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**The Role of the Directorate of Staff Development (DSD) in Teacher Training in
Pakistan in the Public Sector Schools**

Muhammad Javed, M.Phil.
Wu Xiao Juan
Saima Nazli

Abstract

An extremely large quantity of problems; including insufficient financial support, dearth of competent teachers, out dated curriculum, lack of facilities and inadequate programs for teacher training are impediments in the quality of school education in Pakistan. An organized and well-managed system of Teacher Training is required to impart the innovative, pedagogical, andragogical and profession skills & strategies for the improvement of teaching methodologies.

The Directorate of Staff Development (DSD) Training Program is an initiative for in-service teacher training for public sector schoolteachers in Pakistan. It is rendering meritorious services in the field of teacher training since last 50 years. Teacher Training through DSD programs has its pivotal role in improving quality education, pedagogy, and professional skills of in-service teachers. Drawing upon the basic concepts, procedure and philosophy of teacher training, this paper describes the role and achievements of the Directorate of Staff Development regarding teacher training in the Punjab. Through documentary analysis, the parameters and mechanism adopted by DSD regarding teacher training has been examined. Thousand of schoolteachers and head teachers have been imparted training up till now through the Directorate of Staff Development. Some recommendations like; to re-evaluate and reorganize the attitude of trainees, lengthen the duration of teacher training, stimulate the learning, enhance critical thinking, develop personality, develop for self expression, facilitate self

actualization and extend human potentialities for the enhancement and development of teachers' professional competencies through teacher training have also been given.

Key Words: *Teacher Training, DSD, Pedagogy, and Professional Development. Mechanism, Parameters, Contributions, Achievements, Measures*

Note: The Preliminary results of this study were presented and discussed in the '3rd International Conference on Education: Issues, Challenges and Reforms' organized by University of the Punjab Lahore, Pakistan held on 21-23 October, 2010.

Introduction

Education is the revolutionary force for the development and progress of any nation. The education puts multidimensional effects especially on policy makers in the developing countries (Brookfield, 1990).

Education is considered a tool to bring changes in socio-cultural life of human beings. The teachers who play a crucial role in the system of education constitute the educational set up. The teaching profession needs commitment and continuous professional development (Hussain, 2004).

Megginson (2006) stated that the teachers having a good quality of pedagogical and profession skillfulness are more successful. Saks, Wright, and Wright (2000) described that the teacher education helps to improve the profession of teaching and the enrichment in teachers' attitude promotes their proficiency in imparting the education (Govt. of Pakistan, 2000, 2005, 2007b).

The efficiency of teachers' pedagogical and professional approach depends upon the teacher-training program. Therefore, an effective teacher-training program is essential for the successful teaching learning process (Merriam, 2001). The teacher training should be imparted so effectively using new methods and techniques so that the students and teachers may be able to perform in a better way in the practical situation (Peterson, 1990).

Yeomans and Sampson (1994) criticized the present system of teacher training in Pakistan for its failure to arouse delight in students in what they do. Race (2000) also complained against teachers for ignoring the teaching practices long known to be desired. The teacher training programs in Pakistan also have been continuously the objects of dissatisfaction. Xhaferri and Iqbal (2010) added that our

teachers are unaware of modern teaching strategies and techniques. The government must provide affordable education as well as training opportunities for teachers.

In this perspective, the painstaking and scrupulous efforts are required to develop the professional behavior of the teachers. The competent, professional, skilled, and knowledgeable teachers are needed for the profession of teaching.

Therefore, a little effort has been made in this study to measure the teacher training programs' effectiveness in building up the professional attitude of teachers organized by the Director of Staff Development in the province of the Punjab.

Significance of the Study

This study will be helpful to boost up teachers' professional attitude. It will also realize the teachers' responsibilities to pay maximum attention to their profession; that is the dire need of the day for all education institutions especially for public sector schools in Pakistan. This study will be useful for DSD in developing appropriate mechanism and parameters for teacher training programs. The present study may assist the educational institutions lagging behind in developing a professional attitude and other weak areas. This study will also be helpful for administration, policy makers, and teachers to improve the teacher training programs. This study may provide bases for further research.

Objectives of the Study

Following were the objectives for the present study:

1. To analyze the worth and significance of teacher training programs organized by DSD and professional attitude of teachers.
2. To assess the teacher training programs and their effectiveness in developing the teachers' professional approach.
3. To suggest suitable measures for the betterment of teacher training programs.

