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Semester: Autumn 2026

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ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Course: Teacher Education in Pakistan (829) • Level: M.Ed.

Semester: Autumn 2026

Assignment No. 1 (Units 1–5)

Total Marks: 100 • Pass Marks: 40

SOLVED ASSIGNMENT GUIDE

(For Study & Reference)

Note: This guide is prepared for study and reference purposes. Students are advised to read the relevant units of the course book, understand the ideas, and write the assignment in their own words. Do not copy it verbatim.

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Question 1: Aims and Objectives of Teacher Education in Pakistan (20 Marks)

Question 1: Analyze the aims and objectives of teacher education in Pakistan and discuss their role in developing competent and effective teachers. (20)

Introduction

Every system of education ultimately stands or falls in the classroom, and the quality of a classroom depends, more than on any building, textbook or examination, on the quality of its teacher. Teacher education is the organised process through which men and women are prepared, supported and continually developed for that responsibility. In Pakistan this preparation carries a special weight. The country has well over two hundred thousand schools, tens of millions of learners, severe shortages of qualified staff in rural and remote areas, and learning outcomes that national and international assessments repeatedly describe as weak, particularly in reading, mathematics and science in the early grades. Successive education policies, from the early national education conferences to the more recent provincial education sector plans and the Single National Curriculum reforms, have therefore returned again and

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again to the same conclusion: without better-prepared teachers, no curriculum reform, textbook revision or infrastructure programme can succeed. To analyse the aims and objectives of teacher education in Pakistan is therefore not an abstract academic exercise. It is to ask what kind of teacher the country says it wants, whether its training institutions are actually designed to produce that teacher, and how far those stated aims, when honestly pursued, create competence and effectiveness in real classrooms

A distinction that runs through the whole discussion is worth making at the start. An aim is a broad, long-term direction — the kind of teacher and the kind of society the system is working towards. An objective is narrower, more specific and more measurable: a particular knowledge, skill, attitude or value that a training programme sets out to develop in a trainee within a stated period. Aims give teacher education its philosophy and its moral purpose; objectives translate that philosophy into courses, practicum arrangements, assessments and, eventually, into observable classroom behaviour. A serious analysis must examine both levels, and must also ask the uncomfortable follow-up question: where the aims are noble but the objectives, resources and assessments do not match them, competence remains a slogan rather than a result.

The Broad Aims of Teacher education in Pakistan

The first and most fundamental aim is the all-round professional preparation of the teacher as an educator, not merely as a holder of an academic degree. Pakistani policy documents consistently present the teacher as a nation-builder, a moral guide and an agent of social change, in addition to being an instructor in a subject. This reflects the country's own educational tradition, in which the teacher — the ustad — has historically enjoyed a status

close to that of a parent, and in which teaching is understood as a trust rather than a mere occupation. Teacher education is therefore aimed at producing a person of sound character, intellectual honesty and social commitment, who understands Pakistani society, its cultural and religious values, its languages and its diversity, and who can connect the school with the community it serves.

A second aim is national development through quality schooling. Pakistan's constitutional commitment to free and compulsory education for children, expressed in Article 25-A, can only be honoured if enough competent teachers are available and willing to serve where they are most needed, including in remote districts of Balochistan, the merged districts of Khyber Pakhtunkhwa, interior Sindh and southern Punjab. Teacher education thus aims not only at quality but also at adequate supply, equitable deployment and retention. A third aim is the continuous improvement of teaching quality across a whole career: preparation is not meant to end at graduation, so pre-service education is expected to lay the foundation for in-service growth, reflective practice and professional accountability throughout a teacher's working life.

The Specific Objectives of Teacher Education

When the broad aims are broken down, Pakistani teacher education programmes — the B.Ed. (Hons), the B.Ed. after graduation, the earlier Associate Degree in Education, M.Ed. programmes and the various certificate and diploma routes that preceded them — pursue objectives that fall into five interlocking groups: subject knowledge, pedagogical knowledge and skill, professional attitudes and values, understanding of learners and contexts, and the capacity for inquiry and lifelong learning. Table 1 summarises these groups and shows what each one is expected to look like when it is actually achieved in a classroom.

Table 1: Main groups of objectives in Pakistani teacher education and their classroom meaning

Group of objectives	What the trainee is expected to gain	What it looks like in the classroom
Subject-matter knowledge	Accurate, up-to-date command of the subject(s) to be taught, well beyond the level of the school textbook.	The teacher explains concepts correctly, answers questions confidently and connects one topic with the next.
Pedagogical knowledge and skill	Skill in planning lessons, questioning, explaining, using learning materials, managing a class and assessing learning.	Lessons have clear objectives, varied activities, orderly routines and checks for understanding.
Understanding of learners	Knowledge of child and adolescent development, individual differences, inclusion and the local language and culture of learners.	The teacher notices struggling learners early, adapts tasks and treats every child with fairness.
Professional attitudes and values	Punctuality, honesty, patience, respect for learners, commitment to the profession and adherence to a code of conduct.	The teacher is regular, prepared, impartial and trusted by parents and the community.
Inquiry and lifelong learning	Ability to reflect on one's own teaching, keep records, use evidence and continue learning through courses and peer discussion.	The teacher improves year by year instead of repeating the first year of experience many times over.

Two features of this list deserve emphasis. First, the objectives are deliberately balanced between knowledge, skill and disposition. A trainee who knows a subject but cannot explain it to a restless class of forty children has met only part of the programme's purpose; equally, a trainee with lively techniques but shallow subject knowledge will sooner or later teach errors with great confidence. Secondly, the objectives are contextual. Pakistani trainees are prepared largely for multi-grade, under-resourced and often multilingual classrooms, for classes where the language of the textbook is not the child's home language, and for schools where a single

teacher may handle several classes. Objectives that ignore these realities — imported wholesale from very different school systems — produce graduates who feel trained for a school that does not exist.

