

PROFESSIONAL ROLE OF TEACHERS IN GOVERNMENT COLLEGES AND HIGHER SECONDARY SCHOOLS FOR F.Sc PROGRAMME IN PUNJAB: A COMPARATIVE STUDY

Muhammad Anwer
Govt. Community College,
Wah Cantt, PAKISTAN.
manwar868@yahoo.com

Tehseen Tahir
University of Wah,
Wah Cantt, PAKISTAN.
Tehseen_akhter@yahoo.com

Sadia Batool
Preston University Islamabad,
PAKISTAN.
sadia_gardezi@yahoo.com

ABSTRACT

This study was designed to find out the professional role of teachers teaching government colleges and higher secondary schools in Punjab. Teachers teaching in Higher Secondary Schools and Colleges in 12 districts of Punjab constituted the population of the study. Four hundred and thirty two teachers (216 from Higher Secondary Schools and 216 from Colleges) were selected as a sample of the study. A questionnaire for teachers of higher secondary schools and colleges was developed and validated through pilot testing and administered to the sample for collection of data. Data were tabulated and analyzed by using t-test to compare the difference in the opinion of higher secondary school and college teachers. On the basis of results and findings, the college teachers were found strong professional background in teaching profession as compared to Higher Secondary School teachers.

Keywords: Professional role, teachers, effective teaching, classroom

INTRODUCTION

Education is the most effective method of changing the attitudes of its recipients, particularly that of the young generation. Education provides people with the potential to learn, to respond to new opportunities, to adjust to social and cultural activities. It is the process of training and instruction, which is designed to give knowledge and develop skills. Education is a catalyzing agent which provides mental, ideological and moral training to individuals.

If we stretch this definition a bit we can include in the process the development of a physical and moral as well so that one cannot only even one's livelihood but also can improve himself a good citizen. It should not only teach a man a particular trade but it should refine his sensibilities, sharpen his intellect and give some knowledge of the world in which he lives. It is a crystal fact that education is the essence of life and education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. All credit goes to a teacher who is responsible to introduce this essence to man. The success of education system depends on a good teacher. We cannot replace the teacher with any other type of instruction material (Hanif & Saba, 2002).

The importance of the role of teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today (Delors *et al.*, 1996).

Moon *et al.* (2004) indicated that there are three main factors within teacher's control that significantly influence pupil achievement or professional characteristics, teachers skills and classroom climate. Each provides distinctive and complementary ways that teachers can understand the contribution they make. None can be relied on alone to deliver value added teaching.

Teacher concentrates the objections of teaching, prepares his lesson plan before he goes to his classroom. He must be capable and should have full command on the subject which he teaches. He should have "refresher Courses" to keep him abreast of the modern technique of teaching, learning and pronunciation. That means a constant effort in reading is required. His concept should not be of spoon feeding. The lectures should be on the lines of seminars which can only take place by the mutual co-operation of the teachers and students.

A good teacher is aware of the fact that the young generation is going to be the pillar of this nation. However, teachers are effective for giving short sets of instructions, background information, and

guidance. Demonstrations allow students to experience more fully the information and concepts the teacher wants to impart during the lesson. Although the teacher is the centre of action, students can more easily see what they need to know and more efficiently link it to prior knowledge in their own ways.

Young people are now active participants in their own career development, rather than passive recipients. In the past teachers would find generic careers information and distribute it to classrooms full of students. But these days it's not enough to "download to empty vessels". It is more challenging role for teachers now that the expectations are more complex.

Leading the way are thousands of teachers who are rethinking every part of their jobs. Their relationship with students, colleagues and the community, the tools and techniques they employ their right and responsibilities, the content of curriculum, what standard to set and how to assess whether they are being met their preparation as teachers and professional development.

A successful teacher is one who adapts and adopts new practices that acknowledge both the art and science of learning. They understand that the essence of education is a close relationship between a knowledgeable, care adult and secure motivated child. They grasp that their most important role is to get know each student as an individual in order to comprehend his/her unique needs, learning style, social and cultural background interests and abilities.

They know that curriculum must relate to their lives, learning activities must engage their natural curiosity and assessments must measure real accomplishments and be an integral part of learning.

