ALLAMA IQBAL OPEN UNIVERSITY

USMAN NOTES
www.usmannotes.com

Name:

Registration No.:

Course Code: 625

Program: B.Ed

Semester: Autumn 2026

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Course: Perspective of Elementary Education (0625) • Level: B.Ed

Semester: Autumn 2026

Assignment No. 2 (Units 6–9)

Total Marks: 100 • Pass Marks: 50

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 their assignments in their own words. Do not copy this guide word for word.

USMAN NOTES www.usmannotes.com

Question 1: Challenges of Elementary Education in Pakistan and a Prioritized Reform Strategy

Analyse the major challenges of elementary education in Pakistan. Propose a prioritized reform strategy. (20 Marks)

Introduction

Elementary education — classes I to VIII — is the stage at which a child's fate in learning is largely decided, and it is precisely this stage that faces the severest challenges in Pakistan.

Despite a constitutional promise in Article 25-A that the state shall provide free and compulsory education to every child aged five to sixteen, millions of children are out of school, millions more attend school without learning adequately, and the teachers who should carry the system are themselves among the least supported professionals in the public sector. This answer analyses the major challenges under the heads of access, quality, teachers, governance and finance, equity and the teaching-learning environment, and then proposes a reform strategy in which the actions are deliberately prioritised, because a country with limited resources cannot do everything at once and fails mainly by trying.

The Challenge of Access: Children Out of School

Pakistan has one of the largest out-of-school populations in the world. Estimates in recent years have placed the number of out-of-school children aged 5–16 at more than twenty million, and even at the primary stage alone several million children have never entered a classroom. Enrolment rises in class I and then leaks away: dropout before completing class V is severe, and the transition from primary to middle school — the second half of elementary education — is where the system loses the largest share, especially girls, because middle schools are fewer and farther from home. The causes are well known: household poverty and child labour; distance and lack of transport; missing schools in remote and conflict-affected areas; parents' perception that schooling yields little; early marriage for girls; and the sheer absence of enforcement of the compulsory-education laws that the provinces have passed since Article 25-A. Access is also interrupted by emergencies — floods, earthquakes and displacement have repeatedly destroyed schools and schooling, as the devastating floods of 2022 showed.

The Challenge of Quality: Schooling Without Learning

For the children who do attend, the deeper crisis is learning. Citizen-led assessments (ASER) and official assessments have repeatedly found that a large proportion of children completing class V cannot read a simple Urdu or English text of class II level, and many cannot do two-digit division — a condition the World Bank calls 'learning poverty'. The causes interlock: an overloaded and fragmented curriculum; textbooks written above the child's level and delivered late; three languages in play (mother tongue, Urdu, English) with no coherent language policy, so that children are examined in languages they barely understand; an examination system at the elementary stage that rewards memorisation; multi-grade classrooms in which one teacher handles several classes simultaneously without training for it; and the widespread use of corporal punishment, which drives fear, absence and dropout. Private schooling has grown explosively, including low-fee private schools, partly because parents judge government schools to be failing; yet learning levels in much of the low-fee sector are only modestly better, so the quality challenge belongs to the whole system, not one sector.

The Challenge of Teachers

At the centre of the quality crisis stands the teacher problem. Elementary teachers enter service with weak academic backgrounds and with pre-service preparation that has historically been short, theoretical and weakly supervised; many were recruited through political influence rather than merit, and a significant number remain absent or engaged in other work, particularly in remote postings without monitoring or housing. Once appointed, a primary teacher may receive almost no structured professional development for years; promotion is by

seniority rather than competence; there is no professional licensing or career ladder that would reward mastery; and social status and salaries at the elementary level are low compared with other government service. Add the deployment distortions — surplus teachers in urban schools, single-teacher schools in villages — and it becomes clear that no reform of curriculum or textbooks can succeed until the teacher challenge is addressed directly.