How These Aims and Objectives Develop Competent Teachers

Competence in teaching is best understood as the reliable ability to produce learning in real conditions, not merely to pass examinations about teaching. The aims and objectives described above build that competence through several connected mechanisms. The first is a coherent knowledge base. When a programme pursues subject and pedagogical objectives together, the trainee learns not only what to teach but how that particular content is best learned: which examples unlock a concept, which misconceptions children commonly hold, and which sequence of activities moves a class from confusion to understanding. Shulman's well-known idea of pedagogical content knowledge captures exactly this blend, and it is the single strongest difference between a graduate who simply holds a degree in a subject and a graduate who is genuinely prepared to teach it.

The second mechanism is supervised practice. Objectives relating to planning, classroom management and assessment can only be developed, and honestly judged, in front of real learners. The practicum or teaching practice component of Pakistani programmes — school attachment, observed lessons, feedback from cooperating teachers and university supervisors — is where aims become behaviour. Where the practicum is long, well supervised and taken seriously in assessment, trainees leave with workable routines: how to open a lesson, distribute questions fairly, keep a record of marks, and close a lesson by checking what has been learned. Where it is treated as a formality, signed off without observation, the same aims produce paper

qualifications and unprepared teachers, which is why the quality of the practicum is such a decisive test of any programme.

- Clarity of expectations: Stated objectives tell trainees, trainers and examiners exactly what a beginning teacher should be able to do, so effort is directed instead of scattered.
- Curriculum alignment: Aims and objectives determine course content, the balance between theory and practice, and the choice of textbooks and learning materials.
- Fair and meaningful assessment: Objectives provide the criteria against which trainees are assessed, making judgements about readiness to teach defensible rather than arbitrary.
- A standard for licensing and induction: Clearly stated outcomes allow regulators and employers to set entry standards and to support new teachers against a known profile of competence.
- A basis for improvement: When classroom results are weak, objectives allow a programme to locate the gap — knowledge, skill, attitude or practice — and repair that specific part.

How They Develop Effective Teachers

Competence and effectiveness are related but not identical. A competent teacher possesses the required knowledge and skills; an effective teacher actually secures learning, motivation and good conduct from the particular children in front of them, term after term. The aims of Pakistani teacher education contribute to effectiveness in at least three ways. First, the emphasis on understanding learners and their context produces teachers who adapt rather than merely deliver: they use the child's home language to bridge into the language of instruction, they draw examples from local life, and they set tasks at a level the class can genuinely attempt. Secondly, the attitudinal objectives — patience, impartiality, regularity and

respect — create the trust and classroom climate without which even well-planned lessons fail, particularly for girls, for children with disabilities and for first-generation learners whose families have little experience of schooling. Thirdly, the objective of reflective, lifelong learning protects effectiveness over time: curricula change, textbooks change and classes change, and only a teacher trained to inquire into their own practice keeps improving instead of quietly becoming obsolete.

It must also be said, in a spirit of honest analysis, that the chain from aims to effectiveness is frequently broken in Pakistan. Entry into some teacher education programmes has historically been a last resort rather than a chosen profession, which weakens the attitudinal objectives from the first day. Many institutions remain heavily theoretical, with large lecture classes, outdated notes and little demonstration teaching. Assessments often reward memorised definitions of pedagogy rather than demonstrated teaching skill, so trainees rationally prepare for the examination instead of for the classroom. Deployment and posting practices, transfers influenced by non-merit considerations, and weak school-level support then waste much of what good training has built. None of this shows that the aims are wrong; it shows that aims only develop competent and effective teachers when admissions, curriculum, practicum, assessment, licensing and school conditions are aligned behind them.

Conclusion

To conclude, the aims and objectives of teacher education in Pakistan describe a teacher who is knowledgeable in subject matter, skilled in pedagogy, understanding of learners, upright in character and committed to lifelong professional growth, in the service of national development and of every child's right to a real education. Their role in developing competent

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teachers lies in giving training a clear knowledge base, supervised practical experience and defensible standards; their role in developing effective teachers lies in the attention they give to learners, contexts, values and reflection, which turn possessed skills into actual learning in classrooms. The lesson of Pakistan's experience is that these aims succeed only as a complete system. Where any link — selection, practice, assessment or school support — is neglected, the aims remain printed intentions. Where the links hold together, teacher education does precisely what it promises: it converts an ordinary graduate into a professional on whom children, parents and the nation can reasonably rely.

Question 2: Quranic Foundations of Teacher Education (20 Marks)

Question 2: Discuss the Quranic foundations of teacher education, emphasizing their key principles and relevance to modern teacher preparation. (20)

Introduction

For a Muslim society, the question of how teachers should be prepared cannot be answered by technique alone, because the very idea of teaching in Islam is rooted in revelation. The Quran presents knowledge as a divine gift, teaching as a sacred trust, and the teacher as a person of character whose words and conduct must agree. It is a striking and often-noted fact that the first word of the revelation sent to the Prophet Muhammad (peace be upon him) was a command to read, and that the same opening passage names God as the One who taught by the pen and taught the human being what he did not know. Teaching, in other words, is introduced in the Quran first as an attribute and act of God Himself, and only then as a human profession. Any discussion of the Quranic foundations of teacher education must therefore begin with this theology of knowledge, and then move carefully from principles revealed

fourteen centuries ago to the practical business of preparing teachers in the universities and training institutions of Pakistan today.

Two cautions govern a responsible treatment of this subject. The first is accuracy: Quranic verses should be cited for what they actually teach, not stretched into claims they do not make. The Quran gives foundations, values and principles for education; it does not prescribe a modern credit-hour curriculum, and honesty requires that distinction to be kept. The second caution is that foundations are only as good as their application. A teacher education programme may open with Quranic calligraphy on its walls and still train its students carelessly. The real test of these foundations is whether they shape selection, curriculum, practicum, assessment and the daily conduct of teacher educators themselves — who are, in this framework, the first and most influential lesson every trainee receives.