Review of the Related Literature

Rogers (2002) elaborated that teacher training helps the teachers to develop their professional approach. He further stated that the teacher training programs create competency amongst trainees to teach courses in a well-organized manner in the context of the implemented school curriculum. It develops the understanding, interest, and attitude that would enable the teachers to promote their pedagogical skills. It also develops the perception of psychological principles of development,

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cognitive, affective, psychomotor and attitudinal learning. Carter and Francis (2001) also described the objectives of the teacher training developed based on the survey of training institutions in England, Wales, and Northern Ireland. The training programs provide opportunities for teachers to acquire and improve teaching skills. These training sessions facilitate the teachers to develop lesson plans effectively.

Proponents of effective teacher education suggest that the vast majority of teacher training focuses solely on the development of teachers' knowledge, teaching skills or both. Previous research carried out by Hussain (2004) highlighted that two questions may be raised concerning the effectiveness of effective teacher training programs; first to what extent the teachers acquire the appropriate interpersonal skills as the result of participating in teacher training programs? Secondly, to what extent are the teachers, who participate in such programs, more effective in their classroom than those teachers who do not participate in these programs? The Teachers are considered as the key elements in educational set up.

Historical Background and Importance of Teacher Training in the Light of Educational Policies (1947 to 2009)

The First Educational Conference 1947 determined that the teacher training is the most significant in the process of teaching and learning. It also suggested that central and provincial government should facilitate in terms of financial assistance. It promised regular training for stakeholders. This policy assured to set up an educational training center for female teachers of nursery and primary classes to provide them first-rate training (Govt. of Pakistan, 1947).

The Second Educational Conference 1951 laid stress to uplift the social status of the teachers. According to this policy, 101 teacher-training institutions will be established for primary school teachers and 26 institutions will be set up for secondary school teachers (Govt. of Pakistan, 1951).

The National Education Commission 1959, did not mention the need of teacher training, but stated that the schoolteachers should regulate and monitor themselves because they have many free days; summer and winter vacation (Govt. of Pakistan, 1959).

The Commission on Students' Problems and Welfare 1966 did not propose any solid teacher training programs to improve the teachers' professional skills (Govt. of Pakistan, 1966).

The educational policy of 1969-70 suggested that separate Directorates, as autonomous governing bodies, be established and these Directorates should be headed by Director General for recruitments and teacher training programs (Govt. of Pakistan, 1969).

The Education Policy 1972 assured to improve the schoolteacher training structure. The Central Superior Service (CSS) pattern should be followed for teachers' selection and training programs. The policy proposed to establish an Academy of Educational Planning and Management (AEPM) to accomplish it. District Education Councils should accelerate the process of recruitments, training and departmental promotion of the schoolteachers (Govt. of Pakistan, 1972).

The National Education Policy and Implementation Program 1979 were clear, categorical, and emphatic. It promised to launch gigantic teacher training programs. It also suggested upgrading all Elementary Training Institutes for College of Elementary Teachers. This policy also proposed to establish AEPM for in-service teacher training (Govt. of Pakistan, 1979).

The National Education Policy 1992 proposed to enhance the teacher training curricula. This policy also proposed for strengthening the AEPM. It also suggested that the authority of District Education Officers regarding financial matters should be increased so that the process of recruitments and teacher training may be streamlined (Govt. of Pakistan, 1992).

The National Education Policy 1998 continued emphasis on the reorientation of teacher training programs. It proposed an Education Public Service Commission for the teachers' recruitments. This policy also proposed to establish the new National Institute of Teacher Education to train the schoolteachers. This policy also suggested setting up Teachers' Foundation to organize teachers' conferences. Short and long-term courses for teacher training will be offered by AEPM to improve teachers' pedagogical skills (Govt. of Pakistan, 1998).

National Education Policy 2009 depicted the picture that the quality of teachers at public sector school is below the satisfactory level. It is due to the outdated pre-service and in-service teacher training patterns. The government should take the initiative for solid reforms in this respect for teachers' professional development. Diverse areas such as pedagogical skills, assessment, evaluation, and monitoring should be covered under the umbrella of in-service training sessions to enable the teachers to tackle the issues related to education and training (Govt. of Pakistan, 2009 p-32, 34, 35).