A teacher enables students to solve real world problems and guides them reference books for big ideas and powerful skills. Many teachers spend time in researching various ingestion of educational effectiveness that expands the understanding of the dynamic of learning.

Enterprise education is a cross curriculum approach to student learning which supports students to be creative self reliant and the ability to generate, recognize and seize opportunities. The entwining teacher mentors and acts as a role model providing support structures that make learning purposeful and engaging. Students are not consumers of facts. They are active creators of knowledge. Schools are not just brick and mortar structures; they are centers of lifelong learning most important teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural and economic health of our nation.

Just as much of a lawyer's work occurs outside the courtroom, so too should we recognize that much of a teacher's work is done outside the classroom for example, when he prepares his lesson plans and write his daily diary.

OBJECTIVES OF THE STUDY

The core aim of the study was to compare the different professional roles of teachers in Higher Secondary Schools and Colleges for F.Sc. Programme.

REVIEW OF LITERATURE

Teaching is actually one of the oldest professions. It is true that the requirements for entrance into the teaching profession have not always been as high as those for some other professions. It is also true that in the profession of teaching, there are some members who have not lived up to the desirable level of conduct and service. Furthermore, many persons have used teaching as a steppingstone to other professions. Finally, there are major differences between teaching and the other profession. However, these aspects of teaching and teachers do not deny to teaching, its status as a profession (Richey, 1973).

There have been several characteristics, or distinguishing marks of a profession. Stinnett (1968) suggested the criteria as a profession involves activities essentially intellectual, a profession commands a body of specialized knowledge, a profession requires extended professional preparation, a profession demands continuous in-service growth, a profession affords a life career and permanent membership, a profession sets up its own standards, a profession exalts services above personal gains, a profession has a strong, closely knit, professional organization. Other criteria for a profession that

have been suggest by different writers are as acceptance of personal responsibility and accountability by members, through adherence to a code of ethics, dedication to the derivation of new knowledge and aggressiveness in enforcing standards, a system of rewards-monetary and honorary (Combs, 1965).

According to Rogoff (1990), the U.S. office of education investigators concluded that outstanding teachers could be characterized in generalization as the best teachers are professionally alert. They do not live their lives in the tight confines of the classroom. They do not live their lives in the tight confines of the classroom. They are attempting to make the community and the school better places for the young people. They are convinced of the worth of their job. Their ambition is to improve constantly in the work to which they have dedicated themselves. They seem not to be irritated by the taboos on personal liberties that are said by some to characterize the teaching profession. Apparently they are so psychologically mature that the irritations are tolerated. They have artistry in human relations that stems from observing the workings of Psychology, Biology and cultural anthropology in the classroom. They are humble about their own need for growth. "They are poignantly aware that under their influence this raw material (human resources) may also change its very destiny.

According to Ronald (1965) an occupation that will be regarded a profession exhibits the chrematistics as a sense of public service, a life times commitment to career, a defined body of knowledge and skills beyond that grasped by lay person, application of research and theory to practice, a lengthy period of specialized training, control over entry requirements, autonomy making decisions about selected spheres of work, an acceptance of responsibility for judgments made and acts performed related to services rendered, a set of standards of performance, common goals, common purpose a shared sense among members of what they are trying to accomplish, use of administrators or facilities work of professionals, relative freed from the detailed on the job supervision, a self-governing organization composed of members of profession, professional association and or elite groups to provide recognition individual achievements, a code of ethics to help and clarify ambiguous matters or doubtful related to services rendered, a high level of public trust and confidence in individual's practitioners, high prestige and economic standing.

Marklund and Gran (1994) describe that there are many strategies, which may work well to develop positive attitude for teaching. One may deliver a nice lecture followed by discussion, one may have personal contact to clear their doubts, or one may arrange small group discussion to arrive at a desired conclusion etc. Teacher training institutions can arrange all these very easily.

Garcia (1991) says that an attempt should be made to orient teacher education on how to motivate teachers for teaching profession. This orientation may include the aspects as contentment can only lead to a peaceful life, peace is more necessary than money in life, one should not expect good result by doing a bad deed, there is spark of divinity in every being, respect cannot be demanded but it can be earned, the destiny of the country lies in its classrooms which depends fully on teachers, it is highly injurious to support evil deeds or involve in evil deeds, culture is the main source of human values, significant events in the lives of great men.

