Effectiveness of the Teacher Training Programmes Offered by Institute of Education & Research, Kohat University of Science & Technology Kohat
(KHYBER PUKHTUNKHWA)
PAKISTAN

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ABSTRACT

The study was conducted to assess the effectiveness of the teacher training programmes offered by Kohat University of Science & Technology Kohat (Khyber Pukhtunkhwa) Pakistan. The main objectives of the study were; to evaluate the effectiveness of the teacher training programmes offered by Institute of Education & Research, Kohat University of Science & Technology Kohat and to find out the week and strong points of the teacher training programmes offered by Institute of Education & Research, Kohat University of Science & Technology Kohat. All the heads, teachers and prospective teachers working and studying in Institute of Education & Research of Kohat University constituted the population of the study. One head, five teachers and twenty five prospective teachers were selected randomly as sample. The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. After analysis of data, the researchers arrived at results that B.Ed programme is effective one and it meets the needs and requirements of the prospective teachers but it has some week points i.e. it does not inculcate Islamic ideology, distribution between theory and practice is not appropriate, it does not provide sufficient base for research and introduce modern instructional strategies.

KEY WORDS: Kohat University, Institute Education & Research, Teacher Education, Teacher training programme, Effectiveness of teacher training programme.

ABBREVIATION USED

A	Agree
AIOU	Allama Iqbal Open University
B.Ed	Bachelor of Education
C.T	Certificate in Teaching
D.Ed	Diploma in Education
DA	Disagree
EDU	Education
ICT	Information and Communication Technology
KUST	Kohat University of Science & Technology
M.Ed	Master of Education
M.Phil	Master of Philosophy
P.TC	Primary Teaching Course
Ph.D	Doctor of Philosophy

INTRODUCTION

Kohat is well-known city of Khyber Pukhtunkhwa. It is called City of Streams. It has many places that are flocked by people. Among these places, is a well-known university, "Kohat University of Science & Technology Kohat", a place, where imparting education is not considered just a duty but as a commitment towards the advancement and development of the society. Kohat University of Science & Technology holds examinations, grants degrees, imparts knowledge and awards miscellaneous academic distinctions to individuals who pursue approved courses of study at the University or the constituent colleges/institutions approved for the purpose and also for those who appear as external/private candidates. The University also admits, maintains, recognizes, and affiliates colleges and other sister institutions. It is chiefly a research, teaching, affiliating, and examining body involved in promotion of not only science and technology but other branches of learning as well. Kohat University has launched various departments within a period of approximately ten years, where course are taught from bachelor to Ph.D. The University is open to all classes and creeds with the sole objective to carry people from darkness to light.

Institute of Education and Research was instituted in 2001-2002. In 2002, Bachelor in Education program was initiated for the first time. After two years Master in Education was also launched in the same institute. In 2005, M.Phil in Education was started with the running program. In the mean time B.Ed and M.Ed programs continued. In 2007, Ph.D program was launched in the institute. The mission of this institute is;

1. To inculcate such professional thinking and attitude in the graduate that they may become able to serve at their best, contributing positively towards the development of the society overall.
2. To produce research familiarized scholars to meet the instant and pressing burning issues and problems in education system at national level. (KUST, 2009)

Being a scholar of this university, I am interesting in finding the effectiveness of the teacher training programmes offered by the Institute of Education & Research of the same university. Therefore, I conduct a research study to find out the effectiveness of the teacher training programme. I think that this research study will be much beneficial for curriculum designer to remove the deficiencies in the teachers training programme offered by Kohat University and others.

REVIEW OF RELATED LITERATURE

According to Farrant (1990), the quality of every formal system of education is directly responsible to the quality of teachers who perform their duties in the same system. Hence, teacher education is vital and important (p.169).

Teacher education is regarded as the knowledge, abilities and the skills, which is related to the life of a teacher. Courses of teacher education should be planned and designed to remoulds the attitudes and manners, to remoulds the habits and in a way to reconstitute the teacher personality (AIOU, 2000, p.22).

Similarly, Aggarwal, (1993) stated that "teacher education comprised of all those competencies (knowledge, facts, skills and abilities) which deal with the teacher's life as a teacher".

