FIVE SELECTED INNOVATIVE IN-SERVICE TEACHER TRAINING PROGRAMMES IN PAKISTAN

UNESCO OFFICE, ISLAMABAD
AUGUST, 1976.
The quality of education in a country is directly proportionate with the quality of Teacher Education in that country. As the Teacher Training programmes in the E-9 countries are felt to be inadequate with respect to efficient child-centred teaching practices, it was decided to identify three to five innovative approaches to in-service teacher training in each of these countries. This paper is an effort to study, in brief, five selected innovative in-service teacher training programmes in Pakistan for the selection of the "best case" to be presented in the International Conference on Education (ICE) in Geneva in October, 1996.

For the completion of this paper, I acknowledge with gratitude the efforts of Dr. M. Maqsud Alam Bukhari, Dean, Faculty of Education, Allama Iqbal Open University, Islamabad, who did an excellent job of interviewing the authorities of these teacher-training programmes, and collecting data and finally preparing this report for UNESCO.

I appreciate the contribution of Dr. Kizalbash of AIE Lahore, Dr. Muhammad Memon and Dr. Sadrudin Pardhan of IED, Karachi, Ms. Seema Malik of TRC, Karachi and Mr. Riaz Baluch of BCEC Quetta as they provided relevant information for the completion of this paper.

I am sure that this paper will be helpful for the International Consultant in selecting the "Best case" in Pakistan with respect to its being innovative, cost effective and student-centred and I believe that the contents of this paper will be of use to the international consultant in developing the methodological guidelines for further study in the field.

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NEW PRIMARY TEACHERS ORIENTATION COURSE (PTOC) ALLAMA IQBAL OPEN UNIVERSITY (AIOU) ISLAMABAD

I. INTRODUCTION

The New PTOC of AIOU aims at retraining 42,000 in-service primary school teachers during a period of five years i.e. 1992 to 1996. Sponsored by NORAD, the project aims at adopting innovative approaches to make up the deficiencies in the teacher orientation in the country. The emphasis is on improving practical skills of teachers with the use of video-recording system and enhancing selected teaching competencies of teachers with the use of micro-teaching technique. The target group in the project are the trained inservice primary school teachers who have no previous exposure/orientation in the new teaching methodology.

The new PTOC is an outgrowth of old PTOC which was started by the AIOU on the request of Provincial Departments of Education back in 1976 and, up to 1985, it enrolled more than 65000 untrained primary school teachers, who were nominated by the provinces to clear their backlog of untrained teachers employed in the primary schools. With the one semester (18 weeks) course of PTOC followed by an 18 week abridged PTC programme, these working untrained teachers were provided the first training in teacher education through the distance education of AIOU, keeping the teachers on their jobs.

II. INNOVATIVE FEATURES OF NEW PTOC

1. USE OF MEDIA SYSTEMS is the most innovative feature of this programme. Supported with two T.V programmes, five radio programmes and audio and video-cassettes, this inservice programme is distinct from other teacher training programmes in Pakistan. Use of print media is the basic requirement in open-learning system, through which study material is supplied to the trainees in the shape of eighteen study units/modules, each unit having 40 pages on the average. The study material is well designed, duly illustrated and pre-tested, having self-assessment questions and exercises. Inter-linked with the radio and T.V programmes, this programme has a beautiful mix of print and electronic media.

2. OUTREACH AND COVERAGE Having trained 65000 untrained teachers with its old version during the period 1976 to 1985, the New PTOC with its innovative features, has already enrolled 30,000 trained teachers for retraining during the years 1992 to 1995 and plans for the registration of 12000 teachers in Nov., 1996. It covers all the four provinces of Pakistan, Azad Kashmir, FATA and FANA. It has included males and females with an approximate ratio of 60 to 40
percent during 92 to 95. It takes teachers from rural and urban areas and from government and privately managed schools. Due weightage is given to various strata while registering trainees for this course.

3. STUDENT CENTRED METHODOLOGY New PTOC programme is student centred in its nature. In order to develop practical skills, the trainees are made to attend two in-depth workshops, one of three days in the middle of the semester for the preparation of instructional material from locally available and in-expensive material and for lesson planning, whereas the second workshop of six days is at the end of the semester for the practical demonstration of teaching skills and classroom management, providing practical experience for the trainees and improving their teaching skills. Besides two workshops of full nine days, fortnightly compulsory tutorials provide eight opportunities for face to face contacts of the trainees and tutors and the activities in the these tutorials are all student centred. Students have also to complete four assignments each with the gap of one month. These assignments are marked and sent back to students for their feedback.