The Challenges of Governance and Finance

Public spending on education in Pakistan has hovered around 2 per cent of GDP or less in many years, against the 4 per cent benchmark the state itself has accepted and the 7 per cent promised in the National Education Policy 2009; within that small envelope, the great bulk goes to salaries, leaving very little for classrooms, materials, training and maintenance. Governance weaknesses compound the money problem: after the Eighteenth Amendment education is a provincial subject, and provinces further devolved delivery to districts with varying capacity; data systems (EMIS) have improved but remain incomplete and little used for decisions; school councils exist on paper in many places but with limited funds and training; and frequent changes of government reset programmes before they mature. Non-salary budgets are released late, procurement is slow, and thousands of 'ghost' schools and teachers have historically drawn funds without delivering service — the purest symbol of the governance challenge.

The Challenges of Equity and Environment

Every national average in Pakistani elementary education hides sharp inequalities. Girls, rural children, the poorest quintile, children with disabilities, and children in Balochistan, interior

Sindh, merged tribal districts and urban slums face systematically worse access and quality: girls' schools lack female teachers, boundary walls and toilets; most schools have no provision at all for children with disabilities; and learning materials rarely reflect children's home languages and cultures. The physical environment compounds the problem — schools without drinking water, toilets, electricity or boundary walls, classrooms overcrowded beyond sixty pupils, and buildings vulnerable to flood and earthquake. Finally, population growth of around two per cent a year means the system must add the equivalent of a large city's worth of classrooms and teachers every year simply to stand still — a demographic headwind against which all reform must run.

A Prioritized Reform Strategy

A serious strategy must sequence actions by impact and feasibility. The ordering principle proposed here is: first secure the child's presence and the teacher's competence (the two non-negotiables), then fix the materials and language of learning, then rebuild governance and finance to sustain the gains.

Table 1: Prioritized reform strategy

Priority	Action	Why first / expected effect
1 (Years 0–2)	Enforce Article 25-A locally: village-by-village mapping of out-of-school children, enrolment drives, conditional stipends and transport for girls, second-shift and community schools where no school exists	Access is the precondition of everything; targets are visible and measurable within one government's term
1 (Years 0–2)	Merit-based teacher recruitment, rational deployment to end single-teacher schools, and continuous school-based	The teacher is the strongest lever on learning; coaching models (as in successful provincial programmes) change practice

	professional development with classroom coaching	faster than one-off workshops
2 (Years 1–3)	Simplify curriculum to foundational literacy and numeracy in the early grades; mother-tongue-based early instruction with planned transition to Urdu and English; on-time, level-appropriate textbooks and reading materials	Attacks learning poverty at its root; cheap relative to its effect
2 (Years 1–3)	Ban corporal punishment in practice (training in positive discipline, monitoring, complaint channels) and guarantee minimum school facilities: toilets, water, boundary wall	Retention, especially of girls, depends on safety and dignity
3 (Years 2–5)	Raise education spending progressively towards 4 per cent of GDP with a protected non-salary floor per school; school-based budgeting through empowered school councils; use EMIS data for postings and funds	Without finance and accountable governance, priorities 1–2 cannot be sustained
3 (Years 2–5)	Professionalise teaching: licensing, career ladder linked to competence, reformed pre-service B.Ed/ADE with strong practicum	Converts teaching into a profession and locks in quality gains
4 (Years 3–5)	Inclusive education provision (screening, resource teachers, accessible buildings), expansion of early childhood education, and regulated partnership with low-fee private and non-formal providers under common learning standards	Completes the equity agenda once the foundations hold

Two design rules run through the strategy. First, measure learning, not only enrolment: every priority carries simple public indicators (out-of-school count by district, class III and V reading and numeracy benchmarks, teacher attendance) reviewed annually, so that reform cannot hide behind activity reports. Second, protect continuity: priorities should be legislated and costed in

medium-term budgets so that a change of government does not restart the clock, as has happened after every policy since 1947. International experience — from Punjab's recent structured-pedagogy and coaching experiments to successful literacy programmes elsewhere — shows that focused, sustained, teacher-centred reform improves foundational learning within three to five years; the strategy above is built from those lessons rather than from fresh slogans.