Teacher education is composed of policies, plannings and procedures designed to train the student teachers and equip them with the requied knowledge, behaviors, attitudes, and skills so that they may be able to perform their dutites effectively in the classroom, school and wider community (Free online Wikipedia).

According S.M. Shahid(2007), the aim of teacher education is not only to teach the teachers how to teach, but it is a training to develop the natural abilities and potentialities of teachers, to make them more dynamic and to make them skillful to produce fruitful teaching outcomes with the minimum application of energies, time and resources.

Teacher education requires to be more dynamic. In order to progress with the technological revolution in society, the teacher education programmes must be properly planned and designed at all levels so that it may produce extremely educated, scientific and logical minded, uncompromising on quality, innovative, courageous but sympathetic towards their students (Bennet, 2000)

Anderson and Ching, (1987) stated that it is imperative that teacher education programme should have some goals and objectives which are responsible for the training and preparation of teachers to teach successfully and effectively. These goals are divided into three categories i.e., teachers knowledge of content area, skills of teaching both pedagogical and interpersonal and teaching feelings and self-awareness. This idea puts equal emphasis on knowledge and skills of teachers as well as teachers, awareness of students, emotional reactions and also the ability of teachers to respond to these reactions.

Iqbal (1996) explained that not only the effectiveness of the teacher training is important but it should be planned according to the value system of society. It is imperative that the teacher education is designed and directed in accordance with the doctrines and values of its faith. Teacher training should assure the production of teachers who posses sound personal characters, act according to Shariah and also a model personality for the students.

Aims and Objectives of Teacher Education

According to Aggarwal (1988), the aims and objectives of teacher education are as under;
1. To develop of teacher's ability to take care of himself so that he may be able to adjust himself with different physical circumstances and social surroundings.
2. To develop of the teacher's ability to become a child with children and an adult with adults.
3. To develop the teacher's ability to be a responsible citizen.
4. To develop the teacher's ability to have good command and control of the subject content handed over to him in the school.
5. To develop the skills, expertise and experiences of the teacher.
6. To develop the teacher ability to do, to make observation, to deduce and to generalize.
7. To develop concentration and attentiveness to maximize the achievements from both human and material resources.

Besides, Govt. of Pakistan (1995) declared that the aims and objectives of teacher education are as under;
1. To familiarize the future teachers with foundation of education and learning theories.
2. To equip and equip the future teachers with instructional skills and make them familiar with basic curriculum designing and planning.
3. To familiarize future teachers with new and contemporary teaching methods and principles with extraordinary emphasis on children's participation and creativity in teaching learning process.

Teacher Education in the light of New National Education Policy, 2009

To raise the quality of teacher and to standardize the system of teacher education, the following actions were taken in the New National Education Policy, 2009 which are as under;
1. Improving the quality of teacher, a bachelor's degree with B.Ed shall be the minimum qualification for teacher at elementary level. Besides, master degree with B.Ed degree will be the qualification for teachers at secondary and higher secondary levels, which shall be ensured by 2018. PTC and CT programmes will be phased out through encouraging the present teachers to improve their qualifications. Diploma in Education (D.Ed) will be used as an intermediate qualification till B.Ed degree holder's teachers are available universally.
2. Teacher training arrangements, authorization, accreditation and certification procedures shall be enhanced, standardized and institutionalized.
3. Teacher education curriculum shall be designed to meet the needs of school curriculum and scheme of studies.