4. Development of Teaching Competencies Through Micro Teaching is also an innovative feature of this programme. Eight teaching competencies i.e. induction of lesson, its presentation, effective questioning, listening, participation recapitulation, teacher liveliness and closure etc. are developed through micro-teaching, which becomes the most lively activity in the programme. Micro-teaching, with the use of camera, develops great interest in the trainees. They present the lessons, get themselves video-recorded, view their performance on the T.V screen, identify their weaknesses, improve their performance, reteach the same lessons, re-record, review and note their own improvements in their teaching process/skills.

5. Assessment, Pre-Testing and Quality Control: Continuous assessment of the students performance as well as the pre-testing of (a) the course and allied material, (b) tutors guides ;and manuals and (c) radio and T.V programmes by the specially trained pre-testing teams are the innovations designed to improve the quality of teacher training. Quality is also controlled by (a) arranging strict monitoring system through the network of 33 AIOU regional offices, (b) providing trained tutors and senior-tutors, (c) providing duly pre-tested study materials, (d) making tutorials compulsory, (e) formal final examination unlike other in-service training programmes in the country and (f) providing incentives. Certificates, medals and scholarships are given to the completers with distinction. Travelling allowance @ Rs.40/- per event (Eight tutorials, nine days of
two workshops and final examination) is also given as a monetary incentive.

III. COST

The New PTOC Project enrolled 4315, 7326, 8409 and 9755 primary school teachers during its cycles No.I, II, III and IV respectively besides the enrolment of 545 teachers in its pilot phase, and it also plans to enrol 12000 teachers in its last cycle in November 1996. The total cost of training these 42000 teachers is Rs.59 million with approximately Rs.1500 per student. This also includes the cost of the development and pre-testing of material, and other capital costs, which if excluded, the cost comes down to about Rs.1300 per student.

IV. Evaluation

The evaluation reports by the sponsors have shown the success of the project. In-depth researches have verified the positive change of attitude of the trainees towards the teaching profession and have shown improvement in their teaching skills.

V. PROSPECT

In brief, the PTOC project deserves attention by the ADB/UNESCO office, as it can provide in-service training to the bulk of about four lakh primary school teachers of Pakistan at a very low cost because of its being innovative in nature and having AIOU distance education system at its support. The availability of (a) pretested study and allied material for training (b) pretested radio/T.V sets in the regional offices and study centres of AIOU and (c) management structure of PTOC project, can go a long way in sustaining this project and bringing down the per student cost of training primary school teachers in future.
TEACHER'S RESOURCE CENTRE (TRC), KARACHI

I  INTRODUCTION

The quality of primary school teachers in Pakistan is generally questioned. Once employed, the teachers usually do not get opportunities to upgrade their content knowledge or teaching skills. Many teachers do not have a teaching certificate as minimal requirement. In rural areas, the situation is even worse. To address this problem, a group of teachers from NGO's in Karachi managed to establish T.R.C in 1986 with an initial grant by Agha Khan Foundation (AKF). Later, in 1992, Trust for Voluntary Organization (T.V.O) also came to sponsor it. NORAD, CIDA, UNICEF, OXFAM, Pepsi Foundation, WMF and IUCN were also attracted for its funding through various projects. T.R.C designed short one week (five working days), workshop type, courses with two hour sessions per day and managed to enrol 25 participants in each workshop. With this model, the school functioning does not suffer and the teachers are provided inservice training in the areas of content as well as in teaching profession. This model is based on workshop units, each of which consists of 25 participants who work for ten hours in a week in face to face situation. Thus one workshop unit is equivalent to ten hours of contact time with 25 participants.

TRC aims at (a) providing a forum for inservice training of teachers in Karachi, (b) replacing unhealthy competition among schools with cooperative endeavor and (c) bridging the gap between rich and poor schools by sharing expertise, information and sources.