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Knowledge and Teaching in the Quran: The Basic Framework

The Quran's framework rests on several connected affirmations. Knowledge ('ilm) is honoured and its possessors are raised in rank: the Quran asks whether those who know are equal to those who do not know, and declares that God raises in degrees those who believe and those who have been given knowledge. Seeking knowledge is therefore not a worldly extra but a religiously valued pursuit, and ignorance is never presented as a virtue. At the same time, knowledge in the Quran is never mere information. It is tied to understanding, to guidance, to righteous action and to humility before God; the learned person is expected to become more, not less, conscious of how much remains unknown, since above every possessor of knowledge there is one more knowing. This combination — high honour for knowledge joined with humility and moral responsibility — is the soil in which the Quranic idea of the teacher grows.

Within that framework, the Prophet Muhammad (peace be upon him) is presented in the Quran as the teacher of the community par excellence: sent to recite the revelations, to purify people, and to teach them the Book and wisdom. The pairing in that description is educationally profound. Recitation conveys content; purification forms character; teaching the Book gives knowledge; and wisdom gives judgement about how knowledge should be used. A teacher education built on Quranic foundations therefore refuses to separate instruction from moral formation, and refuses to treat the delivery of content as the whole of teaching. It also dignifies the learner: the Quran repeatedly addresses human beings as creatures endowed with hearing, sight and intellect, invited to reflect on the world and on revelation, and accountable for how they use those faculties. Teaching that crushes reflection and rewards only silent copying is, by this standard, a betrayal of the learner's God-given capacities.

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Key Principles Derived from the Quran

From this framework, scholars of Islamic education have consistently drawn a set of principles that bear directly on how teachers should be formed. The most fundamental is sincerity of intention (ikhlas) joined with teaching as a trust (amanah). Knowledge and the learners entrusted to a teacher are both trusts, and the Quran's insistence that trusts be rendered to those entitled to them, and that trusts not be betrayed, applies with full force to a teacher who wastes class time, teaches carelessly or treats some learners as worth more than others. A second principle is the unity of knowledge and action: the Quran sharply criticises those who enjoin right conduct on others while forgetting themselves, and asks why people say what they do not do. For teacher preparation this means the educator's own conduct is part of the

curriculum; a trainer who preaches punctuality, honesty and preparation while practising none of them is teaching the opposite lesson, and teaching it effectively.

- Gradualism and wisdom in instruction: The Quran describes inviting people to the way of God with wisdom and good instruction, and its own revelation came gradually, in stages suited to the learners. Teachers are therefore prepared to sequence learning, begin from what learners know, and proceed step by step rather than overwhelming them.
- Gentleness and mercy in dealing with learners: The Prophet (peace be upon him) is described in the Quran as gentle with those around him, with the warning that harshness would have driven them away. Classroom authority in this model rests on mercy, patience and good character, not on fear and humiliation.
- Justice and impartiality: The Quran commands standing firmly for justice even against personal interest. In a classroom this becomes fair distribution of attention and questions, honest marking, and equal respect for rich and poor, strong and weak learners alike.
- Respect for the learner's dignity and diversity: Human beings are honoured in the Quran, and peoples and languages differ by divine design. No learner is to be mocked or diminished; difference is a reason for understanding, not contempt.
- Questioning, observation and reflection: The Quran constantly invites reflection on nature, history and the self, and rebukes unthinking imitation. A Quranic teacher therefore cultivates inquiry — observation, questioning, reasoning and reflection — rather than demanding blind reproduction.

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- Accountability: Every teacher is answerable — to conscience, to the institution, to parents and ultimately to God — for the trust placed in their hands. Preparation must therefore build habits of record-keeping, honesty in assessment and openness to correction.

A further principle, easily overlooked, concerns the teacher's own continuing learning. Because the Quran presents knowledge as unbounded and the learned as humble, the teacher is never a finished product. The celebrated prayer taught in the Quran, asking God to increase the supplicant in knowledge, models a professional stance: the good teacher remains a student for life. Teacher education founded on this principle treats graduation as a commencement in the literal sense — a beginning — and builds into a teacher's formation the habits of reading, consultation and self-correction that a forty-year career will require.

Relevance to Modern Teacher Preparation

These principles are not museum pieces; they answer, with remarkable directness, several of the most discussed problems in modern teacher education. Consider first the problem of teacher motivation and status. Modern systems struggle to attract strong candidates into teaching and to keep them committed in difficult postings. The Quranic framework addresses motivation at its root by giving teaching a meaning larger than salary and promotion: the teacher participates in a divinely honoured activity and carries a trust for which they are accountable. Programmes that form this sense of calling — while also, justly, demanding fair pay and conditions, since the Quran equally insists on justice in dealings — produce teachers whose commitment survives hardship better than commitment bought by incentives alone.

Consider, secondly, the modern emphasis on learner-centred and inclusive pedagogy. Contemporary frameworks urge teachers to respect individual differences, avoid humiliating

discipline, use formative questioning and build on learners' prior knowledge. Each of these has a clear Quranic root: dignity of the learner, gentleness instead of harshness, gradual and wise instruction, and constant invitation to reflect and question. A Pakistani trainee who meets these ideas first as Quranic principles, taught by educators who practise them, is less likely to dismiss learner-centred methods as a foreign fashion and more likely to own them as part of their own tradition. Thirdly, modern concerns about assessment integrity, favouritism and corruption in examinations meet the Quranic principles of justice, trust and accountability head-on; an ethics component in teacher education that is grounded in revelation carries a weight with many trainees that a merely administrative code of conduct does not.

