, the society and the culture of tomorrow. The Europeans has already agreed on a list of Lifelong Learning Competencies for the 21st century. They agreed to use their educational institutions to:

1. Develop literacy and skills for rhetorical, persuasive and creative use of multiple languages,
2. Teach Mathematics, Science and Engineering using the currency of rigorous and relevant knowledge to produce rational precise and pragmatic thinkers and doers,
3. Foster digital competence in order to participate in the 4th industrial revolution,
4. Teach personal, social and cognitive/cognition competencies,
5. Cultivate civic, just, moral commitments for an ethical social order,
5. Promote entrepreneurship skills to create, disseminate and deploy innovative and useful knowledge for socio-economic development,

6. Invest in high quality education for liberal and liberating education for an empowered human capital through a variety of teaching learning approaches, contexts and perspectives,

7. Wrap these learning skills in valid and reliable assessment processes to ensure attainment of these skill and competencies without which no new knowledge is possible.

European Parliament and EU Council adopted these recommendations in 2006 and designed a massive program of investment in education & research to develop and implement both Teaching and Research Excellence Frameworks. Dr. Butt said “Those who look for seashells will find seashells; those who open them will find pearls.” Al Ghazali. Let us decide what do we want, Seashells or Pearls?

Keynote Address by Dr. Munawar Sultana Mirza

The topic of Dr. Munwar's talk was "Teacher Needed in 21st Century: Outward-Inward Analysis"

While developing the Link between Education and Teacher Education, she referred to Education: SDG 4. Which Ensure inclusive and equitable quality education and promote life-long learning opportunities for all: on the World Education Forum, 2015 Pakistan committed to quality education and to improving learning outcomes which requires: Strengthening the inputs, processes and evaluation of outcomes, mechanisms to measure progress and to ensure that teachers and educators are Empowered, Adequately recruited, Well-trained, professionally qualified, Motivated and supported within well-resourced, efficient and effectively governed systems.

She emphasized the need to induct Well Trained and Qualified Teachers Supported by efficient and effectively governed systems. It will require Recruitment Policy for all levels in line with International standards and practices and Implementation by Public and Private Institutions along with Career Ladder with Built In-Service Training. This is the responsibility of Policy Makers: Federal and Provincial Governments.

She said that we need to Produce Well Trained and Professionally Qualified Teachers and Educators. That require all types of Concurrent, Consecutive; Conventional and Alternative pre service teacher education Programs. Having close Linkage with In-service Programs. HEC, NACTE, TEIs, Federal and Provincial Governments must perform their role to produce quality teachers. She also mentioned her reservation regarding the Recruitment and induction policy of the qualified teachers. She emphasized the need of Producing Quality Teachers to Teach 21 Century Skills to youngsters. She also identified Skills needed in 21st century Critical Thinking, Communicating effectively, Complex Information Processing, Collaborating for knowledge creation/problem solving, Contributing meaningfully, Contextualizing learning/ community/real world, Creativity/ innovation/ knowledge construction, Social Intelligence embedded in moral values and All SD concepts.

She recommended that teacher education institution must produce competent teachers having capabilities and skills in using Modern Learning Tools like Digital competencies for personalized learning, Strategies for metacognition, Learner Centered content & Learner designed experiences, Problem solving and project based approaches, Collaborative Learning (with peers), Horizontal peer learning, On-line communities to share opinion, critique, Ideas, swap insight and comment on each other plan, Using technology, Blended learning and using different ways to documenting learning and Assessing for deeper understanding and competency.

In her concluding remarks she emphasized the need to Revisit Teacher Education. She recommended outward, mutual and inward Measures as under.

Outward Measures:

- Federal and Provincial Governments should develop Clear Teacher Recruitment Policy in line with academically advanced countries. May even announce the implementation of Education Policy 2009, Strengthen accreditation of TE programs and Certification of Teachers be Introduced
- Mutual Measures:
- All stakeholders Revisit National Standards for Teachers in line with SDGs and Develop subject teacher standards.
- Inward Measures:
- TEIs must revise their Programs and practices to meet National Standards for Teachers and TEIs May adopt alternative routes and modes for pre and in-service teacher training BUT ensuring equal rigor

Keynote Address by Prof. Dr. Razia Sultana

Teacher education refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The presentation focused on existing teacher education in the country and suggestions for its improvement. Moreover, attention was also drawn towards the current situation of teacher education and teaching practices.