II  INNOVATIVE FEATURES OF TRC

1. Outreach and coverage: Since its establishment, TRC is engaged in conducting workshops and short term courses for in-service training of teachers at pre-primary, primary and secondary levels of schools, for which the participants have to pay the fee. The quantum of its work can be visualized by the data of 1995, wherein TRC arranged 83 workshops, in which 1952 teachers participated. The total number of participants since 1986 exceeds 15000, the exact number of participants of the workshops during the years 1990 to 1995 being 9792 with an average of 1632 trainees per annum, each trainee getting a training of ten hours contact sessions.

2. TRAINING PROCESS AND METHODOLOGY TRC provides training mainly through workshops, which typically promote (a) activity based learning or "learning by doing" (b) a non-threatening environment conducive to learning (c) ideas that may be implemented in a wide range of schools and (d) recycling by using junk materials to prepare teaching/learning aids.
Participants attending a TRC workshop the first time are often apprehensive about what will be expected of them. "Will there be a test?" is one of the most common fears. At the end of the workshop, the participants have a feeling of enjoyment about the workshop style.

Preparing the workshop programme involves (a) conducting a need-assessment analysis in order to identify school’s/teacher’s needs (b) negotiating content, dates and times with experienced workshop leaders, (c) grooming new workshop leaders, (d) despatching workshop information to members, (e) sending handouts to participants (f) eliciting feedback from the participants and workshop leaders and compiling reports.

The workshops are of two type (a) general workshops and (b) school focused workshops. General workshops are organized in response to (a) requests made by the participants in previous workshops, (b) verbal requests received during school visits and (c) questionnaires sent out by TRC. School focused workshops are arranged at the request of individual schools or a group of schools. TRC staff meets with teachers from these schools or groups of schools to determine their needs and these workshops are tailored specifically to the school requirements.

Primary and early childhood education is the main focus of TRC. Some courses are offered for secondary education but such workshops do not exceed ten percent; eight out of 83 workshops being for secondary education in 1995. Workshop language is mixed both Urdu and English as per convenience of the participants. Workshop areas (as in 1995) are mainly language development (27 workshops), Mathematics (15) and pedagogy (13). However, other areas are school management (5) science and technology (4) Environment education (4), Creative Activities (3) and emotional and social well-being (3). TRC takes a number of other areas i.e. Communication skills and computer etc so far as to conduct a workshop entitled "Teachers and Friends" focusing on identifying and dealing with various forms of child abuse. Thus the activities of the workshop are mainly student centred.

3. Concept of Course Leaders. Instead of employing a large number of instructors, TRC engages course leaders on short term contracts, closely monitoring the quality of their work. In doing so, it runs the risk of losing experts, it has developed, to other organisations but this programme also creates a much larger pool of experts for the conduct of workshops.

4. Evaluation. At the end of each workshop or course, TRC gets written reports from the participants as well as from
the workshop leaders. The data is analyzed and the suggestions are used in future workshops. Informal chats with the workshop leaders and workshop participants also provide for the evaluation of the workshops.

III Funding Support

According to its grant from AKF, annual release of funds depended not only upon the quality and quantity of its work, but also on the proof of its financial viability beyond the grant period. Thus TRC was required to show evidence of having raised sufficient funds through other resources such as membership and course fees, fund raising events and donations. As a result it has, at this time, built an endowment of Rs.10.00 million which makes its basic core operation finally sustainable under current conditions.

IV Efforts to adopt this programme

TRC has come up with a good example in the area of inservice training. Its work has been formally evaluated three times by the sponsoring agencies and evaluation reports bear testimony to the quality of programmes offered by TRC, its structure and sustainability. Its most significant impact is on the private sector in teacher education. Other agencies can also follow its need-assessment model, its fund raising mechanism, its inservice training methodology, its student-centred activities and its "quality cum quantity pattern" in the area of inservice teacher training.
INTRODUCTION

PTAC was first started by the Bureau of Curriculum and Extension Centre (BCEC), Quetta, in 1991 in order to clear the back-log of about 8000 Untrained Primary School Teachers both male and female. The maximum capacity of Elementary Colleges of Education, Baluchistan, was 1210 for teacher training and annual intake of untrained teachers in the primary schools of Baluchistan was 600 to 700. It was, therefore, estimated that if the untrained teachers are provided nine months PTC training through Elementary Colleges of Education, it may take about 20 years to clear this back-log of the untrained teachers. PTAC of three months duration was, therefore, started from 1992 and the back-log of untrained teachers in Government Schools was cleared by the end of 1994. Later in 93-94 a "Society for Community Support for Primary Education in Baluchistan" (SCSPEB) was established with the objective of opening girls primary schools in the rural areas of Baluchistan with the community support. Its procedure is, at first, to identify a matric or middle pass female, allocate land for the school, establish a Village Education Committee (VEC) and to start the primary girls school. In case it comes up to the mark and works with satisfaction for one year, it is taken over by the government. But the main problem of teacher training was again there. PTAC was practically adopted by the SCSPEB for the Training of its teachers as it suited their requirements.