Introduction of Directorate of Staff Development (DSD)

The Directorate of Staff Development, as an apex organization, is rendering meritorious services in the field of teacher training for more than a half century. The institution was established with the name of the Education Extension Center (EEC) in the year 1959. Since its inception, it has contributed positively in the progression of education in the province of the Punjab by working as the change agent. This Directorate is solely responsible for public school teacher training in the province. Historical Perspective of DSD and its plans in chronological order have been mentioned here as follows:

- 1959** Education Extension Centre (EEC) was established for training education staff of West Pakistan
- 1968** EEC chosen for modernization of Curricula in Math and Science from Elementary to Degree levels
- 1970** Jurisdiction was limited to the province of the Punjab
- 1993** Renamed as Directorate of Staff Development (DSD)
- 2000** Provincial Institute of Teacher Education (PITE) was established in the province of the Punjab
- 2004** DSD was delinked from the University of Education Lahore under Punjab Education Sector Reforms Program (PESRP) initiative
- 2006** Continuous Professional Development (CPD) Framework was approved
- 2006** Support Network for Primary School Teachers (PSTs) was established
- 2006** PITE and 33 GCETs (being called normal schools) were given under the managerial umbrella of DSD
- 2009** PITE was merged with DSD

Mission of DSD

The DSD aims to establish a concrete and a solid system of in-service training for public sector schoolteachers to enhance their professional approach with collaborative partners; US Embassy in Pakistan, the Department of Education, Government of the Punjab, Institute of Professionals Learning (Shipley) and Asian Development Bank.

Vision of DSD

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The vision of DSD is to develop competent, skilled, proficient, and trained teachers to ensure the quality of education at public sector schools in the province of the Punjab. The Institute for Professional Learning (Shipley), under the banner of Idara-e-Taleem-o-Aagahi (ITA) through its partnership and synergy model by liaising with the DSD, conducts training workshops for teachers and head teachers of Secondary and Middle schools. English Language Fellows (ELFs) from the US Embassy Islamabad contribute their services for DSD workshops too.

Paradigm Shifts in Teacher Development (2004 to date)

The major paradigms developed by DSD for professional development of the teachers are as follows:

- Rationalization of all teacher development agencies in the Punjab
- Major shift in conceptual structure and decentralized delivery structure
- The new functional role of DSD after revised and organized structure
- Trainers-on-call (equitable district wise resource base)
- Established linkages at the district level (district govt. and the field)
- Innovation in DSD practice, coordination with stakeholders, public private partnerships (PPP)
- Certification of trainers and trainees
- Computer assisted technology, quality assurance mechanism at field level
- Training of English Language (ELT) through critical exploration

The Role of DSD and Procedure of Training Workshops

The DSD provides training by focusing on the basic mechanism of training like; a) critical thinking, b) strategies to make reading engaging for learners and c) academic writing and creating argumentative essays. The training is mainly interactive. The trainees get firsthand experience of learner-centered teaching as they perform the reading and writing tasks through various group work strategies. Every training workshop is reviewed at the end of each module. The participants complete a planning guide with questions on how they would apply these strategies in their own classrooms. Specific cross-questioning and answering from participants is encouraged in order to help them clarify thoughts on how the strategies were introduced during the workshop. As the training progresses, the participants shed of their inhibitions and freely interact with the trainers in English. Their performance on tasks assigned; such as the exercise where they have to develop an

argumentative essay or critical statement clearly reflect that the benefit from the workshop and learn how to refine and present their thoughts in English Language.

The IPL is playing a pivotal role in coordinating training workshops and providing continuous support to the trainers and trainees to develop professional classroom skills. It is also looking forward to other projects. Nominations and selection of mentors and mentees from various districts of the Punjab is made to the cluster of training sessions. Separate trainings are also conducted on 'English as a Second Language' for Least Qualified Teachers (LQTs) at primary school level. Several alumni members of the Plymouth State University (PSU) USA and Summer Institute supported by the US state Department are also engaged in the training and its preparations (Govt. of the Punjab; Directorate of Staff Development, 2007a, 2007b, 2008).

Course Contents for in-service Training for Primary School Teachers (PSTs)

The DSD has framed the major course contents as prescribed below:

- Introduction to CPD Framework and Basic Foundation Module (BFM:1-5)
- Introduction to lesson planning and students' assessment
- Bloom's, MUD (Memorizing-Understanding-Doing) and SOLO (Structure of Observed Learning Outcomes) taxonomies
- Preparation and use of low cost/no cost materials, classroom management and interactive activities
- Teaching of English, Math and Science for primary and Elementary levels
- Teaching of Biology, Chemistry, Physics for High and Higher Secondary Levels

Continuous Professional Development Support Network for Teachers

For effective implementation of CPD Framework, a decentralized approach is adopted by DSD. Contrary to this practice, whereby trainings were centralized in a few randomly selected schools, each district is envisioned as a self-sufficient unit to plan and undertake professional development activities for its schoolteachers. A District Training and Support Centre (DTSCs) has been established with the mandate to plan, facilitate, coordinate and implement in-service training and professional developmental activities at the district level for the Primary, Elementary, Secondary and Higher Secondary school teachers.