Issues

- Teacher education has a direct link with the student performance therefore the grooming of teachers is utmost important for upgrading education system and output.
- The theoretical and traditional teaching is being replaced with innovative methods in the private sector but the public sector, despite of the training still follow the same old tradition ways.
- The number of schools, teachers and students is kept focused while the pre & in-service training is unfocused.
- The National Education Policy 2017 has highlighted to improve the standards and education of teachers for yielding better teachers who are competent enough to meet the international market demands.

Present Scenario

Our learning mechanism follows the patterns developed long ago. Instead of inspiring students to learn, teachers impose their dominance by instructing students to cram hence rote learning remains the last resort. Persuading students to study, increases their curiosity to learn, which is missing. Pedagogy in Pakistan, however, will become successful if teachers will teach in a way as if they were teaching themselves. The existing level of teachers' professional competencies is not much promising as observed by the Elementary and Secondary Education Department in KPK in year 2017. The department has expanded the pool of potential candidates by elevating the requirement of a professional qualification. This policy was designed to attract teachers with better subject knowledge. The teaching skills of the teachers would be honed through an intensive induction program. The induction program is promised to be delivered through a state of the art Learning Management System installed on android tablets.

Routes of Joining Teaching Profession

There are different routes for joining teaching profession in Pakistan and minimum professional qualification differs for different levels.

- At primary level PTC certificate was essential for the teaching profession, for secondary level B.Ed. /M.Ed. Degree was the requirement.
- For teaching at college or university level no professional qualification is required. HEC is taking note of it under the current chairman

The quality of courses offered for preparation of primary school teachers and teachers for secondary schools are different but in general these courses comprise of theoretical subjects and teaching practicum.

The process of professional development starts after being inducted into profession having the required qualification and fulfill the eligibility criteria.

Professional Development in Pakistan

Pakistani teachers across the country after being inducted in teaching profession get occasional opportunity for their professional development. Some in-service teachers' training programs are organized by non-governmental organizations. These activities provide some exposure to school teachers about new teaching approaches but these activities are overlapping and disjoint most of the time. Further lack of coordination among different agencies turns these programs into sporadic, a shot activity which has little connection with school practices. Research shows that more time (at least 50 hrs per year) spent by teachers in activities of professional development like collaborative lesson planning, classroom visits and action research have positive effect over students learning achievements. However for Pakistani teachers time spent in CPD as a regular feature is near to zero percent. In contrast to this the top performing school systems of the world invest more than 40% of their working time in professional development activities.

Reasons of low Professional Training

The following are the reasons why Teacher Professional development in Pakistan is recorded to be low;

- i) Teaching as profession is the last option
- ii) Candidates opting for teaching profession have comparatively low academic achievements.
- iii) Low Standards of pre-service teacher training programs
- iv) No regular and organized on the job professional development activities
- v) No financial support for teacher professional development from government.

Effect of Professional Training on Teachers

Mostly in-service teacher training programs conducted at provincial level have been either ineffective or have little effect on the professional development of teachers because such activities have never been planned on regular bases and their sustainability always depend upon the availability of foreign funds and lasts till the funds are available Although such CPD programs have developed some awareness among some teachers' but as a whole these programs remained ineffective to; change the conventional classroom practices by our teachers

Professional development can become effective only if:

- i. It is specific not generic
- ii. It deals with teachers' assigned subject and its instruction
- iii. It is desired not forced
- iv. It is realized as a means for promoting students teachers learning
- v. It is devoid of any TA/DA or honorarium

State Efforts to Promote Teacher Education

The entire responsibility of teacher's effect unless does not fall upon the teachers only but state also have to play its part in the following ways;

- i. Development of a clear common National Vision is the demand of the time. A nonpolitical, purely professional educational managerial league should be created to hold onto the national vision and keep it moving instead of changing and creating a new vision with the change of ruling party.
- ii. Education should be placed on top priority; presently included as a component of social sector.
- iii. Integration of educational and economic policies to provide opportunities for educationists, economists and business leaders to work in close collaboration to assess economic and labor market demands of the schools.
- iv. Recruitment of talented and willing teachers
- v. Selective admission instead of open admission to teacher education.