4. A separate cadre of specialized teacher's trainers shall be initiated and developed.
5. Effective measures shall be taken to ensure transparent and competitive system of teacher recruitment, promotions, professional development and transfers.
6. Opportunities shall be provided to all teachers for their professional development through a special programme which will be organized on a three years cyclic basis.
7. In order to develop conceptual understanding procedural knowledge, problems solving and practical skills, in-service teachers will be given training in mathematics.
8. In-service teachers shall be given training in science which shall be based on real life situations, usability of scientific equipments and provision of scientific equipments to all primary and middle schools.
9. Similarly, teacher allocation plans shall be based on the qualification of teacher and on the needs of school. The government shall design and develop a rationalized and need based school allocation of teachers. Besides, it will be assessed annually to make to necessary modifications.
10. In order to control absenteeism, multiple job holding and teacher deployment, and an effective accountability mechanisms will be developed by provinces and area administrations.
11. In-service teacher training system will be institutionalized and standardized and established in those provinces where it has not been established.
12. In order to standardize the quality the training, the training needs shall be assessed through research and proper training programmes.
13. On order to improve and raise the social status and morale of teachers, government shall take effective measures and steps. These are; up-scaling of teachers, salaries, teacher professional development and reward system.
14. Special incentives will be given to teachers serving in rural or other hard areas.
15. In-service training shall include various areas like; pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to provide to growing needs like trainings in languages and ICTs.
16. The teaching workforce shall be managed on professional basis, organized as a specialized function.
17. In-service teacher training institutions shall emphasize to develop the capability of teachers, administrators and planners for school development plans and to control low achievement scores.
18. Special short term courses shall be designed and developed to enhance the languages skills of teachers serving in rural areas.
19. Special and due attention will be given to Teachers Associations to decide the collective issues which affects teachers.
20. Government shall aim to draw upon resources from the private sector through public-private partnership, especially in the areas of teacher education and professional development programmes.
21. International Development Partners' resources shall be harnessed within a broad national programme of teacher improvement for the country as a whole through inter-tier collaboration.
22. Maximum age limit shall be waived off for recruitment of female teachers. (Govt. of Pakistan, 2009)

Teacher Training Institute in Pakistan

In Pakistan, there are total 275 teacher training institutions. These institutions offer diverse pre-service teacher training programmes for Primary School Teacher i.e., P.T.C, C.T. There are 16 Colleges of Education which conducts graduate degree programmes in education for Secondary School Teachers i.e., B.Ed, M.Ed. There are nine (09) Departments of Education in public Universities and these departments train teachers at bachelor and master level. in addition, there are number of education extension centres which conduct in-service teacher training programmes. Allama Iqbal Open University Islamabad manages and offers various teacher training programmes through Distance Education System. There are private teacher training institutions which offer different programmes of international standard. These institutions include; Agha Khan University, Institute for Educational Development (AKU-IED), Karachi AKU-IED's Professional Development Centres (PDCs), Ali Institute of Education (AIE), Notre Dame Institute of Education, Karachi and others. (Mehmood, 2009)

However, according to the latest research study conducted by Policy & Planning Wing, Ministry of Education (2009), there are total 277 teacher training institutions in Pakistan both in public and private sectors. Out of these, there are 135 government institutions, 51 private and 22 are autonomous institutions. In all these institutions, there are 47 for male, 54 for female and 176 for both male and female. The detail of these institutions is given in the following tables.

Detail of Government, Private and Autonomous Teacher Training Institutions in Pakistan

Name of Province/Region	Government Institutions	Private Institutions	Autonomous Institutions	Total
Khyber Pukhtunkhwa	28	55	00	83
Sindh	48	18	02	68
Punjab	19	08	17	64
Baluchistan	18	12	00	30
FATA	04	0	00	04
FANA	03	03	00	06
ICT	04	01	03	08
AJ & K	11	04	00	15
Total	**135**	**51**	**22**	**277**

Source: (Policy & Planning Wing, Ministry of Education, 2009)

Kohat University of Science & Technology offers various graduate and undergraduate teacher training programmes. Some of these programmes are discussed in detail as under:

I. B.S (HONS) EDUCATION

Eligibility Criteria:
The eligibility criteria for the admission in B.S (Hons.) Education is as under;
    1. FA/F.Sc with minimum 2nd Division.
    2. NTS Test Should be passed.

Duration of the Programme:
    Duration: 4 Years
    No. of Semesters: 8 Semesters

Structure of the Scheme for B.S (Hons.)

Semester-I

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-101	Islamiat/Ethics	2-0-2	2-0-2
2.	EDU-103	Functional English-I	3-0-3	3-0-3
3.	EDU-104	Computer Literacy	2-0-2	2-0-2
4.	EDU-105	Reflective Practices	2-0-2	2-0-2
5.	EDU-111	Optional I	3-0-3	3-0-3
6.	EDU-112	Optional II	3-0-3	3-0-3
7.	EDU-106	Development of Education in Pakistan	3-0-3	3-0-3