At present there are two teacher education programmes namely, Mobile Female Teacher Training Unit (MFTTU) and Regular Female Teacher Training Programme (RFTTP), which are using PTAC package for the training of the rural female untrained teachers of SCSPEB and they have provided training to 417, 224 and 287 female teacher during the Summer 95, Winter 95, and Summer 96, semesters respectively.

INNOVATIVE FEATURES OF PTAC

1. It is basically an in-service teacher training programme of three months duration. Presently an addition of 20 days has been made as a follow-up of this programme for the purpose of strengthening the school content areas in the subjects of Maths, Science, Urdu and Social Studies, for which two ten-days workshops are conducted, one in Maths and Urdu and the other in the subjects of Science and Social Studies. Activity method is used as the main teaching strategy. However other methods of teaching are also used.

2. This course was started as an alternate of the nine month pre-service course with three months Summer Vacation Crash programme and with no holiday except Friday. The theory part was replaced with intensive teaching skill oriented course. The existing SCSPEB has found it extremely useful as the nature of that project is to train the in-service female rural teachers.

3. It includes all the subjects of PTC full scheme course but in an abridged way. However, the new components of P.T.A.C curriculum are as under:
   a. Multigrade teaching techniques.
   b. How to reach the community members.
c. Time tabling of class I to V; practically making the participants to develop time table of a primary school and mentioning the activities in each period.
d. New messages like environment education, population education and drug prevention have also been included.
e. School record and its practical maintenance.
f. Text-books of class I-V, (taught practically and provided free).
g. Service rules and leave rules.
h. Lesson planning.

4. Very strict supervision is the special feature of this programme. Special teams are arranged for un-informed visits and inspections. Examination and Supervision are both the liability of the Staff of BCEC. Continuous Assessment is carried out in this programme. Mid-term test, final examination, practical model lessons, composition writing are the main components of examination.

5. The first three weeks are devoted for theory work and remaining nine weeks are completely spent for lesson planning and practical teaching of the subjects and all the course work is completed through the practical teaching by the participants. Dummy teaching is done with one of the participants as teacher and other participants as students and all the course has been written in the form of lesson plans, which are presented in classroom and discussed thoroughly. In this way the whole exercise of the P.T.A.C programme is child centred. Development of Instructional Material with the help of in-expensive, locally available material is also one of the main feature of this programme. The funds for this purpose are provided by the Primary Education Department (PED).

**Funding, Impact and future:**

Funded by the World Bank, this project also gets the inputs of BCEC and Department of Education, Baluchistan with their manpower and other material resources. It is likely to continue for the SCSPED. Though it is an in-service programme of its own type, it is an alternate for the pre-service PTC for the untrained teachers. It can prove to be an excellent in-service programme, in case it is managed for those who are already trained teachers.

As the establishment of Primary girls schools in the rural areas is a challenge and SCSPED has proved to be an excellent innovation in the establishment of such schools with the coordination of the community, PTAC has become the necessity of SCSPED, through which it is likely to continue providing alternate in-service training to approximately 300 to 400 female teachers during the coming years. On the pattern of 20 days follow up course in school subjects, some additions of two to three months of distance education component may be made as a pre-requisite through which the content mastery of the teachers in the text books of class I to V may be ensured.
M.ED DEGREE PROGRAMME OF IED

I. INTRODUCTION

Master of Education (M.Ed) Degree Programme of the Institute for Educational Development, Agha Khan University (AKU) Karachi, first time started in 1994, is in-service in its nature as it enrolls experienced and practicing teachers from various public and private schools and its graduates remain in the AKU to offer, with the assistance of IED Faculty, two months programme for teachers from IED cooperating schools. This programme has been designed to produce leaders in teacher education, who are able to assist in bringing positive changes to their respective home schools. The programme emphasizes that:

a. It is field-based i.e. the training of M.Ed's takes place within actual classrooms because effective teaching skills are best acquired on the job.

b. The training is reflective in nature i.e. the M.Ed's of IED may become reflective practitioners.

c. Classroom based research is the major feature of the training.