Privatization and marketization of Education

The policies and systems in Pakistan have been affected by globalization in the last two decades. Pakistan is promised to have financial support on the decentralization of public institutions, including education services to lessen their burdens by shifting responsibilities to private and non-governmental organizations to focus more on improving governance and the economy. It is argued that the establishment of the private sector and the liberalization of institutions of social services will increase competition and innovation in education.

In the last two decades, there has been a significantly increasing influence of donors and international financial organizations on educational programs and policy making in Pakistan as a result; market approaches and private schools have grown rapidly. Since market approaches follow market logic, there has been growth in education services, including teacher education programs, on a low-cost and an easy-to-complete basis, in order to attract more candidates, while compromising the quality of education.

Research on Teachers Education

The lesser importance given to research in Pakistan has resulted in only a limited body of valid research literature on teacher education in Pakistan. However, the existing research shows that teacher education program heavily emphasize on lecturing, dictating notes method, and question spotting assessment, which hardly prepares teachers for how to teach and learn effectively. The present times, on the contrary demand teachers to develop practical classroom teaching skills. Due to lack of teaching skills there is over-emphasis on theory and memorization to reproduce material in exams; that is why the students lack practical skills. The significant issues which have caused the poor performance of teacher education institutions includes extensive use of the conventional lecture method, inadequate and outdated preparation of teacher educators, the shortage of schools for practice teaching, traditional and outdated curriculum lack of commitment to quality and improvement, lack of research on programing, lack of effective evaluation programs, and lack of coordination among teacher education institutions to improve quality.

The rising pressures aroused efforts to improve the quality of teachers and teaching confession through effective teacher education (in-service and pre-service), as Pakistan is committed to "Education for All." The National Education Policy 1998-2010 provided a section on improving teacher quality through teacher education, which led to many in-service teacher training reforms, such as short refresher courses, short in-service certificate programs, and continuing professional development programs for teachers. The policy also recognized the importance of training all in-service untrained teachers, which constituted about a quarter of all public school teachers in Pakistan, through allowing teacher education institutions to offer in-service short courses and off-campus teacher education programs.

Moreover, the National Education Policy 1998-2010 heavily emphasized the expansion and growth of higher education for economic development in Pakistan, allowed a market approach in higher education institutions, including teacher education institutions, and they allowed them to offer market-model programs, mostly off-campus programs in open and distance learning modes, under the policy initiative titled "self-finance programs." Thus the early 2000s were the years of initiating two major changes to improve teacher quality and the provision of teacher education to all untrained teachers, which included many reform projects for the in-service professional development of teachers including accreditation & Licensing. But these reforms were not practiced fully.

The current National Education Policy of 2017 also contains objectives for the education of teachers as hopes are high for the actual practice of these objectives. The following are objectives for the training of teachers;

- Less qualified and untrained in-service teachers in the public and private sector schools shall be provided opportunities for further professional education
- Strong linkages shall be developed between the pre-service and in service teacher education programs and institutions. Proper mechanism shall be devised to ensure the quality of education

- All teachers will have opportunities for professional development and the training will focus more on capacity building of teacher's deficiency areas, for sustainable development etc.
- Continuous professional development academy/center for Teacher Educators will be set-up in each province to help them acquire up-to-date knowledge and adopt innovative pedagogies.
- To improve the quality of teacher education programs the accreditation process will be strengthened and licensing & certification will be initiate.
- To bring out the teaching profession from its present position of last option and to attract young talent to this field at least 25% of the top merit students will be provided scholarships/free education by the public and private institutions.