- For curriculum: Include a serious study of the aims of education in Islam alongside pedagogy and subject courses, so trainees understand why they teach, not only how.
- For practicum: Judge trainees partly on conduct — punctuality, fairness, gentleness, honesty in records — and not only on lesson delivery, because the framework treats character as professional competence.
- For teacher educators: Apply the unity of knowledge and action first to trainers themselves; their modelling is the strongest implementation of the foundation.
- For classroom method: Train teachers in questioning, observation of nature and the local environment, storytelling, discussion and reflection, all of which have Quranic encouragement and modern research support.
- For continuing development: Build the habit of self-accountability (muhasaba) into reflective journals and mentoring, so that reflection is both a professional technique and a spiritual discipline.

Balance requires one more point. Relevance does not mean replacing modern professional knowledge with religious exhortation. A teacher still needs child psychology, assessment literacy, subject mastery, classroom research and digital skills, and the Quranic foundations themselves — with their honouring of knowledge, observation and reason — direct the believer to acquire exactly such beneficial knowledge wherever it is found. The foundations supply the purpose, the ethics and the conception of the learner, modern disciplines supply much of the technique. Teacher preparation is strongest when neither is used as an excuse to neglect the other: piety without competence fails children just as surely as competence without integrity does.

Conclusion

In conclusion, the Quranic foundations of teacher education present teaching as a divine trust founded on honoured knowledge, sincere intention, unity of word and deed, gradual and wise instruction, gentleness, justice, respect for the learner and lifelong accountability and learning, with the Prophet Muhammad (peace be upon him) as the supreme model of the teacher who conveys content, purifies character and imparts wisdom together. Their relevance to modern teacher preparation is practical as well as spiritual: they motivate teachers, ground learner-centred and inclusive practice in the trainees' own tradition, give assessment ethics real authority, and turn reflection and continuing learning into duties rather than options. A teacher education system in Pakistan that takes these foundations seriously — in its curriculum, its practicum, its assessment and above all in the conduct of its own educators — will prepare teachers who are not only trained, but trustworthy; and trustworthiness, in the end, is what parents are asking for when they hand a child to a teacher.

Question 3: Impact of In-Service Teacher Training Programmes in Pakistan (20 Marks)

Question 3: Evaluate the impact of in-service teacher training programs in Pakistan, highlighting their achievements, challenges, and areas for improvement. (20)

Introduction

Pre-service education, however good, cannot prepare a teacher once and for all. Curricula are revised, textbooks are replaced, new subjects such as computer science and new demands such as inclusive education and digital learning arrive, and a teacher recruited at twenty-two may still be teaching at fifty-five. In-service teacher training — the organised learning offered to teachers already in post, now increasingly described as continuing professional development, or CPD — exists to close the gap between what teachers were prepared for and what their classrooms now require. Pakistan has invested in such training on a very large scale for decades: through provincial institutes of teacher education, directorates of staff development, donor-supported projects in primary and elementary education, training attached to curriculum and textbook reforms, and more recently through structured CPD models built around school clusters, mentors and classroom observation. Evaluating the impact of all this activity is an essential and sobering exercise, because the honest finding of study after study is mixed: real achievements stand alongside persistent weaknesses, and the difference between training that changes classrooms and training that merely consumes days and budgets is now understood well enough that continuing the weaker kind is hard to excuse.

Impact itself needs defining before it can be evaluated. Attendance is not impact, and neither is a certificate. A sensible evaluation follows a chain: whether teachers participated and were

satisfied; whether they actually learned new knowledge and skills; whether they changed their classroom practice; and, finally and most importantly, whether their students learned more. Much Pakistani reporting stops at the first link of that chain — numbers trained — which flatters programmes and hides failure. This answer follows the whole chain, crediting achievements where the evidence supports them, naming the challenges that repeatedly break the chain, and identifying the improvements that research and Pakistani experience both point towards.

Achievements of In-Service Training

The first achievement is sheer reach and institutional creation. In-service training built a permanent infrastructure that did not previously exist: provincial institutes and directorates devoted to teacher development, district-level training capacity, a cadre of master trainers and resource persons, and training materials in national and regional languages. Through successive programmes, very large numbers of primary, elementary and secondary teachers — including many who had entered service with little or no professional preparation — received at least some structured training in lesson planning, subject content and classroom method. For teachers appointed in periods when pre-service requirements were minimal, in-service courses were often the only professional education they ever received, and their value to those teachers should not be underestimated.

Secondly, in-service programmes have been the main vehicle by which reforms actually reached teachers. When provinces introduced revised curricula, new textbooks, activity-based learning in the early grades, continuous assessment ideas or, more recently, the Single National Curriculum and technology-supported learning initiatives, it was in-service training that carried

the explanation into staffrooms. Well-run programmes demonstrably improved specific, teachable practices: teachers learned to state lesson objectives, use locally available teaching aids, ask more and better questions, organise group work and check understanding instead of only dictating notes. Classroom observation studies attached to the better programmes recorded genuine shifts away from pure lecturing and copying from the blackboard in participating schools, together with increased use of teaching aids and more interaction with learners.

- Subject upgrading: Content-focused courses strengthened weak subject knowledge, especially in primary mathematics, science and English, where many teachers teach outside their own academic specialisation.
- Support for women and rural teachers: Cluster-based and school-based training brought development within reach of teachers — particularly women teachers — who cannot travel to distant residential courses.
- Head teacher and mentor development: Programmes increasingly trained head teachers as instructional leaders and created mentor and guide-teacher roles, embedding support inside the school system itself.
- Emergency and reform continuity: Training networks were used to support teachers during textbook changes, examination reforms and the disruption of the COVID-19 period, when remote and blended teaching had to be learned at speed.
- Professional identity: For many teachers, training provided rare contact with peers, discussion of shared problems and a sense of belonging to a profession, which itself supports morale and retention.