Conclusion

The challenges of elementary education in Pakistan — mass exclusion, learning poverty, weak and unsupported teachers, thin and badly governed finance, and deep inequities — are severe but not mysterious, and none of them is beyond remedy. What the country's history warns against is the unprioritised wish-list: policies that promised everything delivered little. A reform strategy that first guarantees every child's presence in school and every classroom a competent, supported teacher, then fixes language, curriculum and school environment, and finally rebuilds finance, governance and the profession itself, offers the order in which Pakistan's elementary education can actually be transformed — and the order matters as much as the actions.

USMAN NOTES www.usmannotes.com

Question 2: Professional Organizations and Teacher-Education Institutions in Pakistan: Contributions Critically Examined

Explain how professional organizations support educational improvement. Critically examine the contributions of Pakistan's teacher-education institutions to preparation, standards, and professional development. (20 Marks)

Introduction

No education system rises above the quality of its teachers, and no teacher improves in isolation. Behind every strong teaching force stand two supporting structures: professional organizations — the associations, councils and bodies through which teachers organise themselves as a profession — and teacher-education institutions — the colleges, institutes and university departments that prepare teachers and develop them through their careers. This answer first explains how professional organizations support educational improvement in general, and then critically examines what Pakistan's teacher-education institutions have actually contributed to the preparation of teachers, to professional standards, and to continuing professional development — crediting their real achievements and naming their failures honestly.

How Professional Organizations Support Educational Improvement

A professional organization is a body of practitioners organised to advance their profession and its service to the public. In education such organizations include subject associations (for example associations of science or mathematics teachers), teacher unions and federations,

alumni and research associations, accreditation and standards councils, and learned societies and journals. Their support to educational improvement works through at least seven channels. (1) Setting and guarding standards: professional bodies define what a competent teacher knows and does, and press for entry standards, codes of ethics and, in strong systems, licensing. (2) Continuing professional development: they run conferences, workshops, refresher courses, mentoring networks and journals through which teachers learn new methods and content throughout their careers. (3) Knowledge creation and exchange: conferences, research journals and practitioner networks spread innovation faster than official circulars, because teachers learn most readily from respected peers. (4) Advocacy and policy voice: organized teachers give the profession a seat at the policy table, correcting reforms designed without classroom knowledge and defending education budgets. (5) Professional identity and morale: belonging to a respected body raises the status of teaching, which in turn attracts and retains able people. (6) Quality assurance from within: peer review, accreditation of programmes and ethical discipline protect the public more credibly than inspection alone. (7) Welfare and protection: by securing fair service conditions, organizations free teachers to concentrate on teaching. In countries with strong systems — Finland and Singapore are standard examples — such organizations are partners of the state in running a trusted profession; where they are weak or purely political, the profession fragments and quality suffers.

Pakistan's Teacher-Education Institutions: An Overview

Pakistan prepares its elementary teachers through a layered institutional structure. At the base are the Government Colleges for Elementary Teachers (GCETs) and, in some provinces,

Elementary Colleges, which historically ran the Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) and now chiefly the Associate Degree in Education (ADE). Above them stand the Regional Institutes of Teacher Education (RITEs) and Provincial Institutes of Teacher Education (PITEs) — since provincial restructuring, bodies such as the Punjab's Quaid-i-Azam Academy for Educational Development (QAED, formerly the Directorate of Staff Development) and Sindh's PITE — which conduct in-service training and support. Universities and their institutes of education (for example the Institute of Education and Research at Lahore and Karachi, the education faculties of the universities, and Allama Iqbal Open University at a national scale through distance education) run the B.Ed (Hons), B.Ed (1.5- and 2.5-year) and M.Phil/PhD programmes and dominate research. Regulatory and standards functions sit with the Higher Education Commission, the National Accreditation Council for Teacher Education (NACTE, established 2007), provincial curriculum and textbook authorities, and examination boards. A large private sector of colleges affiliated with universities also prepares thousands of candidates, of very uneven quality.