It means that the teacher has developed necessary skills and abilities to evolve suitable methods of teaching the children, handle problem children and tackle classroom situations. He should have acquitted ability to evolve and adopt methods and techniques suited to different situations and evaluate their effectiveness, acquitted ability to improvise and use audio visual aids suited to different classroom situations, develop positive attitude towards teaching as a profession and crate self-confidence as a teacher, understand the development needs of children at various stages of their growth, acquired appropriate professional behaviour, acquired knowledge about the existing education system and the latest education policy of the country.

Bhatia (1987) describe that the teacher is a servant of the society entrusted with the task of modifying and developing the behaviour of the young child for maintaining and improving social patterns. The teacher can render this service to society only if he, above all, it is a humanist a human being in the true sense of the world. He is a person of high ideals and engaging personality.

Because education is a human process, therefore the school's most important influence is the teacher (Goldhaber, 2002). He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behaviour. If well liked, he is a model and is consciously imitated, if he is disliked, pupils may still unconsciously absorb his manners and attitudes. A dominating teacher may force an already shy child into further withdrawal. A teacher with social-class prejudice may generate negative attitude towards learning on the part of those children. Teachers who have colourless, drab personalities may cause pupils to be restive and inattentive.

According to Ogwezi and Wolomsky (1985) the teacher improves conditions for effective learning when he helps the students to become aware of his or her problem areas in the learning process, helps him or her to establish the self confidence necessary for the student, explores new interests and special aptitudes of the students, increases the understanding of his students, uses concrete materials from localities to support or illustrate what he teaches.

The school carries on formal teaching. Parents have delegated this responsibility to school where specially selected representative of society, called teacher, discharges it. The teacher is servant of society entrusted with the task of modifying and developing the behaviour of the young child for maintaining and improving social patterns (Hati, 1989).

Gupta (2002) describes that the task of teachers is central to education. Teacher must transmit to new generation the cultural heritage of society the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world.

The effective teacher is capable of creating a desire to learn. He must be able to sense the interests of students, recognize their needs, and make learning purposeful not only in relation to course objectives but in the minds of his student (Conant, 1993).

The quality of a nation depends upon the classroom teaching in the school. The quality of classroom teaching in the schools depends upon the quality of education of teachers. The quality of education teaches depends upon knowledge of subject matter on the one hand and the knowledge of pedagogy the other hand. The knowledge of pedagogy and its application, day-to-day classroom teaching depends upon the objectives of teachers education which been kept as ideals in the preparations of school teachers (Udaya, 1984).

Professional attitude means a person's feelings, behaviours and commitment to the profession or job. If the teacher is committed and has positive attitude then it is sure that his performance will be better and his efforts will be fruitful. Richardson.

Education is a nation building activity. The quality of education is mostly dependent upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. In present teacher training, more stress is given on teaching skills. This study may provide a searchlight towards improvement of teacher training through development of positive professional attitude,

This study will provide guidelines to increase the professional efficiency of teachers. It will enable the teacher educators to focus their attention and direct their efforts on developing such skills and attitudes among the student teachers as needed for the schools of Pakistan. This study will provide feedback for the curriculum development in framing suitable curricula for teacher training programme. This study may assist the institution lagging behind in developing professional attitude and other weak areas. This study may provide bases for further research.

Teacher largely depend upon their personal characteristics and dispositions. Both seem to be highly inter linked, as the teaching profession requires certain dominant behaviours which show his intellect desire to excel, extended professionalism and continuum, in service growth for a good teacher and teaching as a life concern (Beerens, 2000). This is a profession, which exalts service above the personal gains.

There are number of factors which determine the attractiveness of teaching profession. In this regard it looks important to quote the classical study of Chivore (1988) conducted in Zimbabwe. The

research focused on the attitudes of peoples towards teaching profession. Amongst the number of factors, the highest attractiveness of public and private sector for secondary teachers was that of salaries relative to those of private and public sector. Another important factor was more opportunities for further education, which more strongly was related to the prestige factor.