Challenges That Limit Impact

Against these achievements stands a consistent list of challenges, and an evaluation that omits them would be worthless. The most frequently documented is the cascade model, in which experts train master trainers, who train resource persons, who finally train teachers, with quality diluting at every step until the classroom teacher receives a faint copy of the original idea, sometimes delivered by a trainer who never demonstrated it in a real class. A second challenge is the one-shot design: a workshop of a few days, with no follow-up visit, no observation of the teacher's own lessons and no feedback, asks teachers to change habits of years on the strength of a lecture about change. Research on professional development is unusually unanimous that such designs rarely alter practice, however enjoyable the workshop.

Further challenges are organisational and motivational. Training is often scheduled without regard to the school calendar, pulling teachers from classes or consuming holidays and breeding resentment; content is frequently generic, pitched at an average teacher who does not exist, and unrelated to the textbooks, class sizes and languages of the participants' actual schools. Selection of participants is not always merit-based or needs-based, the same accessible teachers attend repeatedly while remote teachers are missed, and per-diems and allowances can quietly become the real attraction of attendance. Training is also weakly connected to career consequences: in many cases it neither counts towards promotion nor is followed by any expectation that practice should change, while head teachers — whose support determines whether new methods survive the first week back — are left out of the same training. Finally, monitoring commonly counts heads and days rather than observing classrooms or measuring

student learning, so weak programmes survive for years because no evidence is ever collected that could condemn them.

Areas for Improvement

The remedies follow logically from the diagnosis, and encouragingly, several are already visible in newer provincial CPD frameworks. Training should be continuous and school-embedded rather than episodic: short inputs followed by classroom trial, observation by a trained mentor or head teacher, specific feedback and a further attempt. It should be needs-based, built from classroom observation data, student learning results and teachers' own identified difficulties, and differentiated — a struggling new teacher, an experienced teacher weak in mathematics content and a head teacher needing instructional leadership skills require different provision, not the same workshop. Content must be tied tightly to the actual curriculum and textbooks in use, must be demonstrated in conditions resembling participants' own classrooms, including large and multi-grade classes, and must give teachers time to practise, plan real lessons and prepare materials they will use the following week.

- Replace long cascades with direct, well-prepared training teams and demonstration teaching, and certify trainers on observed performance, not seniority alone.
- Make follow-up non-negotiable: every training input should carry funded observation, coaching and peer-discussion time in the weeks that follow it.
- Connect CPD to the career structure — recognised credit towards promotion and licensing renewal — while protecting it from becoming a mere box-ticking market in certificates.
- Train and support head teachers as leaders of learning in every programme, since no teacher sustains new practice in a school whose head neither understands nor values it.

- Evaluate at the level that matters: sample classroom observations and student learning measures before and after programmes, publish the findings, and discontinue designs that show no classroom effect.
- Use technology wisely: mobile and blended CPD, video examples of good teaching and online teacher communities can reach remote teachers cheaply, provided connectivity, language and device realities are honestly addressed.

One improvement deserves separate emphasis because it costs little and changes much: treating teachers as professionals in the design of their own development. Programmes planned entirely above teachers' heads, delivered to them as passive recipients, reproduce in the training room exactly the pedagogy they claim to be reforming. Involving experienced teachers in identifying needs, demonstrating practice, mentoring colleagues and evaluating programmes both improves the training and models the active, reflective professionalism the system says it wants in classrooms.

Conclusion

In conclusion, in-service teacher training in Pakistan has achieved a great deal that is real: it created institutions, reached teachers at a scale no other mechanism could have reached, carried every major reform into staffrooms, upgraded subject knowledge and, in its better programmes, visibly improved classroom practice. Its impact has nevertheless fallen well short of its cost and promise wherever training remained a brief, cascaded, generic event, disconnected from textbooks, from follow-up, from head teachers and from careers, and evaluated by attendance instead of by learning. The path of improvement is therefore not mysterious and does not primarily require new slogans; it requires continuity instead of events,

coaching instead of only courses, needs-based and curriculum-linked content, head teacher involvement, and honest evaluation at the level of classroom practice and student learning. Applied consistently, those changes would convert in-service training from a recurring expense into what it was always meant to be: the engine by which a teaching force, once appointed, keeps getting better for as long as it teaches.

Question 4: Organisational Structure of Teacher Education in Pakistan (20 Marks)

Question 4: Describe the organizational structure of teacher education in Pakistan and explain the functions of its major components. (20)

Introduction

Teacher education in Pakistan is not delivered by a single institution but by a layered structure of governments, regulators, universities, colleges, institutes and school-level arrangements, divided between the federation and the provinces and between the public and private sectors. Understanding that structure matters because many of the system's strengths and frustrations — uneven quality between provinces, gaps between policy and classroom, confusion about who assures standards — are structural: they arise from how responsibilities are divided and how weakly or strongly the parts are connected. Since the Eighteenth Amendment to the Constitution devolved education largely to the provinces, the structure has become still more federal in character: curriculum, teacher recruitment and most training institutions are provincial responsibilities, while the federation retains important roles in standards, higher education and coordination. This answer describes the structure from the top policy level down

to the school, explains the function of each major component, and closes with a brief assessment of how well the parts work together.

A useful way to picture the structure is as four connected levels. At the top sit policy-making and standard-setting bodies. Below them stand the universities and degree-awarding institutions that design and award teacher education qualifications. Next come the colleges, institutes and directorates that deliver pre-service programmes for school teachers and run in-service development. At the base lies the school system itself, where teachers are employed, supervised, mentored and — increasingly — developed through continuing professional development. Cutting across all four levels are private institutions, distance education through Allama Iqbal Open University, and non-governmental and development partners. Figure 1 presents this structure in outline.