Contribution to Preparation of Teachers

The contributions are real. The institutional network has, over the decades, produced the hundreds of thousands of teachers who staff the system; without it there would be no public elementary schooling at all. The replacement of the short PTC/CT route by the ADE and the four-year B.Ed (Hons) after FA/FSc raised the academic floor of the profession, and the B.Ed (Hons) curriculum developed with international technical assistance introduced modern pedagogy, subject knowledge and extended practicum into at least the better institutions.

AIOU's distance programmes have carried teacher education to serving teachers in remote areas whom no campus could reach. In-service structures such as QAED/PITEs have delivered training at a scale few systems attempt, including province-wide programmes on pedagogy and assessment. Against this stands a heavy critical ledger. Much preparation remains theoretical and examination-driven: trainees memorise notes on methods they never practise; practicum is short, placed in schools without trained cooperating teachers, and assessed perfunctorily; faculty in many colleges were themselves appointed without school experience or research activity; private affiliated colleges in some cases sell degrees with nominal attendance; and the output of graduates habitually exceeds planned recruitment, so training is disconnected from deployment. The result, documented by employer and classroom studies alike, is that many new elementary teachers begin service unable to manage a multi-grade class, teach early reading systematically, or assess learning — precisely the core skills of their job.

Contribution to Standards

On standards, the institutional contribution is mixed in a revealing way: the documents exist, the enforcement does not. Pakistan adopted National Professional Standards for Teachers in 2009 — ten standards covering subject knowledge, human development, instructional planning, assessment, learning environment, communication, collaboration, professional development and conduct — developed with the participation of teacher-education institutions and meant to anchor accreditation, curriculum and licensing. NACTE has accredited programmes against standards and HEC prescribes curricula and minimum qualifications for faculty. Institutions also run entry tests and examinations that function as de facto standards.

Yet Pakistan still has no teacher licensing system: a person may hold an accredited degree and never demonstrate classroom competence to any professional body before appointment; accreditation covers a minority of programmes and private providers; standards are not linked to recruitment tests, probation or promotion; and where political recruitment bypasses merit, every paper standard collapses at the school gate. The honest assessment is that teacher-education institutions helped Pakistan write professional standards of respectable quality, but neither they nor the state built the machinery — licensing, periodic renewal, competence-based career progression — that turns standards from documents into guarantees.

Contribution to Professional Development

Continuing professional development (CPD) is where institutional weakness is most costly, because elementary teachers may serve thirty years. The PITEs/RITEs and QAED-type academies have run induction courses, refresher workshops and donor-funded training waves reaching very large numbers; universities offer M.Ed, M.Phil and short courses; and professional organizations and NGOs add conferences and networks. But the dominant model has been the one-off, lecture-style workshop delivered through a cascade — master trainers training trainers training teachers — in which content dilutes at every step, with no classroom follow-up, no coaching and no check on whether practice changed. CPD is rarely connected to a teacher's identified needs, to the standards, or to promotion; school-based professional learning communities barely exist; and elementary teachers, the largest and neediest group, receive the least and poorest development because resources concentrate on secondary and college cadres. Where newer models have been tried — cluster-based training, school mentors,

classroom coaching with structured materials — evaluations show measurably better results, which only underlines that the constraint is institutional design, not teacher capacity.

Conclusion

Professional organizations improve education by setting standards, developing teachers continuously, spreading knowledge, voicing the profession in policy and sustaining its identity and ethics. Pakistan's teacher-education institutions — elementary colleges, provincial institutes and academies, universities and AIOU, overseen by HEC and NACTE — deserve credit for building and staffing a mass teaching force, for raising formal qualifications through the ADE and B.Ed (Hons), and for drafting modern professional standards. Critically examined, however, their preparation remains too theoretical with weak practicum, their standards lack the enforcement machinery of licensing and career linkage, and their professional development is episodic and cascade-diluted rather than continuous and school-based. The reform direction is therefore clear: fewer, better, practice-rich programmes; one professional register with licensing; and CPD rebuilt around coaching in real classrooms — the agenda taken up in the framework developed in Question 5 of this assignment.