Semester-II

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-102	Pakistan Studies	2-0-2	2-0-2
2.	EDU-107	Communication Skills	3-0-3	3-0-3
3.	EDU-108	How Children Learn	3-0-3	3-0-3
4.	EDU-113	Optional I	3-0-3	3-0-3
5.	EDU-114	Optional II	3-0-3	3-0-3
6.	EDU-109	Critical Thinking	3-0-3	3-0-3

Semester-III

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-201	Functional English-II	3-0-3	3-0-3
2.	EDU-202	Child Development	3-0-3	3-0-3
3.	EDU-203	Teaching & Learning Strategies	3-0-3	3-0-3
4.	EDU-211	Optional I	3-0-3	3-0-3
5.	EDU-212	Optional II	3-0-3	3-0-3
6.				

Semester-IV

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-204	Sociological and Cultural Issues	3-0-3	3-0-3
2.	EDU-205	Classroom Assessment	3-0-3	3-0-3
3.	EDU-213	Optional I	3-0-3	3-0-3

Semester-V

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-301	Philosophy of Education	3-0-3	3-0-3
2.	EDU-302	Curriculum Development	3-0-3	3-0-3
3.	EDU-303	Contemporary Issues and Problems in Education	3-0-3	3-0-3
4.	EDU-321	Pedagogy- I	3-0-3	3-0-3

Semester-VI

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-331	Educational Research	3-0-3	3-0-3
2.	EDU-332	Research Project and Report Writing	3-0-3	3-0-3
3.	EDU-341	Short- term Internship	3-0-3	3-0-3
4.	EDU-304	Inclusive Education	3-0-3	3-0-3

Semester-VII

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-401	Comparative Education	3-0-3	3-0-3
2.	EDU-402	School Management	3-0-3	3-0-3
3.	EDU-423	Pedagogy- I	3-0-3	3-0-3
4.	EDU-424	Pedagogy- II	3-0-3	3-0-3
5.	EDU-403	Society, School and Teacher	3-0-3	3-0-3

Semester-VII

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-442	Long- term Internship	3-0-3	3-0-3
2.	EDU-404	Communication Skills II	3-0-3	3-0-3
3.	EDU-425	Optional II	3-0-3	3-0-3

II. M.ED ONE YEAR PROGRAMME

Eligibility Criteria:

The eligibility criteria for the admission in M.Ed one year programme is as under;

3. B.Ed with minimum 2nd Division.
4. NTS Test Should be passed.

Duration of the Programme:

Duration: 01 Years
No. of Semesters: 02 Semesters

Structure of the Scheme for M.Ed One Year Programme

Semester-I

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-201	Educational Research Techniques, ERT	3-0-3	3-0-3
2.	EDU-202	Advanced Educational Psychology, AEP	3-0-3	3-0-3
3.	EDU-203	Curriculum Development, CD	3-0-3	3-0-3
4.	EDU-204	Philosophy of Education, POE	3-0-3	3-0-3
5.	EDU-205	Educational Measurements and Evaluation, EME	3-0-3	3-0-3

Semester-II

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-206	Educational Planning & Management, EPM	3-0-3	3-0-3
2.	EDU-214	Teacher Education in Pakistan, TE	3-0-3	3-0-3
3.	EDU-219	Educational Administration & Supervision, EAS	3-0-3	3-0-3
4.	EDU-221	Specialization of Teaching English, TOE	3-0-3	3-0-3
5.	EDU-222	Specialization of Teaching Sciences, TOS	3-0-3	3-0-3
6.	EDU-232	Research Project	3-0-3	3-0-3

III. M.ED TWO YEARS PROGRAMME

Eligibility Criteria:

The eligibility criteria for the admission in M.Ed two year programme is as under;

5. B.A/B.Sc with minimum 2nd Division.
6. NTS Test Should be passed.

Duration of the Programme:

Duration: 02 Years
No. of Semesters: 04 Semesters

Structure of the Scheme for M.Ed Two Year Programme

Semester-I

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-201	Educational Research Techniques, ERT	3-0-3	3-0-3
2.	EDU-202	Advanced Educational Psychology, AEP	3-0-3	3-0-3
3.	EDU-203	Curriculum Development, CD	3-0-3	3-0-3
4.	EDU-204	Philosophy of Education, POE	3-0-3	3-0-3