II. INNOVATIVE FEATURES OF THE PROGRAMME

1. School and University Partnership The focus of the programme is school, rather than individual. The IED first identifies the schools and negotiates with the schools about partnership with respect to sharing the resources. After completing the M.Ed. programme, the graduates called 'the Professional Development Teachers (PDT's)' are envisaged to work jointly with the IED ad their home schools to help train their fellow teachers in contemporary teaching methodologies as well as in the enhancement of their knowledge on various subject matters.

2. Post-M.Ed Experience After graduation, the PDT's are given Post-M.Ed experience by involving them in planning activities, teaching in classroom and playing the role of change agents with the help of Visiting Teachers called VT's.

3. Reflective Practitioners The programme claims to develop general teacher educationists or reflective practitioners, which means developing their expertise in the teaching of Science, Mathematics, English, Social Studies and Primary Education in such a way that they may be able to provide leadership for the teachers in these subjects and make them analyse the critical ideas and implement them. However, having gone through five subject areas as general teacher educationists, the M.Ed students are desired to focus on one of these subject, for specialization purpose.

4. Mentoring: Mentoring is also a special feature of the programme. It means to develop M.Ed's in a way as to help teachers in their academic and professional matters as guides and also to provide leadership training to Head teachers.

5. Action Research Action Research is also a special features of the programme. It aims at enabling the PDI's conduct research and prepare other colleague teachers to conduct action research so as to make teachers independent learners and professional practitioners. Moreover, their
research dissertations are evaluated by three externals i.e. foreign experts so as to establish the credibility of the research work.

6. **Linking Theory with Practice** By making the PDT's reflect and come with their own solutions and alternatives, they are desired to link theory with practical. They are given some actual educational problems and are desired to solve them.

7. **Intensive Management Courses** Intensive management courses are provided to bring educational change in the graduates, and it is hoped that these graduates will bring positive change in their instructions with the resultant change in the system. Practical situations are given to the students. They pick up actual problems, discuss and solve.

8. **Exposure of International Developments in Education** In order to broaden the vision, the graduates are sent abroad for a period for two months in various universities so that they may study the system of education outside the country and compare it with that of Pakistan. Thus this foreign training is used as a sandwich approach.

9. **Student Centred Approach** Joint/Team teaching of both local and foreign teachers of IED helps broaden the views of the students of M.Ed. For this purpose pluristic approach is followed in which different paradigms of knowledge are kept in view. In conducting research, for example, qualitative, quantitative and action aspects are kept in view. Modules are the base of all study material. The modules are not structured but based on classroom activities and supplemented with the reading material.

10. **Evaluation** Evaluation of the students is not based on paper-pencil tests. Continuous assessment is carried out. Each teaching module has two to three assignments to be solved on open book test pattern. For the overall evaluation of the students, a complete profile of each student is prepared gradually from A to Z and the trend of student progress is observed through holistic evaluation. Out of the 21 PDTs of the first badge, for example, five have been recommended for admission to Ph.D in Education at any foreign university and all these happen to be Pakistanis.

**III. Present Status**

As it is a programme of very high quality and expensive, the access is limited. After proper planning during 1990 to 1993 and careful selection of students, the first badge for M.Ed was admitted in 1994 and 21 M.Eds. (13 females and 8 males) graduated at the end of 1995 i.e. 66 weeks. The second badge of 36 students (23 female and 13 males) was admitted in 1996 and it is likely to graduate at the end of 1997 in 88 weeks. In the first badge there were four foreign students, one each from Bangladesh, Kenya, Tanzania and Tajikistan.

The second badge enrolls nine foreign students, three each from East Africa, South Asia and Central Asia. Out of the 10 regular faculty members four are foreigners. Thus both the students and the faculty have an international touch. This naturally raises the cost of education.
IV. **Funding**

During the first phase of its development (July 1993 to September 1999), for its expenditure, the IED attracted UNDP, CIDA and CEC (Commission for European Community) who committed $1.1 million, $3.2 million and $6.7 million respectively. AKF paid $1.5, thus making $12.5 million for the period 1993 to 1999. (Only $1.3 million out of it was demarcated for building and equipment side). This provides for subsidizing education cost for student in the first and second badges (21 and 36 CP respectively) to be covered with these funds; the present cost per student per annum being $8500. IED plans that in future the students may have to share 10 to 20 percent of the cost leaving 80 to 90 percent room, for which endowments will be looked for.