METHODOLOGY

The population of the study was comprised of 12070 teachers teaching in Colleges and 6647 teachers teaching in Higher Secondary Schools from 402 colleges and 391 higher secondary schools in total 35 districts of Punjab. Stratified random sampling technique was applied (non-proportionate basis) by the researcher. 216 teachers (50% each male and female) of colleges and 216 teachers (50% each male and female) from higher Secondary School were selected as sample of the study.

Questionnaire for teachers working in colleges and higher secondary schools was developed as instrument for collection of data. The researcher selected 12 districts of the province dividing the Punjab into 3 main zones southern, central and northern Punjab, to ensure the representation of the whole population and delimited keeping in view the role as teachers as administrator, recommendations of books other than syllabus, introduction of scientific based future career, participation of students in co-curricular activities, use of AV aids during lecture, education problem with principals, improvement of educational qualification, coordination among the administrative staff, proper planning before launching activities. After validation of instruments the researcher conducted the pilot testing. After having done pilot testing, the research instruments were modified in terms of content and language.

For the collection of data the researcher administered the questionnaire to the defined target population through personal visits and the mail. The researcher visited the different institution of Punjab for collection of data. Researcher visited institutions more than one time to collect data due to less interest of the respondents, whereas college administrators took more interest in provision of required information. Data collected through research instruments, was analyzed by using t-test and chi square for comparison of professional teaching in both the institutions. On the basis of results and findings, conclusions and recommendations were drawn.

RESULTS

Ho: There is no significant difference between HSS and College level teachers opinion regarding you would like to become an administrator of an institution.

Table 1. Administrator of an institution

Institution	N	Mean score	SD	t
HSS	216	4.23	1.091	23.77
College	216	1.70	1.114	

df = 430, Table value at 0.05 = 1.96

Table 1 show that the calculated t-value was found to be 23.77, which is greater than table value at 0.05. Hence, null hypothesis "There is no significant difference between HSS and College level teachers, opinion regarding you would like to become an administrator of an institution" was rejected.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding do you think a teacher would become a successful administrator.

Table 2. Teacher as successful administrator

Institution	N	Mean score	SD	t
HSS	216	4.31	0.954	24.38
College	216	1.78	1.110	

df = 430, Table value at 0.05 = 1.96

Table 2 indicates that the calculated t-value was found to be 24.38, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding do you think a teacher would become a successful administrator” was rejected.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding subject teacher recommend the books other than syllabi books to study.

Table 3. Recommendation of books other than syllabus

Institution	N	Mean score	SD	t
HSS	216	2.76	1.569	6.125
College	216	3.48	0.708	

df = 430, Table value at 0.05 = 1.96

Table 3 indicates that the calculated t-value was found to be 6.125, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding subject teacher recommend the books other than syllabi books to study” was rejected.

Ho: There is no significant difference between HSS and College level teacher’s opinion regarding subject teacher introduce the scientific based future careers.

Table 4. Introduction of scientific based future careers

Institution	N	Mean score	SD	t
HSS	216	3.42	1.035	8.011
College	216	4.09	0.682	

df = 430, Table value at 0.05 = 1.96

Table 4 shows that the calculated t-value was found to be 8.011, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding subject teacher introduce the scientific based future careers” was rejected.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding school teacher encourage students’ participation in class activities.

Table 5. Participation of students in class activities

Institution	N	Mean score	SD	t
HSS	216	3.58	1.179	0.835
College	216	3.50	0.873	

df = 430, Table value at 0.05 = 1.96

Table 5 indicates that the calculated t-value was found to be 0.835, which is less than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding school teacher encourage students’ participation in class activities” was accepted.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding students take part in co-curricular activities.

Table 6. Co-curricular activities

Institution	N	Mean score	SD	t
HSS	216	3.15	1.329	10.466
College	216	4.22	0.985	

df = 430, Table value at 0.05 = 1.96

Table 6 shows that the calculated t-value was found to be 10.466, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding students take part in co-curricular activities” was rejected.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding principal insist you to use audio video aids during lecture.