The Higher Education Commission (HEC), Learning Innovation (LI) Division conducted a two-day "National Forum on Teacher Education", in May 2018, in collaboration with National Accreditation Council for Teacher Education (NACTE) with an aim to improve the professional grooming of teachers. The forum brought under consideration two prevailing issues including varying employment policies and practices across provinces and the models and pathways of teacher preparation. It observed that the question of teacher preparation in Pakistan is jeopardized at the grass root level by allowing any individual to become a teacher with the lowest level and quality of academic preparation and zero professional preparation. Even the policy book regarding appointment in public schools is set aside to appoint untrained teachers claiming some short-term post-induction training as sufficient to become a teacher, speakers at the forum underlined. They maintained that the said two issues lead to the third most important issue quality assurance of teacher education programs.

Suggestions

The following measure can be adopted to reshape teacher education in the country;

1. Professional training before hiring teachers should remain mandatory.
2. Teaching profession should be given respect in order to inspire people to join rather than making it the last choice
3. All the training programs should be supported by government
4. The criteria of eligibility for teachers at levels should be reconsidered
5. Teacher education programs should be updated with the passage of time
6. Separate Teacher education programs should be introduced for all levels and have a proper time span
7. Teacher education should meet the demand and standards of international level
8. Modern technologies should be introduced into the teacher education system
9. Research oriented teaching should be encouraged

Conclusion

Thus, Educational services provided in public sector are not much auspicious but on the other hand we also have some living examples where school systems grew from poor performing systems to top performing systems of the world in remarkably shortest period of time and efficient utilization of resources. Improvement is expected to happen by the joint efforts of trainees, trainers and students. Teaching professional development of already appointed teachers should be considered first than appointing new ones.

Academic Session I

The Paper presentations started after the formal inauguration and refreshment of the conference delegates. It was chaired by Dr. Samina Malik and moderated by Prof. Dr. Nabi Bux Jumani. Eight presenters presented their research articles focusing on the significance of teacher education in Pakistan.

Abdul Ahad Roshan Saeed presented his research paper on “Concerns of stakeholders regarding dropping out professional degrees in the recruitment of teachers in Khyber Pakhtunkhwa (KP)”. The purpose of study was to explore and compare the concerns of stakeholders regarding recruitment for all cadres in district D.I.Khan. The mixed method convergent parallel design was used for the study. The stakeholders showed highly negative concerns about recruitment of teachers without professional degree

Abdul Basit Rana presented his paper on “Emotional Resilience of Teachers and their performance at Higher Education: A co-relational research”. The purpose of study was to find out the relationship between teacher’s emotional resilience and their performance at higher education. Further gender differences in emotional resilience were also investigated in the study. it was also found that the female teachers possess lower level of emotional resilience as compare to male teachers at higher education. The study has greater implementation for the betterment and development of teachers at higher education.

Abdul Malik Taj presented his paper on “Impacts of the Constructive Feedback on the Quality of Teaching Practicum-An Action Research Project”. The constructive feedback whether written or spoken, plays a crucial role in the improvement of professional skills of practicing teachers. This model followed by both written and spoken constructive feedback should be focused on specific behaviors and skills concerned with the profession and future demands of the field.

Mr. Cusrow J. Dubash presented his paper on “The Equation for Pakistan: World Class Learners = Reforming Teacher Education”. Great strides need to be made in reforming teacher education in Pakistan and doing it practically not just on paper. Recommendations are made regarding what and how this reformation can be brought about. Industrial age values that still prevail in our education system need to be replaced with information age desires, if our students are to compete at par with the developed world. The teachers must change.

Ms. Nighat Parveen presented her research article on “Evaluating the outcomes of four year B.Ed program: A case study of Graduates of Public Sector University”. The purpose of the study was to evaluate the outcomes of four year B.Ed program with respect to the objectives set by NACTE for teacher education program. It was also recommended that content should be revised to meet the new challenges and assistance should be taken from the concerned department to improve the concept of the student for related subjects.