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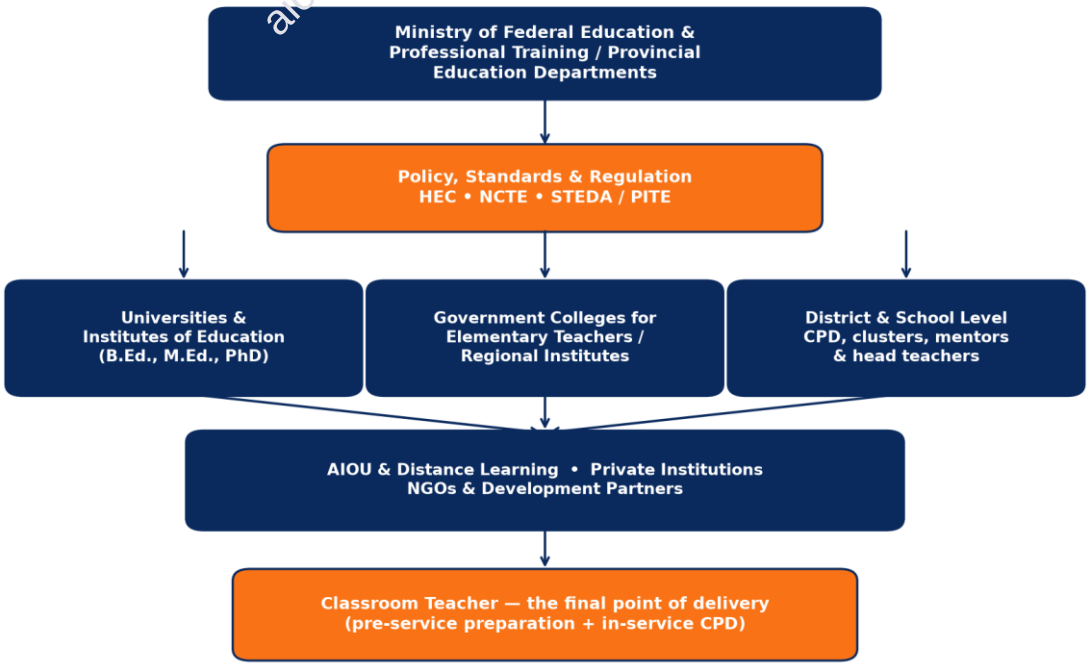

Policy flows downward; classroom evidence, inspection and feedback should flow upward.

Figure 1: Outline of the organisational structure of teacher education in Pakistan, from policy level to the classroom teacher.

Policy, Standards and Regulatory Components

At the federal level, the Ministry of Federal Education and Professional Training is responsible for national education policy coordination, federal educational institutions and liaison with provinces and international bodies; it convenes the forums through which common concerns — including teacher standards and curriculum frameworks — are discussed, though after devolution its role is coordinative rather than commanding. The Higher Education Commission (HEC) regulates universities and degree programmes, including B.Ed. and M.Ed. programmes: it prescribes curricular frameworks and minimum standards for degrees, recognises institutions and oversees quality in higher education generally. Alongside it, the National Council for Teacher Education and related standard-setting efforts have worked on standards and accreditation for teacher education programmes, while provincial bodies such as the Sindh Teacher Education Development Authority (STEDA) illustrate the provincial pattern: setting teacher education policy, standards and licensing frameworks within a province. Textbook boards, bureaus of curriculum and examination boards, though not training institutions, powerfully shape teacher education in practice, because what they prescribe and examine determines what teachers must be prepared to teach.

Universities and Degree-Awarding Institutions

Universities — through their institutes and departments of education — form the academic apex of the structure. Their functions are to design and teach degree programmes such as the B.Ed. (Hons) elementary and secondary programmes, B.Ed. programmes for graduates, M.Ed., MPhil and PhD programmes; to conduct research on teaching, learning and teacher

preparation; to prepare teacher educators themselves; and to supervise the teaching practicum in partnership schools. Prominent examples include the institutes of education at the large public universities and the education faculties of universities in every province. Allama Iqbal Open University occupies a distinctive place in this tier: through distance and blended learning it prepares and upgrades very large numbers of serving and prospective teachers who cannot attend full-time institutions, a function of particular importance for women teachers and for teachers in remote districts, and one that has historically supplied a substantial share of the country's trained teachers.

Colleges, Institutes and Directorates for Teacher Training

Below the universities stands the tier historically responsible for most school-teacher preparation: Government Colleges for Elementary Teachers, elementary colleges, and provincial institutes of teacher education, together with the directorates that administer them. Their traditional function was pre-service preparation of primary and elementary teachers through certificate and diploma programmes, and — through provincial institutes of teacher education (PITEs) and directorates of staff development or continuing professional development — the planning and delivery of in-service training at scale. In the reforms of the past decade and a half, diploma routes were progressively replaced by degree routes in many provinces, elementary colleges were affiliated with universities for degree award, and the in-service function was reorganised around CPD directorates, district training arrangements and school clusters. The functions of this tier remain threefold: to deliver training close to where teachers live and work; to provide master trainers, resource persons and materials for in-

service programmes; and to connect the school system, through district education administration, with provincial policy.

Table 1: Major components of the structure and their principal functions

Component	Level	Principal functions
Ministry of Federal Education & Professional Training; provincial education departments	Federal / provincial policy	Education policy, budgets, teacher recruitment rules, service structures, coordination and oversight of the whole system.
Higher Education Commission; teacher education councils / authorities (e.g. STEDA)	National / provincial regulation	Curriculum frameworks and minimum standards for degrees, recognition and accreditation of programmes, teacher standards and licensing frameworks.
Universities and institutes of education, including AIOU	Degree-awarding	B.Ed., M.Ed., MPhil and PhD programmes; research; preparation of teacher educators; supervision of practicum in partner schools.
Elementary colleges, PITEs and CPD directorates	Provincial / district delivery	Pre-service preparation (historically certificate/diploma, now largely degree-linked) and planning and delivery of in-service CPD.
District education administration and school clusters	District / local	Deployment and supervision of teachers, cluster-based training and mentoring, collection of school and learning data.
Schools and head teachers	Institutional	Induction of new teachers, classroom observation, peer learning, school-based development and day-to-day professional support.
Private institutions, NGOs and development partners	Cross-cutting	Additional training capacity, innovation and pilot programmes, materials,

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		research and technical support.