USMAN NOTES www.usmannotes.com

Question 3: Elementary Teacher Education Compared: Pakistan, Turkey, the United Kingdom, Japan and Malaysia

Compare elementary teacher education in Pakistan, Turkey, the United Kingdom, Japan, and Malaysia in relation to practicum, certification, and continuing development. Identify relevant lessons for Pakistan. (20 Marks)

Introduction

Comparing teacher education across countries is not an academic luxury; it is how a system discovers that its own arrangements are choices, not necessities. Pakistan prepares its elementary teachers largely through post-secondary diplomas and degrees with short practica, no professional licence, and sporadic in-service courses. Turkey, the United Kingdom, Japan and Malaysia have each built markedly different arrangements for the same job, and each holds a mirror to Pakistan in a different way: Turkey shows a centralised system that raised entry to degree level; the United Kingdom shows professional regulation and school-led training routes; Japan shows a culture of continuous, school-based professional learning; and Malaysia shows a developing country that planned teacher quality as national strategy. This answer compares the five systems on practicum, certification and continuing professional development, and closes with the lessons Pakistan can realistically adopt.

Pakistan: The Home System in Brief

Elementary teachers in Pakistan are prepared through the Associate Degree in Education (ADE, two years after intermediate) and the B.Ed (Hons) four-year degree, alongside B.Ed

programmes of 1.5 and 2.5 years for graduates, delivered by elementary colleges, university education departments and a large affiliated private sector, with AIOU serving serving teachers at distance. Practicum exists on paper in the newer programmes — school attachment and teaching practice blocks — but is typically brief relative to theory, supervised by college faculty with heavy loads, and conducted in schools whose mentors are neither selected nor trained for the role. Certification is effectively the degree itself: there is no separate professional licence, no national competency examination for entry to teaching, and appointment is by provincial recruitment tests and interviews of variable rigour. Continuing development is occasional — induction and donor or government training waves through provincial institutes — with no entitlement, no requirement for renewal of registration, and no link between development and career progression.

USMAN NOTES www.usmannotes.com

Turkey

Turkey reorganised teacher education decisively in the late 1990s: preparation moved fully into university faculties of education, and primary (classroom) teachers complete a four-year bachelor's degree. The practicum is structured as school experience courses in earlier semesters — observation and school-based tasks — followed by a final teaching practice semester in cooperating schools under both a school mentor and a university supervisor, with regulated ratios and handbooks. Certification flows from the degree plus appointment by the Ministry of National Education through the central public personnel examination (KPSS); newly appointed teachers undergo a formal induction (candidacy) period with mentoring before full tenure. Continuing development is organised by the ministry through in-service programmes

and, increasingly, an online teacher network and the 'Öğretmen Bilişim Ağı' platform; recent reforms have moved towards school-based professional development and a teaching profession law that links career steps (teacher, specialist teacher, head teacher) to training and examination. The Turkish lesson is that a centralised state can standardise quality — but the system's critics note that central examinations can narrow preparation to test-taking, a caution Pakistan should heed.

The United Kingdom

In the United Kingdom (using England as the main example), primary teachers qualify through a three- or four-year B.Ed/B.A. with Qualified Teacher Status (QTS), a one-year Postgraduate Certificate in Education (PGCE) after a degree, or school-led routes such as School Direct and school-centred training, in which schools themselves, in partnership with universities, do much of the training. Practicum is substantial and non-negotiable: trainees spend a minimum of 120 days (for most routes around 24 weeks) in at least two schools, progressively taking responsibility for classes under trained mentors, and they are assessed against the national Teachers' Standards. Certification is the award of QTS by the Teaching Regulation Agency on the provider's recommendation, followed by a statutory two-year Early Career Teacher induction with reduced timetable, a structured Early Career Framework and a dedicated mentor; failure of induction means the teacher cannot continue in maintained schools. Continuing development is an entitlement culture: an Early Career Framework, then National Professional Qualifications for middle and senior leadership, school and trust-level training days, and (in Scotland, Wales and Northern Ireland) formal professional update and registration

through teaching councils. The British lesson is the power of combining national standards, serious school-based practice and regulated entry with heavy investment in the first years of teaching.