Table 7. Audio video aids during lecture

Institution	N	Mean score	SD	t
HSS	216	3.99	0.835	0.795
College	216	3.93	0.859	

df = 430, Table value at 0.05 = 1.96

Table 7 demonstrates that the calculated t-value was found to be 0.795, which is less than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding principal insist you to use audio video aids during lecture” was accepted.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding you discuss your educational problems with principal.

Table 8. Educational problems with principal

Institution	N	Mean score	SD	t
HSS	216	4.11	0.961	19.323
College	216	2.19	1.101	

df = 430, Table value at 0.05 = 1.96

Table 8 shows that the calculated t-value was found to be 19.323, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding you discuss your educational problems with principal” was rejected.

Ho: There is no significant difference between HSS and College level teachers, opinion regarding principal appreciate you to improve your educational qualifications.

Table 9. Improvement of educational qualifications

Institution	N	Mean score	SD	t
HSS	216	2.58	1.495	6.732
College	216	1.76	1.001	

df = 430, Table value at 0.05 = 1.96

Table 9 shows that the calculated t-value was found to be 6.732, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers, opinion regarding principal appreciate you to improve your educational qualifications” was rejected.

Ho: There is no significant difference between HSS and College level teachers, regarding proper planning before launching any activity.

Table 10. Proper planning before launching activity

Institution	N	Mean score	SD	t
HSS	216	3.50	1.057	11.449
College	216	2.30	1.111	

df = 430, Table value at 0.05 = 1.96

Table 10 shows that the calculated t-value was found to be 11.449, which is greater than table value at 0.05. Hence, null hypothesis “There is no significant difference between HSS and College level teachers regarding proper planning before launching any activity” was rejected.

FINDINGS

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that most of teachers in Higher Secondary Schools were more interested to become an administrator as compared to the teacher of the Colleges.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that most of respondents teachers of the Higher Secondary Schools were quite cleared that a teacher would be a successful administrator as compared to the teachers of the Intermediate College teachers difference on this question is highly significant between two types of teachers.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that most of respondents indicated that teachers of the Colleges recommended more books other than syllabus books than teachers of the Higher Secondary Schools.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that most of respondents indicated that college teachers introduced more scientific based future carriers than Higher Secondary Schools teachers. The difference on this statement is significantly high.

There was no significant difference between the opinion of Higher Secondary Schools and college level teachers that most of respondents indicated that college teachers as well as Higher Secondary School teachers encouraged students’ participation in class activities. However, there was no significant difference between HSS and the College teachers.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that results revealed that college more students took part in co-curricular activities than students of Higher Secondary Schools. There was highly significant difference between HSS teacher and the Colleges teachers.

There was no significant difference between the opinion of Higher Secondary Schools and college level teachers that results indicated that Principals of the Higher Secondary Schools did not insist and encourage more to their teachers to use audio video learning aids during lecture.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that results indicated that teachers of the Higher Secondary Schools more discussed their educational problems with Principals than teachers of the Colleges.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that results indicated that Principals of the Higher Secondary Schools more encouraged and discussed with their teachers to improve educational qualifications than Principals of the Colleges.

There was significant difference between the opinion of Higher Secondary Schools and college level teachers that results showed that colleges were more active in proper planning before conducting any program/activity than Higher Secondary Schools.

CONCLUSIONS

Subject specialists were more interested to become administrator as compared to college lecturers.

College lecturers recommended books other than syllabi books for their students and provided guidance about the future career as science students in better way as compared to subject specialists.

In colleges and HSSs teachers encouraged the students in class activities in the same way but difference was found regarding co-curricular activities and celebrating students’ week, which was better in college side.

In colleges and HSSs participation in class activities were the same but co-curricular activities in colleges were better than Higher Secondary Schools.

The teachers of Higher Secondary Schools emphasized on the use of A.V aids and take interest to improve their qualification in better way as compared to college teachers.

RECOMMENDATIONS

On the basis of findings and conclusions it is recommended that teachers (Subject specialists) of Higher Secondary School were more interested in administration contrary to their appointment. So they should be bound to their specific role according to their appointment in higher secondary school to save the credibility of HSSs. Professional training play vital role in teaching profession so it is recommended that special arrangement may be arranged for professional training of teachers (subject specialists) working in higher secondary schools.