Semester-II

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-205	Educational Measurements and Evaluation, EME	3-0-3	3-0-3
2.	EDU-206	Educational Planning & Management, EPM	3-0-3	3-0-3
3.	EDU-214	Teacher Education in Pakistan, TE	3-0-3	3-0-3
4.	EDU-213	Higher Education in Pakistan, HE	3-0-3	3-0-3

Semester-III

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-321	Specialization of Teaching English, TOE	3-0-3	3-0-3
2.	EDU-322	Specialization of Teaching Sciences, TOS	3-0-3	3-0-3
3.	EDU-318	Guidance & Counseling, GC	3-0-3	3-0-3
4.	EDU-212	Secondary Education in Pakistan, SE	3-0-3	3-0-3
5.	EDU-220	Population Education PE	3-0-3	3-0-3

Semester-IV

S.No	Course Code	Course Title	Credit Hour	Pre requisite Course Code
1.	EDU-331	Practice Teaching - I	3-0-3	3-0-3
2.	EDU-332	Practice Teaching - II	3-0-3	3-0-3
3.	EDU-343	Research Thesis	3-0-3	3-0-3
4.	EDU-343	Research Thesis	3-0-3	3-0-3

OBJECTIVES OF THE STUDY

The main objectives of the study were;

1. To evaluate the effectiveness of the teacher training programmes offered by Institute of Education & Research, Kohat University of Science & Technology Kohat.
2. To find out the week and strong points of the teacher training programmes offered by Institute of Education & Research, Kohat University of Science & Technology Kohat.

METHODOLOGY

1. Population

All the heads, teachers and prospective teachers working and studying in Institute of Education & Research of Kohat University of Science & Technology Kohat constituted the population of the study.

2. Sample

One head, five teachers and thirty prospective teachers were selected randomly as sample. The size of the sample is:

Heads	Teachers	Prospective teachers	Total
1	5	30	36

3. Research Instrument

The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. The researchers personally visited to the Institute of education & Research and distributed the questionnaires among the sample and collected data.

4. Delimitation

The study was delimited to B.Ed programme only. The study is further delimited to the students of B.Ed programme only.

RESULTS
Table No. 01
B.Ed programme infuses Islamic ideology in the prospective teachers.

Size of the Sample	A	DA	A%	DA%
36	14	24	38.89	61.11

Analysis: The table illustrates that 38.89% respondents responded that B.Ed programme infuses Islamic ideology in the prospective teachers and 61.11% responded that B.Ed programme does not inculcate Islamic ideology in the prospective teachers.

Table No. 02
B.Ed programme enhances teacher's professional competencies and capabilities.

Size of the Sample	A	DA	A%	DA%
36	27	09	75	25

Analysis: The table illustrates that 75% respondents responded that B.Ed programme enhances teacher's professional competencies and capabilities and 25% responded that B.Ed programme does not enhance teacher's professional competencies and capabilities.

Table No. 03

Instructional material of B.Ed programme is written in simple language which is easy to understand.

Size of the Sample	A	DA	A%	DA%
36	23	13	63.89	36.11

Analysis: The table illustrates that 63.89% respondents responded that instructional material of B.Ed programme is written in simple language and 36.11% responded that instructional material of B.Ed programme is not written in simple language.

Table No. 04

Format of the instructional material of B.Ed programme is logically sequenced.

Size of the Sample	A	DA	A%	DA%
36	29	07	80.56	19.44

Analysis: The table illustrates that 80.56% respondents responded that format of the instructional material of B.Ed programme is logically sequenced and 19.44% responded that format of the instructional material of B.Ed programme is not logically sequenced.

Table No. 05

Instructional materials of B.Ed programme help in improving professional skills.

Size of the Sample	A	DA	A%	DA%
36	22	16	61.11	38.89

Analysis: The table illustrates that 61.11% respondents responded that instructional materials of B.Ed programme help in improving professional skills and 38.89% responded that instructional materials of B.Ed programme does not help in improving professional skills.

Table No. 06

Instructional materials of B.Ed programme develop creative thinking.

Size of the Sample	A	DA	A%	DA%
36	21	15	58.33	41.67

Analysis: The table illustrates that 58.33% respondents responded that instructional materials of B.Ed programme develops creative thinking and 41.67% responded that instructional material of B.Ed programme does not develop creative thinking.