Japan

Japan prepares elementary teachers in universities (four year degrees) and awards teaching certificates (licences) under the Education Personnel Certification Law, in three grades — ordinary (bachelor's), advanced (master's) and special — issued by prefectural boards of education. The practicum (teaching practice) typically runs about four weeks in an attached or cooperating school after coursework in the third or fourth year, supplemented by school experience and care-experience activities; though shorter than the British placement, it is carefully supervised and embedded in a system that compensates after entry. For certification is only the doorway: Japanese teachers are appointed through competitive prefectural examinations, and then enter the most admired continuing development system in this comparison. New teachers receive a full statutory induction year with a mentor teacher and reduced duties; at career milestones (around ten years) teachers complete renewal and experience training; licences require renewal courses (introduced 2009, since reformed); and at the heart of the system stands jugyo kenkyu — lesson study — in which teachers collaboratively plan, observe and refine real lessons in their own schools as the normal fabric of professional life. The Japanese lesson is decisive for Pakistan: quality is built less by initial training length than by a career-long, school-based culture of studying teaching itself.

Malaysia

Malaysia is the most instructive comparator because it achieved high-quality mass primary schooling as a developing, Muslim-majority country. Primary teachers are prepared mainly in the Institutes of Teacher Education (Institut Pendidikan Guru, IPG) under the Ministry of Education through a five-year Bachelor of Teaching (PISMP) programme entered after the Malaysian Certificate of Education, combining degree study with school-based experience spread across the programme and a substantial final practicum in schools with trained mentor teachers; the older diploma routes have been upgraded so that the primary teaching force is graduate. Certification and appointment are unified through the Education Service Commission: graduates of the IPG system are posted as education service officers with probationary confirmation requirements, so training, qualification and employment form one pipeline. Continuing development is systematised through the ministry's teacher training division, state and district education offices and school-level professional learning: teachers are expected to accumulate CPD (increasingly recorded through a central system and linked to annual appraisal), with structured courses, coaching (SISC+ coaches supporting language and subject teaching in schools) and pathways to specialist and excellent-teacher (Guru Cemerlang) grades that reward classroom mastery with status and salary without leaving teaching. The Malaysian lesson is that a dedicated institute network, a single training-to-employment pipeline and coached, recorded CPD can be built by a country at Pakistan's income level — given thirty years of consistent policy.

Comparison at a Glance

Table 1: Practicum, certification and continuing development compared

Dimension	Pakistan	Turkey	United Kingdom (England)	Japan	Malaysia
Main route	ADE (2 yrs) and B.Ed (Hons) 4 yrs; mixed providers	4-year degree in education faculties	B.Ed/PGCE or school-led routes with QTS	4-year university degree	5-year Bachelor of Teaching in IPG institutes
Practicum	Short blocks; mentors untrained; weak supervision	School experience courses + full final-semester teaching practice with mentor and supervisor	Minimum ~120 days in at least two schools; trained mentors; assessed against Teachers' Standards	About 4 weeks' teaching practice plus school experience; carefully supervised	School-based experience across programme + substantial final practicum with trained mentors
Certification	Degree itself; no licence or entry competency exam	Degree + central KPSS exam + induction/candidacy for tenure	QTS award + statutory 2-year induction (ECT)	Prefectural teaching licence + competitive appointment exam	Degree via IPG + appointment via Education Service Commission; probation and confirmation
Continuing development	Episodic workshops; cascade model; no entitlement or career link	Ministry in-service + online network; career steps linked to training/exam	Early Career Framework; National Professional Qualifications; council registration in devolved nations	Statutory induction year; milestone training; lesson study as school culture	Recorded CPD linked to appraisal; SISC+ coaching; Guru Cemerlang mastery grades