Dr. Alia Ayub presented her paper on the topic “An investigation of informational/learning resources and infrastructure for the effective implementation of new B.Ed. (Hons.)/ADE Program in Balochistan”. The results indicate that teacher educators and administrators are trying their level best for the successful implementation of this new teacher education program. Result showed that, lack of physical, (little number of rooms, space in rooms for using interactive pedagogies, no room for students to do their projects, little space in libraries etc.) financial and informational/learning resources is a serious problem and creating hurdles in the effective implementation of new ADE/B.Ed. (Hons.) program.

There were some questions and comments at the end of the session on how to reform teacher education in the country by standardizing our teacher education program and overhauling of our education system.

Dr. Samina Malik concluded the 1st session and appreciated the presented research work of scholars after the question answer session. She further guided the novice scholars in improving their research work and encouraged them to publish their research work in internationally recognized journals.

Academic Session II

The 2nd Session-II commenced after namaz-i-Zuhar and lunch break. This session was Chaired by Dr. Muhammad Saeed, Chairman Department of Educational Research and Evaluation, IER, University of the Punjab, Lahore. Dr. Zahid Majeed from AIOU Islamabad performed the role as Moderator of the session. A total of nine papers were presented in this session.

The first paper was “Role of Heads of Institutions as Mentors in Secondary Schools”. It was presented by Professor Dr. Iftikhar Ahmad Baig, HOD Education, University of Lahore. In his talk, he highlighted various roles of secondary schools’ heads, specifically as mentor, counselor, coach and effective communicator. The study concluded that head teachers are performing their roles in these dimensions; however they need further training in time management and effective communication skills so that they may perform

more better in their institutions by properly end mentoring their teachers who are the real performers in the classrooms.

The second paper titled “Teachers’ Perceptions, Understanding, Practices about NPSTs” was presented by Dr. Najmunnisa Khan with her Co-presenter. It was a qualitative study using interviews and portfolios as data collection tools. The key finding was that elementary school teachers do have Subject Matter Knowledge (Standard 1) but they are weak in Human Growth and Development (Standard 2). The majority of the teachers were found not aware of the NPSTs. Therefore they should be oriented through organizing awareness campaigns, seminars and CPDs at local levels.

The third paper was titled “An Analysis of Teachers’ Recruitment Policy 2017-18 and its Implementation in Sindh”, which was presented by Dr. Safia Arooj. The study employed exploratory mixed-methods design. The findings revealed that the policy document is good i.e. it is merit-based and henceforth promotes quality of education, but there is need to implement it in letter and spirit.

Fourth paper titled Developing Professionalism in Teachers through CPD, was presented by Ms. Dur Jan. She examined teacher education development and professionalism through CPD. The study was qualitative in nature and conducted on a large sample of prospective teachers of five teacher education institutions including universities and government elementary colleges of Baluchistan. This study concluded that CPD is effective in promoting professionalism among teachers.

Fifth paper titled “An Over View of Teacher Education Program Accreditation was presented by Dr. Irshad Ahmad Farrukh. The study was conducted to see the accreditation levels, achieved by these Teacher Education programs and to investigate the ratio/percentage of qualifying the specific elements / indicators of the accreditation Standards. Although the overall standard wise improvement was satisfactory but substantial improvement is still needed in certain significant indicators/elements like course transaction, program evaluation system, learning resources, CPD, research and community out-reach.

The sixth paper titled “Determining Role of TE and Curriculum in developing Civic Sense among Youth of the Society: A Pragmatic Approach” was delivered by Syed Meer Syed. The study was phenomenological in nature and was conducted in Karachi. The sample of the study included teacher educators of HEIs, curriculum developers, prospective teachers, and school principals. The study revealed that prevalence of civic sense in the society is the responsibility of the government through reinforcing the policy that needs inclusion of contents on Civic Education in the curriculum from grade 1 to higher education level.