This programme will be sustained in case the total cost is borne by the students, as is done in some of the cases at this time, otherwise some sponsors shall have to come to subsidize it.
PROJECT FOR RURAL PRIMARY TEACHERS (PRPT) OF ALI INSTITUTE OF EDUCATION (AIE) LAHORE

I. INTRODUCTION

The In-Service Teacher Training Programme conducted by A.I.E. caters for the training of primary school teachers working in the rural areas of Pakistan. A.I.E. established in 1993 by a private family trust, launched this in-service programme in collaboration with UNESCO and Institute for Education Development, Agha Khan University and up to the end of June 1996, in-service training was provided to 1889 primary school teachers, 1422 of these trainees being female and 467 male. Out of these trainees 502 teachers were the employees of the Government schools and 1387 were from the private schools. This training was provided through workshops and short term courses, total number of such workshops being 114 in number up to end of June 1996. These workshops were held in the subjects of English, Science, Mathematics, Education, Arts Education etc. and some workshops were mixed and integrated in nature.

AIE in-service programme has been developed on the basis of a number of innovations to ensure that the training is student-centred, easy for access and uses the language with which the participants are more comfortable.

II Innovations in the Programme

Following are the main innovation in the programme:

1. OUTREACH This programme reaches out both to the public as well as private sector. It caters both for male and female and more for female. Out of 1889 teachers trained so far during the years 1993 to 1996, 1422 are female and 467 are male. AIE provides in-service training on its own campus at Lahore as well as in the schools in the country, six venues were selected in each of the four provinces in 1996 for the in-service teacher training. In-service programme is conducted both in English and Urdu on the basis of language skills of the teachers. It has been found that many teachers are able to function in both languages with proper encouragement.

2. USE OF AVAILABLE RESOURCES AND ENVIRONMENT This programme takes into account the resources available to the teachers in their schools and the environment in which they work. As a policy the Institute does not use any equipment or material which is not available to the teachers. Special emphasis is laid on helping teachers to use their own hands to develop visual aids and the resources of the area where they work.

3. PROFESSIONALISM: The in-service programme ensures that the teachers begin to recognize the demands, which the teaching profession makes on them i.e. sense of duty, positive attitude, commitment etc.

4. MULTIPLYING EFFECTS: In order to ensure that follow-up will take place, in-service programme associates participants in the process of training so that the participants may conduct the same activities for others. Materials for use in the in-service activities are developed with the involvement of the participants and are kept at a level with which they are comfortable.
5. **IMPROVING LANGUAGE SKILLS AND QUALITY:** A.I.E. has experimented with an approach to improving language skills in English which basically builds on the confidence of the trainee to make mistakes and to move from a position of "no use of language" to "slow and gradual extensive use" of it. Very simply the language programme ensures that the time spent on the workshop involves almost frequent use of English language with positive re-enforcement by the trainers/teachers. Thus the Language Improvement Programme (LIP) has played an improvement role in building the confidence of the participants in speaking English. In order to raise the quality of education, it has been found that the importance attached to each individual, practicing what we preach, and creating an atmosphere in which evaluation is continuous but not threatening, plays an important role. This in-service programme ensures quality in education by keeping in view these points. Intensive teacher time input in the shape of tutorials, conference hours and remedial work ensures that no one of the participants is lost. However, those who are not serious to work are encouraged to dropout.

6. **EVALUATION AND REFLECTION SIDE BY SIDE** In-service programmes are evaluated by the participants made to improve the quality of the programmes on the basis of such feedback from the participants. Participants are encouraged to maintain a reflective thinking throughout their activities in the in-service programme.

III. **COST CONTROL**

For a quality programme cost is always on the higher side. But financial assistance is available to every student who requires it and it is provided to each according to his/her need. There is, however, a balance between two extremes:

a. Those who can pay must pay and
b. Those who can not pay should not be deprived of the training programme.

In brief, the project for Rural Primary Teachers is innovative in many respects and it has taken a start with the capacity of training 500 to 800 rural primary teachers per annum. It aims at raising the quality of education through its inputs in rural primary school teacher, and has the potential to achieve its targets of improving the quality of Education in future.
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