USMAN NOTES www.usmannotes.com

Lessons for Pakistan

Five lessons follow, ordered by realism. First, protect the practicum (UK, Turkey, Malaysia): legislate a minimum number of supervised school days, train and pay school mentors, and fail trainees who cannot teach — a degree without classroom competence should not certify a teacher. Second, separate certification from graduation (UK, Japan): introduce a professional licence based on demonstrated competence and a properly supported induction year or two, so that entry to the classroom is a professional act, not merely an academic result. Third, rebuild continuing development as school-based and continuous (Japan above all): lesson study and cluster coaching cost little compared with workshop cascades and change actual teaching; Pakistan's own coaching pilots show the model works locally. Fourth, unify the pipeline (Malaysia): align the output and curriculum of training institutions with provincial recruitment and posting, so the state trains the teachers it will actually employ, in the subjects and regions where they are needed. Fifth, link mastery to career reward (Malaysia's Guru Cemerlang, Turkey's career steps): create master-teacher grades that let excellent elementary teachers gain pay and status while staying in classrooms. The necessary caution is against wholesale borrowing: Japan's lesson study rests on professional trust built over generations, and the British market of providers fits a different state tradition. Pakistan should borrow mechanisms, not models — and build them on its own institutions, languages and classrooms.

Conclusion

Compared on practicum, certification and continuing development, Pakistan's elementary teacher education is the least regulated and least continuous of the five systems: its practicum

is the shortest and least supervised, it alone lacks licensing and a structured induction, and its in-service training is the most episodic. Turkey demonstrates standardisation through universities and central appointment; the United Kingdom demonstrates standards-based, school-rich preparation with regulated entry; Japan demonstrates that a career-long culture of lesson study can carry quality further than initial training alone; and Malaysia demonstrates that a developing country can do all of this deliberately. Pakistan's task is not to admire these systems but to extract their working parts — serious practicum, licensed entry, coached induction and continuous school-based development — and install them, in that order, in its own.

USMAN NOTES www.usmannotes.com

Question 4: Teacher-Education Programmes in Pakistan:

Accreditation, Quality Assurance, Standards and Supervised Practice

Describe the teacher-education programmes in Pakistan. Critically examine accreditation, institutional quality assurance, programme standards and supervised practice as means of improving graduate competence. (20 Marks)

Introduction

Graduate competence — what a newly qualified teacher can actually do in a classroom on the first day of service — is the product on which the whole teacher-education enterprise must be judged. Pakistan possesses an elaborate formal apparatus for assuring that competence: a ladder of programmes, an accreditation council, quality-assurance cells, national professional standards and prescribed periods of supervised teaching practice. This answer first describes the teacher-education programmes actually on offer, and then critically examines each of the four assurance mechanisms named in the question — accreditation, institutional quality assurance, programme standards and supervised practice — asking in each case the only question that matters: does this mechanism, as it actually operates, make graduates more competent?

Teacher-Education Programmes in Pakistan: A Description

The programme ladder has been rebuilt twice in living memory, and remnants of the old ladder still stand beside the new. The older certificates — the Primary Teaching Certificate (PTC) after matriculation and the Certificate in Teaching (CT) after intermediate — were phased out as the

standard route but shaped the present serving force, most of whom hold them. The current structure, following the reforms associated with the National Education Policy 2009 and HEC's roadmap, comprises: (1) the Associate Degree in Education (ADE), a two-year (four-semester) programme after intermediate (FA/FSc), run mainly by Government Colleges for Elementary Teachers and affiliated colleges, designed as the minimum qualification for elementary teaching and bridgeable into the B.Ed (Hons); (2) the B.Ed (Hons) Elementary, a four-year (eight-semester) degree after intermediate, run by universities and some colleges, combining subject content, professional courses and extended practicum, and intended as the flagship preparation for elementary teachers; (3) the B.Ed (1.5 years) for holders of master's degrees and the B.Ed (2.5 years) for bachelor's degree holders, mainly oriented to secondary teaching but also taken by elementary aspirants; and (4) postgraduate programmes — M.Ed (largely phased into M.Phil), M.Phil and PhD in Education — for teacher educators, administrators and researchers. Parallel to the campuses, Allama Iqbal Open University delivers ADE and B.Ed programmes by distance education to very large cohorts of serving and prospective teachers, with study centres, workshops and school-based assignments. A substantial private sector of affiliated colleges delivers the same named programmes under university affiliation. Content across the pre-service programmes follows HEC-prescribed curricula: foundations of education, child development and psychology, curriculum and assessment, subject methods (language, mathematics, science, social studies), classroom management, educational technology and the practicum, with Islamiyat, Pakistan Studies and English as compulsory components.