Table No. 07

Existing B.Ed programme reflect most up-to-date knowledge and application.

Size of the Sample	A	DA	A%	DA%
36	25	11	69.44	30.56

Analysis: The table illustrates that 69.44% respondents responded that existing B.Ed programme reflects most up-to-date knowledge and applications and 30.56% responded that exiting B.Ed programme does not reflect most up-to-date knowledge and applications.

Table No. 08

B.Ed programme has potential to meet student's future requirements.

Size of the Sample	A	DA	A%	DA%
36	21	15	58.33	41.67

Analysis: The table illustrates that 58.33% respondents responded that B.Ed programme has potential to meet student's future requirements and 41.67% responded that B.Ed programme has no potential to meet student's future requirements.

Table No. 09

B.Ed programme equip prospective teachers with professional insights and skills.

Size of the Sample	A	DA	A%	DA%
36	26	10	72.22	27.78

Analysis: The table illustrates that 75.22% respondents responded that B.Ed programme equips us with professional insights and skills and 27.78% responded that it does not equip us with professional insights and skills.

Table No. 10

B.Ed programme contains sufficient practical work.

Size of the Sample	A	DA	A%	DA%
36	23	13	63.89	36.11

Analysis: The table illustrates that 63.89% respondents responded that B.Ed programme contains sufficient practical wok and 36.11% responded that it does not contain sufficient practical work.

Table No. 11

Duration of B.Ed programme is suitable and right.

Size of the Sample	A	DA	A%	DA%
36	15	21	41.67	58.33

Analysis: The table illustrates that 41.67% respondents responded that duration of B.Ed programme is suitable and right and 58.33% respondents responded that duration of B.Ed programme is not suitable and right.

Table No. 12

B.Ed programme helps in introducing modern instructional strategies.

Size of the Sample	A	DA	A%	DA%
36	14	26	38.89	61.11

Analysis: The table illustrates that 38.89% respondents responded that B.Ed programme helps in introducing modern instructional strategies and 61.11% responded that it does not help in introducing modern instructional strategies.

Table No. 13

B.Ed programme introduces modern concepts about learning and teaching.

Size of the Sample	A	DA	A%	DA%
36	16	24	44.44	55.56

Analysis: The table illustrates that 44.44% respondents responded that B.Ed programme introduces modern concepts about learning and teaching and 55.56% responded that it does not introduce modern concepts about learning and teaching.

Table No. 14

B.Ed programme creates awareness about student's educational problems and child's psychological needs.

Size of the Sample	A	DA	A%	DA%
36	23	13	63.89	36.11

Analysis: The table illustrates that 63.89% respondents responded that B.Ed programme creates awareness about student's educational problems and Child's psychological needs and 36.11% responded that it does not creates awareness about students educational problems and child's psychological needs.

Table No. 15

B.Ed programme develops administrative qualities in the prospective teachers

Size of the Sample	A	DA	A%	DA%
36	22	14	61.11	38.89

Analysis: The table illustrates that 61.11% respondents responded that B.Ed programme develops administrative qualities in the prospective teachers and 38.89% responded that it does not develop administrative qualities in the prospective teachers.

Table No. 16

B.Ed programme provides sufficient base for research

Size of the Sample	A	DA	A%	DA%
36	17	19	47.22	52.78

Analysis: The table illustrates that 47.22% respondents responded that B.Ed programme provides sufficient base for research and 52.78% responded that it does not provide sufficient base for research.

Table No. 17
B.Ed programme provides guidelines for guidance and counseling to the students.

Size of the Sample	A	DA	A%	DA%
36	28	08	77.78	22.22

Analysis: The table illustrates that 77.78% respondents responded that B.Ed programme provides guidelines for guidance and counseling to the students and 22.22% responded that it does not provide guidelines for guidance and counseling to the students.

Table No. 18
B.Ed programme provides management training for co-curricular activities.

Size of the Sample	A	DA	A%	DA%
36	24	12	66.67	33.33

Analysis: The table illustrates that 66.67% respondents responded that B.Ed programme provides management training for co-curricular activities and 33.33% responded that it does not provide management training for co-curricular activities.

Table No. 19
B.Ed programme provides training in computer to the prospective teachers.