The DTSCs are housed in the existing Government College for Elementary Teachers (GCETs) and High or Higher Secondary Schools headed by the principal of GCETs. GCETs don't exist in 12 districts. The location of DTSCs within the GCETs is expected to bridge the gap between pre-service and in-service education. Furthermore, the measure will optimize existing resources, as no new infrastructure will be required. Each DTSC will be responsible for all activities in its respective district (Govt. of Pakistan, 2007a, p-84-85). The specific roles of DTSCs are:

- To analyze training needs of primary, elementary, secondary, and higher secondary school teachers based on the Punjab Examination Commission (PEC) results.
- To organize resonant action plans for diverse CPD activities with the collaboration of DSD.
- To coordinate with different stakeholders in implementing CPD activities at each district level.
- To organize crash programs for in-service training in order to provide professional support for all schoolteachers and master trainers.
- To coordinate with different stakeholders to ensure the quality of training through a systematic evaluation and monitoring system.

DTSCs are essentially an outreach for CPD implementation at the district level. It is hoped that with the passage of time and developed capacity DTSCs will empower them and take up increased role for CPD at district level. DSD is focusing on decentralized with ownership of the programmed by the respective district with the support of an additional staff of four Teachers Educators (TEs). Old and new models of conceptual structure, in this respect, are worthwhile (see *Appendix 'A'*).

Concept of Clustering

Each district is divided into 40-86 Cluster Centres (<16 Km radius). One school in the area is notified as CTSC. 25-30 Primary Schools (80-120 PSTs) are attached with each CTSC. 01-03 DTEs remain full time at each CTSC and all PSTs in each school are to be mentored twice a month. DSD has targeted to train more than 03 laces population including teachers, head teachers and education managers by 2015 (see *Table 1, at Appendix 'B'*).

IT Training of Teachers

The importance and the use of Information and Communication Technology is increasing day by day. (Engeström & Office, 1994). DSD, in this respect, has launched a plan to impart ICT training to

teachers also. Moreover, DSD has planned to recruit only the computer literate personnel in this organization.

Internet access is provided to all 35DTSCs and all 1989 Cluster Training Support Centres (CTSCs). Multimedia is also used in training seminars at DSD. In the near future ICT will be made an essential element for training modules (Directorate of Staff Development and UNESCO, 2010).

DSD Quality Policy

Directorate of Staff Development has specified the following quality policy (Govt. of the Punjab, 2006).

- The DSD is committed to impart pedagogical and andragogical skills to public sector school teachers in the Punjab through a systematic teacher training program.
- One of the major objectives is to enhance the quality of education by providing well-organized training.
- To establish a close relationship with national and international organizations in order to fulfill its basic goals.
- To uplift the standard of ‘The Quality Management System’ so that the mentoring, monitoring, and assessment be transparent.
- To satisfy its stakeholders such as parents and students etc.

Training Courses

The DSD is committed to improve the quality of education at public sector with the collaboration of its partners. One of the main areas of emphasis is capacity building of staff at all institutions of teachers’ professional development, i.e. DSD, PITE, GCETs, DTSCs and CTSCs. DSD came into existence in 2004 with a restructured organizational structure and redefined roles and functions. It became imperative for DSD to develop the expertise of trainers and other involved in the professional development of teachers. Improvement in students’ learning is the principal criterion while determining effective professional development (Guskey, 1997).

The DSD salutes the untiring efforts of different organizations in developing the profession and pedagogical skills, experiential learning of children and creating conducive, physical, emotional, social environment required for quality of Early Childhood Education (ECC). Different organizations such as UNESCO, Institute of Education and Research (IER) University of the Punjab, PTB Lahore, Language in India www.languageinindia.com

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University of Education Lahore, Ali Institute of Education Lahore, GTZ Lahore, Society for Advancement of Education (SAHE), Beacon House School System Lahore, The Educators, Teachers' Resource Centre Karachi, Nation Commission for Human Development (NCHD) and GCETs are playing their roles in developing and promoting professional attitude of mentors and mentees. DSD focuses on the developing child's key element of Early Childhood Education (Govt. of the Punjab and UNESCO, 2007b).