The School and District Level

The base of the structure is easily underestimated because it awards no degrees, yet it determines whether everything above it has any effect. District education authorities and officers manage postings, transfers, leave, supervision visits and the administrative conditions of teachers' work. Within districts, cluster and school-based arrangements — guide teachers, mentors, subject coordinators and professional development days — provide the continuing, job-embedded learning that one-off courses cannot. The head teacher is the pivotal figure of this level: allocating classes, observing lessons, conducting staff discussion, inducting new teachers and creating the expectations within which trained skills are either used and strengthened or abandoned. A structure chart that ends at the training institute and omits the head teacher describes only half of teacher education, because a teacher's formation continues, for better or worse, in the first school that employs them.

Private Sector and Development Partners

Completing the picture, private universities and colleges now prepare a significant and growing share of teachers, particularly in urban areas, operating under HEC recognition and university affiliation rules. Non-governmental organisations and development partners — national foundations, community organisations and international agencies — contribute training programmes, teaching materials, research and funding, often piloting approaches such as structured pedagogy, coaching models and technology-supported CPD that public systems later adopt at scale. Their function in the structure is real but double-edged: they add energy,

expertise and experimentation, while project-based work that ends with a funding cycle can leave behind parallel systems and materials that the permanent structure never absorbs. Coordination by provincial departments is what converts partner activity from a collection of projects into a contribution to one system.

How Well Does the Structure Work?

Assessed as a whole, the structure's strengths are its completeness on paper — every necessary function, from standards to school mentoring, exists somewhere within it — and its capacity for scale, proven repeatedly by nationwide training efforts and by distance education. Its weaknesses are weaknesses of connection rather than of components. Accreditation and quality assurance of teacher education programmes have historically been thinner than the rules suggest, so institutions of very unequal quality award formally identical degrees. Pre-service institutions, training directorates and school administrations often plan in isolation, so practicum schools are not true partners, in-service content drifts from pre-service foundations, and classroom evidence rarely travels upward to change policy — the feedback arrow in Figure 1 is the weakest in the system. Provincial variation, inevitable and in itself healthy after devolution, becomes a problem only where it means unequal minimum standards for entry into the same profession. These structural observations point directly to the reform agenda: stronger accreditation, genuine partnership between training institutions and schools, and data that flows in both directions.

Conclusion

To conclude, the organisational structure of teacher education in Pakistan is a multi-level system in which federal and provincial governments make policy and employ teachers, the

Higher Education Commission and teacher education authorities set standards for programmes and the profession, universities and Allama Iqbal Open University award degrees and conduct research, elementary colleges, provincial institutes and CPD directorates deliver preparation and in-service development close to teachers, and district administrations, clusters and head teachers sustain — or undermine — professional growth inside schools, with private institutions and development partners adding capacity across all levels. No single component can produce a competent teacher alone; the structure succeeds precisely to the extent that its parts are connected — standards shaping curricula, curricula shaping practice, practice supervised in real schools, and classroom evidence flowing back to reshape standards. Strengthening those connections, more than creating any new institution, is the structural task before Pakistani teacher education.

Question 5: Improving the Structure and Curriculum of Teacher Education (20 Marks)

Question 5: Recommend appropriate measures for improving the existing structure and curriculum of teacher education in Pakistan to meet contemporary educational needs. (20)

Introduction

Contemporary educational needs have changed faster than the structures meant to meet them. A teacher entering a Pakistani classroom today must teach a revised and more demanding curriculum, build foundational literacy and numeracy in children who often arrive with neither, include learners with disabilities in ordinary classrooms, use digital technology purposefully rather than decoratively, assess learning continuously and fairly, teach in multilingual settings, and prepare children for a world of rapid economic and climatic change — frequently in a class

of forty or more with limited materials. Set against those demands, the existing structure and curriculum of teacher education show well-documented weaknesses: entry that too often attracts reluctant candidates, programmes heavy with theory and light on supervised practice, outdated course content, weak accreditation, a practicum treated as a formality, and in-service development disconnected from pre-service foundations. This answer recommends measures under two heads — the structure of the system and the curriculum of programmes — and insists throughout on a simple test for every recommendation: it must be capable of implementation within Pakistan's real fiscal and institutional conditions, sequenced sensibly, rather than being a wish list copied from systems with ten times the resources.

One guiding principle should be stated before the details. Reform of teacher education fails most often not because the recommendations were wrong but because they were attempted all at once, everywhere, without the trainers, materials and supervision the reform itself required. The measures below are therefore framed as a coherent package with an implied order: standards and entry first, because they define everything else; practicum and teacher educators next, because they determine quality; curriculum renewal running alongside; and licensing, career structure and continuing development to hold the gains. Partial reform — a new curriculum inside an unchanged structure, or new institutions teaching an old curriculum — reliably reproduces the old results under new names.

Measures for Improving the Structure

The first structural measure is to establish and enforce a single, clear professional standards framework for teachers, linked to a functioning system of programme accreditation and graduate licensing. Standards should describe, at entry to the profession and at successive

career stages, what a teacher must know and be able to do — in subject knowledge, pedagogy, assessment, inclusion, professional conduct and use of technology. Accreditation must then judge every institution, public and private, against those standards through evidence that includes observed teaching of its trainees, not paperwork alone; and a licensing assessment, combining subject and pedagogy with a judged practicum, should mark entry into full professional status. Without this spine, improvements in individual institutions remain local accidents, and employers have no trustworthy signal of what a qualification guarantees.