REFERENCES

- Andresen, L, Boud, D. and Cohen, R. (2000). Experience-based learning. In Foley, G. (Ed.). *Understanding Adult Education and Training*. Second Edition. Sydney: Allen & Unwin, 225-239
- Andrew, P. (2002). *Reading for reflective teaching*. London: Continuum.
- Beerens, S.G. (2000). *Successful Teaching in Secondary Schools*. Forsman and company, Atlanta.
- Bhatia, K.K. (1987). *Principles of Education*. New Delhi: Kalyanit Publishers, India.
- Boud, D. and Knights, S. (1996). *Course design for reflective practice*. In Gould, N. and Taylor, I. (Eds.). *Reflective Learning for Social Work: Research, Theory and Practice*. Aldershot, Hants.
- Charis, K. (1989). *Effective teaching in school*. London: Prentice Hall, Inc.
- Combs, A.W. (1965). *The Professional Education of Teachers: A Humanistic Approach to teacher Preparation*. Boston: Allyn and Bacon. USA.
- Conaunt, J.B. (1993). *The Education of American Teachers*. New York: McGraw Hill. USA.
- Delors, J., Mufti L., Amagi, I., Carneiro, R., Chung, F., Geremek, B., Gorham, W., Kornhauser, A., Manley, M., Quero, M.P., Savane, M.A., Singh, K., Stavenhagen, R.,
- Suhr, M.W., Won, M. and Nanzhao, Z. (1996). *Learning: The treasure within: Report to UNESCO of the international commission on education for the twenty first century*. Paris: UNESCO.
- Garcia, E.E. (1991). *Teaching in a Pluralistic Society: Concepts, Models, and Strategies*. New York: Harper Colins. USA.
- Gardner, H. and Mansilla, V. (1994). Teaching for understanding in the disciplines and beyond. Teachers' College Record.
- Goldhaber, D. (2002). The Mastery of Good Teaching. *A Journal of Opinion and Research*. Stanford Junior University, Washington. Internet Resources. www.hoover.org
- Gupta, M.S., Kakaria, V.K. and Ghugtai, I.B. (2002). *Two years B.Ed. Programme: An Experiment in Quality Teacher Education*, University News
- Hanif, A. and Saba, K. (2000). *A study of effectiveness of trained and untrained teachers at elementary level*. Lahore: Unpublished master thesis, University of the Punjab.
- Hati, G. S. (1989). *Developing Positive Attitude towards the profession of Teaching*. New Delhi: Duaba House. India.
- Jafri, H. and Shahzadi, S. (2002). *Comparison between untrained teachers and achievement of students at secondary level*. Lahore: Unpublished master thesis, University of the Punjab.

- Marklund, S. and Gran, B. (1994). *Research and Innovation in Teacher Education*. Country Experience.
- Moon, B., Mayes, A.S. and Hutchinson, S. (2004). *Teaching learning and curriculum in secondary schools*. London: Routledge Palmer.
- Moore, A. (2004). *The good teacher: Dominant discourses in teaching and teacher education*. London: Routledge Palmer.
- Morris E-Eson State University New York at Albany Psychological Foundation of Education. 1964 by Holt, Rinehart and Winston. Inc.
- Morris E-Eson State University New York at Albany Psychological Foundation of Education. 1964 by Holt, Rinehart and Winston. Inc.
- Ogwezi, B. C. and W. D. Wolomsky. 1985. *Preparing to Teaching* Pitman Publishing Ltd. London
- Panda, B.N. and Tewari, A.D. (1997). *Teacher education*. New Delhi: APH Publishing Corporation.
- Richey, W.R. (1973). *Planning for Teaching: An Introduction to Education*, New York: McGraw-HILL Book Company, USA.
- Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive development in social context*. New York: Oxford University Press.
- Sharma, A.P. (1998). *Towards a meaningful teacher education*, University News.
- Stinnet, T.M. (1968). *Professional Problems of Teachers*. New York: Macmillan Company, USA.
- Stockard, J. and Mayberry, M. (1992). *Effective educational environments*. California: Crowin Pressjnc.
- Udaya, S. (1984). *Education of Indian Teachers*. New Delhi: Sterling Publishers, India.