Size of the Sample	A	DA	A%	DA%
36	14	22	38.89	61.11

Analysis: The table illustrates that 38.89% respondents responded that B.Ed programme provides training in computer to the prospective teachers and 61.11% responded that it does not provide training in computer to the prospective teachers.

Table No. 20
B.Ed programme is cost effective in nature.

Size of the Sample	A	DA	A%	DA%
36	16	20	44.44	55.56

Analysis: The table illustrates that 44.44% respondents responded that B.Ed programme is cost effective in nature and 55.56% responded that it is not cost effective in nature.

Table No. 21
Distribution of marks between theory and practice teaching is appropriate.

Size of the Sample	A	DA	A%	DA%
36	15	21	41.67	58.33

Analysis: The table illustrates that respondents 41.67% responded that distribution of marks between theory and practice teaching is appropriate and 58.33% responded that distribution of marks between theory and practice teaching is not appropriate.
(A=Agree and DA= Disagree)

CONCLUSIONS
Strong Points:
It was found that

1. B.Ed programme enhances teacher's professional competencies and capabilities.
2. Instructional material of B.Ed programme is written in simple language which is easy to understand.
3. Format of the instructional material of B.Ed programme is logically sequenced.
4. Instructional materials of B.Ed programme help in improving professional skills.
5. Instructional materials of B.Ed programme develop creative thinking.
6. Existing B.Ed programme reflect most up-to-date knowledge and applications.
7. B.Ed programme has potential to meet student's future requirements.
8. B.Ed programme equip prospective teachers with professional insights and skills.
9. B.Ed programme contains sufficient practical work.
10. B.Ed programme creates awareness about student's educational problems and child's psychological needs.
11. B.Ed programme develops administrative qualities in the prospective teachers.
12. B.Ed programme provides guidelines for guidance and counseling to the students.
13. B.Ed programme provides management training for co-curricular activities.

Weak Points

It was found that
1. B.Ed programme does not inculcate Islamic ideology in prospective teachers.
2. Duration of B.Ed programme is not suitable and right.
3. B.Ed programme does not help in introducing modern instructional strategies.
4. B.Ed programme does not introduce modern concepts about learning and teaching.
5. B.Ed programme does not provide sufficient base for research.
6. B.Ed programme does not provide training in computer to the prospective teachers.
7. B.Ed programme is not cost effective in nature.
8. Distribution of marks between theory and practice teaching is not appropriate.

RECOMMENDATIONS

Keeping in view the conclusions, the researchers make some recommendations which are described as under:
1. B.Ed programme should be made more cost effective by reducing its expenses and by increasing its quality and effectiveness. In order to achieve the same, special attention should be paid towards gifted and brilliant prospective teachers and they should be awarded special scholarships so that they may become able to afford their educational expenditures of B.Ed programme.
2. As it was found that the duration and distribution of marks between theory and teaching practice teaching are not appropriate, therefore, it is imperative to pay special attention to make it appropriate. The duration of B.Ed programme should be made appropriate and the proportion of marks between teaching practice and theory should be reorganized and redesigned to make it more appropriate.
3. As we live in an Islamic country and our religion is Islam, therefore, it is very important to preserve Islamic culture and values. For that purpose, prospective teachers should be made well aware of Islamic ideological foundations. That is why it is suggested to manage seminars and workshops on Islamic concepts, cultural values, Islamic civilization and ideological foundations in Institute of Education and Research. B.Ed course should be reviewed and redesigned to include comprehensive subject on Islamic ideology.
4. Educational Research subject should be reviewed and modernized to make it beneficial for the solution of current and future problems in education and society. It should be updated in the light of latest research studies.
5. As it was found that B.Ed programme does not provide computer training to the prospective teachers, so it is recommended that computer laboratory should be establish in the Institute of Education and Research to ensure practical training in computer to the prospective teachers. Besides, computer should be provided to the prospective teachers.
6. B.Ed course should be reviewed and redesigned to make it more authentic and productive according to the needs of prospective teachers

RECOMMENDATIONS FOR FURTHER RESEARCH STUDIES

For future research studies, it is recommended that:
1. This type of research study should be conducted in other provinces of the country.
2. This type of research study should be conducted in order to find out the effectiveness of other teacher training programmes of other universities and colleges.

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