- Raise and rationalise entry: Recruit teacher candidates on merit with meaningful minimum academic standards, aptitude and language proficiency checks, and scholarships that deliberately attract strong candidates — including in science, mathematics and English, and for service in rural areas.
- Make the degree the normal route and close weak routes gradually: Consolidate preparation in properly staffed universities and affiliated colleges, phasing out under-resourced programmes against a published timetable so supply is protected while quality rises.
- Rebuild the practicum structurally: Give teaching practice a large, protected share of programme time, in formally partnered demonstration and practising schools, with trained, paid cooperating teachers and assessed observation by both school and institution.
- Professionalise teacher educators: Set qualifications and school-experience requirements for those who train teachers, create their own continuing development, and require periodic return to school classrooms so that trainers teach from current reality.

- Unify the career ladder: Connect pre-service qualification, induction with mentoring in the first two years, continuing professional development credit, and promotion to senior and master teacher grades, so that growth is expected, supported and rewarded throughout a career.
- Strengthen provincial coordination and data: Give the responsible provincial authorities a live register of institutions, programmes, trainees and serving teachers, and routine learning-outcome data, so that decisions about supply, deployment and training are made from evidence.

Two further structural measures concern the school end of the system, without which training reforms leak away. Head teachers must be selected and prepared as instructional leaders, since they are the daily supervisors of teaching quality, and new teachers must receive a structured induction — a reduced load where possible, an assigned mentor and regular observation — instead of being left to sink or swim in the hardest postings. In addition, deployment policy should stop wasting trained capacity: posting a science graduate to teach only junior general subjects, or transferring teachers mid-year without educational reason, destroys the return on public investment in their preparation and should be treated as a quality issue, not merely an administrative one.

Measures for Improving the Curriculum

Curriculum reform should begin from the classroom backwards: what must a beginning teacher actually do in their first month, in a real Pakistani school? On that test, the present balance of many programmes — long theoretical courses in the history and philosophy of education examined by memorised essays, alongside brief and lightly supervised practice — is inverted. A

contemporary curriculum should rebalance towards subject mastery taught together with the pedagogy of that subject, extensive guided practice, and the professional capabilities modern classrooms demand. Philosophy, psychology and sociology of education remain valuable, but as foundations that visibly inform practice, assessed through cases, classroom evidence and reflection rather than through reproduction of notes.

- Foundational learning first: Give early-grade reading and numeracy pedagogy — including teaching in the child's familiar language and bridging to Urdu and English — a central, practical place, because failure in the early grades compounds through the whole system.
- Assessment literacy: Train every teacher to design fair tests and tasks, use formative checking for understanding daily, keep useful records, interpret results and give feedback that learners can act on.
- Inclusive education: Prepare teachers to identify and support learners with disabilities and learning difficulties, differentiate tasks, and work with parents — as a core competence for all, not an optional specialisation.
- Digital competence with judgement: Build skill in using technology, digital content and, where available, artificial-intelligence-supported tools for planning and feedback, together with the professional judgement to use them safely, honestly and only where they genuinely help learning.
- Classroom management without fear: Teach positive discipline, routines, group work and motivation suited to large and multi-grade classes, replacing reliance on corporal punishment with workable alternatives practised during the practicum.

- Contemporary content: Include education for sustainable development and climate awareness, health and safety, citizenship and peace, and guidance and counselling basics, integrated into subjects and school life rather than added as slogans.
- Research and reflection: Require classroom inquiry, reflective journals and small action-research projects in the final phase, so graduates leave able to study and improve their own teaching.

Curriculum delivery matters as much as curriculum content. Teacher education institutions should be required to model the methods they teach: a lecture-only programme preaching activity-based learning discredits its own message daily. Demonstration lessons, micro-teaching, video analysis of real classrooms, school-based assignments between campus sessions and e-portfolios of trainee work should become normal features, and course materials should be renewed on a fixed cycle with practising teachers involved in writing and reviewing them. Assessment within programmes must change in parallel, weighting observed teaching, lesson materials, learner-work analysis and reflective writing at least as heavily as written examinations, because trainees will always — rationally — prepare for whatever is actually assessed.

Meeting Contemporary Needs: Priorities and Sequencing

If resources force a choice, three priorities deserve first claim. The first is the practicum and its partner schools, because practice under good supervision is where every other improvement is either converted into competence or lost. The second is teacher educators, because no curriculum document can rise above the people who teach it. The third is early-grade foundational learning pedagogy, because it addresses the country's most consequential

learning failure at its source. Digital infrastructure, new buildings and expanded enrolment all matter, but each yields little until those three are secured. Sequencing should likewise protect serving teachers: reforms to entry and pre-service programmes take years to reach classrooms, so a serious plan runs a strengthened, school-embedded CPD system in parallel, giving the existing workforce a fair route to the new standards rather than merely judging it against them.

Finally, reform needs honest evaluation built in from the start. Each major measure should state in advance what change in trainee performance, classroom practice and student learning it is expected to produce, and independent follow-up studies should trace samples of graduates into their first posts. Pakistan's teacher education debate has never lacked recommendations — commissions and policies have produced shelves of them since independence. What has been scarce is the discipline of implementing a manageable set completely, evaluating it truthfully and correcting it in public. That discipline, more than any single measure, is what would make this round of reform different from its predecessors.

Conclusion

To conclude, improving teacher education in Pakistan to meet contemporary needs requires structural measures — enforceable professional standards with real accreditation and licensing, merit-based and better-supported entry, a rebuilt and properly supervised practicum, professionalised teacher educators, a career ladder linking induction, continuing development and promotion, instructional leadership from head teachers, and evidence-based provincial coordination — together with curricular measures that rebalance programmes towards subject pedagogy, foundational learning, assessment literacy, inclusion, digital competence, humane classroom management and reflective inquiry, delivered by methods that model what they

teach and assessed largely through demonstrated teaching. None of these measures is exotic, and most have been recommended before; their combined and sequenced implementation, honestly evaluated, is the recommendation. A system that selects carefully, trains practically, supports continuously and judges fairly will produce teachers equal to contemporary classrooms — and no lesser ambition will.

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