Seventh paper in this session was on Exploring Perceptions of Prospective Teachers about Challenges during Practicum in Quetta City". It was presented by Ms. Khalida Karim, Lecturer SBKWU, Quetta. The study carried mixed-methods approach including structured questionnaire and structured interview as data collection instruments. The study concluded that prospective teachers face many challenges during their teaching practice but the key one and the real is lack of support from the cooperating schools where this professional activity is actually performed. The study also recommended more weightage to practicum component.

Eighth paper was titled "Apprenticeship of Observation and the Localisation of Teaching of English" and presented by Liaquat A. Channa, Associate Professor, BUITEMS, Quetta. It was a case study which employed in-depth interviews of three primary school teachers. The study concluded that English language should be taught as a language not in the format of history or other subjects.

Ninth paper titled "Motivation Factors of Pre-service teachers to Join Teaching as Profession' was presented by Ms. Rubina Anwar from Al-Hamd University Quetta. The findings revealed that motivational factors enhance learning among prospective teachers in pre-service teacher education institutions, so the teaching faculty should promote various intrinsic, extrinsic and altruistic motivational techniques.

After the presentations the presenters responded to the questions asked by the participants. Certain comments and suggestions were made by the conference delegates at the end of the session on how to reform teacher education in the country by standardizing our teacher education programs.

The session ended with the concluding remarks by the Chair, Dr. Muhammad Saeed. While synthesizing, he shared a brief of the papers and highlighted some pros and cons on the papers presented. He suggested that sampling design and instruments development and validation play role in improving the quality of research, so the researchers need to be careful while planning these aspects. The findings may be presented by drawing a comparative table to see alignment among objectives, research questions/hypotheses, instruments and data analysis techniques. Finally, the Chair thanked the NACTE team, the presenters and other participants who took active part in making the conference successful. At the end, all presenters, the moderator, and the session chair were presented shields and certificates by Mr. Abdus Saboor Kakar former Secretary Education, Baluchistan and Prof. Dr. Irshad Ahmad Farrukh, Secretary NACTE.

The session closed around 5:30PM with the serving of tea to all the participants and the first day professional activities were over.

Day Two (5-9-2018)

Academic Session III

The proceedings of the second day were commenced with the recitation of verses from the Holy Quran. Then formal academic session started with Dr. Razaqat Ali Akbar, Director IER, Lahore as session chair Dr. Amjad from IER Peshawar, was the Moderator to conduct the session.

There were total eight papers presented in this session. The first was presented by Dr. Salma Nazir, from the Department of Education, federal Urdu University Karachi. The title of study was "Technology Integration in Teacher Education for Quality Teaching". The study recommended that soft skill training should be included in all the teacher education courses. Micro-teaching may be used for developing soft skills among prospective teachers.

The second paper titled "Practicum – Practice Teaching and Stress Causing Experiences among Pre-service Teachers in Pakistan" by Dr. Ijaz Ahmad Tatlah, University of Education, Lahore. The study concluded that teaching practicum is a metamorphosis process. The study found significant differences among student teachers of the five practicing schools.

The third paper titled "Perception and Practices of Integrating Soft Skills and Positivity Training in Teacher Education Program" was presented by Abdul Karim Sulang, a co-author of the paper. It was a qualitative study, carried out in the province of Sindh. The study concluded.

Fourth paper titled "Teaching Profession, Teaching Professionalism and Ethics: Turning Knowledge into Wisdom" was presented by Prof. Dr. Nasreen Hussain, IBM, Karachi. It was a theoretical but comprehensive paper. It focused on characteristics required for teaching profession, especially autonomy, status, prestige, conduct, ethics, and licensing. She also deliberated upon Profession Focusing Trait Model.

Fifth paper titled "Pedagogy and Practice: Teaching and Learning English in a Classroom of Primary Schools of Balochistan" presented by Sania G. Panezai. The focus of the study was on investigating strategies and challenges that teachers use and encounter while achieving educational objectives, goals at primary level. The study recommended the inclusion of activities pertaining to English teaching and learning and relevant assessment questions in the exercises.