Training of Lead Teacher Educators (LTEs)

Basic Foundation Modules particularly put focus on the right use of teaching plans developed by DSD for Primary School Teachers (PTEs). It furnishes the skills of LTEs for devising workable teaching plans. Modules guarantee a smooth transfer of information to LTEs regarding all subjects taught at Primary level for cascading to DTEs who ensure its effective use by PSTs (Van Driel, Beijaard, & Verloop, 2001). Training as a system is incorporated in the module for an enhanced understanding. Udelhofen and Larson (2003) have reported five major principles in this respect too:

- Prepare lesson plans effectively for all subjects for better presentation and management.
- Explore new vistas for each subject especially for English Language Teaching (ELT).
- Outline interesting ways of teaching and develop activities to make teaching effective.
- Use Bloom's, MUD, and SOLO Taxonomies with the proper application of Audio Visual Aids.
- Develop tests and apply assessment and evaluation techniques (Govt. of the Punjab, 2007a).

Training Needs Assessment (TNA)

The DSD develops TNA; a tool utilized to identify what development courses or activities should be provided to professionals to improve their work productivity. TNA helps to shape the courses. It provides the necessary information to identify difficulties. It also helps to increase the management and supervisory involvement that helps to establish interaction with mentors and mentees (Sheal, 1994).

Discussion and Conclusion

The major objective of this study was to analyze the role of DSD in the provision of teacher training to the teachers of public schools. It is an admitted fact that the teachers play a pivotal role in developing the standard of education. So, if the teachers are well equipped with pedagogical skills, of course, the standard of education will be high. Therefore, it was concluded that teacher-training programs organized by the DSD are doing a lot in developing professional attitudes towards the teaching profession. It is doing well in enhancing the quality of education at all levels. It is also nurturing the teaching cadre as well administration simultaneously, which is the core objective of DSD. The interaction of national and international organizations with DSD is useful for the fulfillment of prescribed goals. The Quality Management System of the Directorate imparts training, motivates available human resources, monitors, and evaluates all processes of professional and continuous development of teachers.

Findings

The DSD is playing a key role in the professional development of the mentors and mentees in the province of the Punjab for more than 50 years but over the past 5 years it has paid special attention to offer opportunities for professional growth to the staff of teacher training institutions especially trainers, heads of GCETs and DTSCs, LTEs, DTEs, material developers, quality managers, educational managers and District Governments/EDOs. Teachers and heads are also sent abroad for training. More than hundred trainees have been sent abroad for the last five years and 106,189 teachers, head teachers and administrators have been imparted training in the year 2010 (Directorate of Staff Development and UNESCO, 2010). DSD has established a research network to provide credible and sound analysis. It helps to create a research-oriented group in order to gather and process data. It is contributing to the development of PITE as an institution that provides courses and educational development for teachers, teacher trainers and other researchers at every level (Govt. of the Punjab & UNESCO, 2007b).

Recommendations

Pakistan is lagging behind in educational attainment for the last two decades. An educational emergency needs to be declared. The focus should be on the standards and quality of teaching at school, rather than enrollments. Innovative teaching methods, effective teacher training, revision of

curriculum, etc. are the indispensable elements for uplifting the standards of education. Classroom methodology and an improvement in teacher training are essential for this purpose.

Teacher training programs should be re-evaluated and re-organized so that the deficiencies may be removed. The trainers/resource persons for teacher training programs need to refine their professional approach.

Standardized teacher training should be conducted in those provinces and 12 remaining districts where it has not already been done. Innovative pedagogical and andragogical skills should be imparted to the trainees through well-organized training session. Novel strategies of assessment and evaluation, English language and ICT training should be introduced as well.

Trainings should also emphasize to develop the school administrators' professional approach. It can be concluded through the documentary analysis that the efforts of DSD are appreciable in providing teacher training to the teachers. Therefore, it is the dire need to bring further improvements. Additional recommendations have been made here in this respect.

- Studies for determining the causes of deterioration in the professional attitude of teachers are urgently needed so that remedial measures could be adopted to improve the situation for the restoration of the dignity of the teachers and the teaching profession.
- The selection criteria for the trainers and the trainees should be reviewed because the trainers are selected on the nomination/recommendation of the relevant heads whereas the professional approach is required feature of trainers and trainees. It should be evaluated through demonstration / interviews with the experts, so that the aptitude or inclination towards teaching profession may be identified. Moreover, the selection of trainees for a cluster should be formulated keeping in mind the qualification levels, subject, experience, results, zero/low drop out students, and casual leaves at all levels.
- The majority of the trainees is willing to attend training workshops because of getting honorarium/TA, DA. Such materialistic attitude should be changed.
- The duration of teacher training workshops should be increased. It is also proposed that such training workshops should be conducted in vacations so that the teaching process may not suffer/affect.