Sixth paper was on "Developing Critical Thinking Skills at Undergraduate Level through Teaching of Fiction". It was presented by Sumera Bhanbhro, Lecturer at Institute of English Language, University of Sindh, Jamshoro. The study explored that back benches are mostly ignored in English classes. The classes are of mixed-ability students but mostly same

traditional teaching techniques are used, and teachers are unable to interpret fictional work. Large class size is another factor affecting learning of English in the class.

Seventh paper was titled as “Assessing Level of Media and Information Literacy in University Students” delivered by Ms. Tooba Saleem, Lecturer AIOU Islamabad. The study revealed significant gender and program differences. It recommended that students should be oriented about ethical and legal issues with regard to media and information literacy.

Eighth presentation was made by Ms. Nadia Ali on “A Comparative Study of teaching Strategies at Class 6 Level in Public and Private Schools of Quetta”. The study was descriptive in nature with a sample of 50 teachers (25 public and 25 private). It recommended that teachers should plan lessons well and long answer questions should also be asked in examinations and classroom context. Government teachers must emphasis on speaking ability of students in classrooms.

At the end certain questions were asked by the participants to different presenters for response and clarification. The session was concluded by Prof. Dr. Rafaqat Ali Akbar. He emphasized on the integration of more practice in teacher education programs to develop a balance between theory and practice. The duration of professional training should be increased whether we employ concurrent or traditional model of teacher education. This will be the way that how our re-thinking on teacher education may be out-come based.

The session was ended with distribution of shields and certificates to the presenters by the chief guest Prof. Dr. Munawar S. Mirza, and Prof. Dr. Rafaqat Ali Akbar, the session Chair.

Academic Session IV

Fourth and last session was commenced after tea break. It was conducted under the Chair of prof. Dr. Saleha Perveen, from University of Sindh, Jamshoro. Dr. Iftikhar Ahmad Baig, University of Lahore was the Moderator.

The first presentation of the session was “Teachers’ Conception of their own Success: A case study of AIOU”. It was delivered by Dr. Zahid Majeed, Assistant Professor, AIOU. The study recommended that more attention to the success, needs of pre and in-service teachers of teacher education programs might provide such models of teacher behaviors in classroom that evoke positive student responses.

The second presentation titled: School Heads as Conflict creators: Neglected Domain” delivered by Mr. Abdul Shakoor from Sarhad University of Science and Information Technology, Peshawar. The study recommended to follow human resources management skills, demonstrate democratic behavior with their staff, and avoid harsh behavior with the students.

The third paper titled “ A study on Accreditation of TE programs in Pakistan and Perceptions of teacher Educators” was presented Shabir Kumar Oad from SBBU, Benazir University, Nawab Shah, Sindh. The study recommended that though the teacher educators have awareness about NACTE standards but perhaps they ignore their value. He recommended the NACTE should develop a follow up mechanism for this purposes.

The fourth paper titled “Are Future Teachers in Balochistan Equipped to Teach in Religious Education?” Madrassah education should be included in the mainstream curriculum and teachers should be trained to teach religious education.

Fifth paper was on Quality Issues in Open and Distance Learning (ODL) which was presented by Prof. Dr. Nabi Bux Jumani, from International Islamic University Islamabad. He discussed the key challenges to distance education such as material development, instructional strategies, the difficulties in handling learning management system, equivalence of degrees through mainstream and distance mode of learning.

Sixth paper was on CPD Practices: A Study of the Context of Higher Education Institutions in Pakistan by Ms. Uzma Shakoor. This study was conducted to see the status of professional development in the Higher Education Institutions of Pakistan. The purpose was to explore the participation rates of the academics and administration and the frequency of the conduct of CPD by Higher Education Institutions in the country. The data on the professional development indicators collected by NACTE was analyzed specially to achieve the objectives.

Seventh paper titled “Predicting Role of Study Habits in Academic: A Study of University Students in Punjab” was presented by Mrs. Tehsin Ehsan of Aird University Rawalpindi. The key findings of the study were: silent was most preferred pattern, average and low achievers mostly study in TV lounge and institutional lawns. The high achievers mostly study in bed and study rooms. It recommended the teachers to educate students to learn through cooperative learning and their mentoring.