- The fundamental functions of teacher training should be; to stimulate learning, to enhance thinking, to develop personality, to develop for self-expression, to facilitate self-actualization and to extend potentialities.
- The core objectives of teacher training should be aimed to enhance and develop the professional competencies such as confidence, command over topic/subject, readiness, motivation, and cross-questioning techniques.
- DSD should publish its reports on a monthly basis and replicate at district level too.
- The teacher-training workshops should be arranged to face the supreme challenges that could be met by the real sacrifice of the teachers in the form of our tradition not by material gain.

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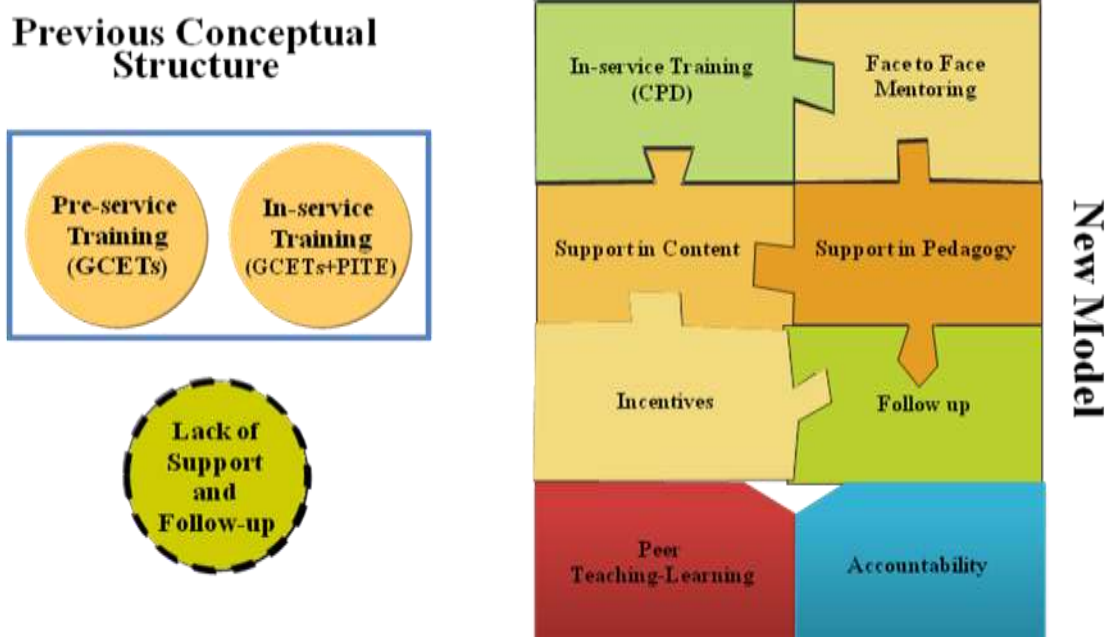


Figure: 1: Comparison of Old and New Model on Conceptual Structure

Table 1
Target Population for Training by 2015

Primary School Teachers (PSTs)	179,558
Elementary School Teachers (ESTs)	86,245
Secondary School Teachers (SSTs)	27,257
Subject Specialists (SSs)	4,573
Head Teachers of High Schools	4,946
Educational Managers	3,000
Total	3,05,579

Source: Directorate of Staff Development report 2009

Muhammad Javed, M.Phil.
 Doctoral Candidate (TESOL)
 School of Educational Studies, Universiti Sains Malaysia,
 11800 USM Pulau Pinang, Malaysia

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Lecturer, Department of Educational Training, Bahawalnagar Campus,
The Islamia University of Bahawalpur, Pakistan
muhammad.javed@iub.edu.pk, mjaved_iub@yahoo.com

Wu Xiao Juan
Doctoral Candidate (TESOL)
School of Educational Studies, Universiti Sains Malaysia,
11800 USM Pulau Pinang, Malaysia
xiaojuanwu2005@yahoo.com.cn

Saima Nazli
Vice Principal
Misali Oxford Cadet High School Vehari
Pakistan
saima_nazli2004@yahoo.com

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