Eight paper was titled “Teaching Challenges in 21st Century: Elementary School Teachers Perceptions” presented by Dr Zaira Wahab. The findings highlighted teachers concern and lack of trust on their professional expertise to meet the challenges of the 21st century. The disadvantaged children should be focused. Study recommended to focus on disadvantaged children.

Ninth presentation was delivered by Dr. Zahida Habib from University of Education. The topic was “Effect of Teachers Education and school environment on parents’ decision in

opting public or private school for their children. The study revealed that teacher education and school environment had a positive effect on parents' decision in opting public or private schools for their children.

At the end certain questions were asked by the participants to different presenters for response and clarification. The session was concluded by Prof. Dr. Saleha Parveen. She emphasized on the integration of more practice in teacher education programs to develop a balance between theory and practice.

The session was ended with distribution of shields and certificates to the presenters by the Chairperson NACTE Prof. Dr. Riaz ul Haq Tariq, and Prof. Dr. Saleha Parveen, the session Chair.

Key Recommendations of the Conference

1. There should be a balance between theory and pedagogy in both traditional and concurrent models of teacher education programs.
2. There should be close liaison between the documents prepared by Ministry of Education and Training, NPSTs and HEC's National Educational Qualifications Framework.
3. The focus of teacher education should be on how to change the mind-set of students and the teachers? Teaching should be made learner-centered rather than teacher-centered.
4. Introducing SAT for entry into pre-service TE institutions should be made mandatory.
5. The first degree of teacher education should be through face-to-face mode; the subsequent higher qualifications may be face to face or through distance or virtual modes.
6. Pre-service teacher training should be residential for all prospective teachers and in-service teachers as well.
7. Internship should be introduced in pre service teacher education and preferably it should be paid like doctors and some other prospective trainees.
8. Teacher education needs to emphasize sustainable development goals at all modes and levels of teacher education.
9. There should be appropriate Teacher Recruitment Policies in all provinces/regions and federal government educational institutions. This policy should also be implemented in the private sector.
10. There should be autonomy to the teachers in the universities/HEIs, as teachers know better what to teach, how to teach and how to assess their students? Teachers must, however, realize their autonomy and responsibility.
11. There is need to improve the examination system at school, college and university levels, while teaching both lower and higher cognitive abilities by experts. It may have 60% weightage for first three levels i.e. knowledge, comprehension, and application. And 40% weightage for analysis, synthesis and evaluation.
12. Continuous professional development of teachers should be made an integral part of teacher education an on-going process through flexible mentoring mechanism.
13. Soft skill training should be included in all the teacher education courses. Micro-teaching and variable interaction techniques may be used for developing soft skills and mutual interaction among prospective teachers and teacher educators
14. Delivery of curriculum should be focused as this does the matter most.
15. NACTE should be strengthen and supported in its efforts to continue accreditation process with its follow up mechanism. The system may also be developed for the accreditation of program offered through distance and virtual modes of teacher education.

16. There is no end of learning, teacher education institutions should continue to refine research and seek improvement in the teaching through the quality research. Pakistan should re-think teacher education in its own perspective, and transform teaching and assessment accordingly.

The Way Forward:

The way forward depends on all of the practitioners of education. We must stop and criticising the government and NACTE and look at ourselves to see what we can do in order to bring in change and make the recommendations worth implementing. Every teacher needs to take the responsibility of doing things differently ---- the 21st century way. We need to lead by example ---- practicing what we try to preach.

Students should be able to see the Teachers must develop and prepare themselves as agents of change and for change to happen. Education can no longer to be seen only as an industrial age need that mass products on size fits all. Rather it should embrace the fact that individual differences need to be considered celebrated.

Moreover, technology and the digital world must be brought into our classrooms and gadgets not only the textbooks are what students and instructors should be working with and through. Let's make the learning experience for our students worth their while.

We must stop playing the blame game and take the recommendations of the conference forward in our own capacities and ways. The way forward is to let change begin!