Accreditation as a Means of Improving Competence

Accreditation is external, programme-level judgement against published standards, and in Pakistan it belongs to the National Accreditation Council for Teacher Education (NACTE), established in 2007 under the HEC umbrella. NACTE accredits teacher-education programmes in categories after institutional self-assessment and peer-review visits examining curriculum, faculty, facilities, practicum arrangements and assessment. In principle this is exactly the instrument a system needs: public, standards-based, improvement-oriented, and able to close or downgrade weak programmes. In practice its reach falls far short of its design. Accreditation has covered only a portion of the hundreds of programmes operating, particularly in the affiliated private sector, institutional participation has at times been voluntary or weakly enforced; ratings carry few consequences — poorly rated programmes continue to admit students, and accreditation status is seldom linked to affiliation, funding or the recognition of degrees for employment; and the council's own resources and visiting capacity are thin relative to the sector's size. The critical conclusion is not that accreditation is misconceived but that accreditation without consequences is inspection theatre: it improves competence only in institutions that already wish to improve, which are usually those that need it least.

Institutional Quality Assurance

Internal quality assurance is meant to do inside each institution what accreditation samples from outside. Universities maintain Quality Enhancement Cells (QECs) under HEC's Quality Assurance Agency, which administer student feedback, programme self-assessment reports against standard criteria, and preparation for external review. Some education departments

have added their own mechanisms — curriculum committees, external examiners, alumni and employer feedback. Where a QEC is led seriously, these routines do improve documentation, course files and assessment discipline. The critical weaknesses are structural. First, quality assurance stops at the university gate: the elementary colleges and affiliated colleges where most elementary teachers are actually trained have no functioning QEC equivalents, so internal QA is weakest exactly where the need is greatest. Second, the prevailing QA culture is compliance-based: it measures the existence of documents, committees and minutes rather than the learning of trainees, and classroom observation of teacher educators themselves is rare. Third, QA findings seldom trigger resources or sanctions; a department can report the same deficiencies — no language laboratory, untrained practicum supervisors, absent library stock — for a decade. Fourth, the most direct evidence of institutional quality, the demonstrated competence of its graduates in schools, is not systematically collected by any institution: few can say how their graduates perform in their first teaching year. Institutional QA thus functions today as an administrative ritual with pockets of genuine value, not yet as an engine of graduate competence.

Programme Standards

Standards define the target. Pakistan's National Professional Standards for Teachers (2009) set out ten standards — subject matter knowledge; human growth and development; knowledge of Islamic and cultural values; instructional planning and strategies; assessment; learning environment; effective communication; participation in professional development; collaboration with community; and professional conduct — each with knowledge, disposition

and performance components. HEC's curriculum documents for the ADE and B.Ed (Hons) translate these into courses and, importantly, into practicum outcomes; the B.Ed (Hons) and ADE curricula developed with USAID support in the 2010s are genuinely modern documents, specifying classroom competencies, school-based tasks and reflective portfolios. The critical examination, however, finds a broken chain between standard and graduate. The standards are not operationalised into a licensing assessment, so no graduate is ever required to demonstrate them to enter teaching; recruitment tests in the provinces sample general knowledge and subject recall rather than the standards' performance components; teacher educators themselves were never systematically oriented to teach to the standards, and many college faculty teach from notes that predate them; and the standards, dating from 2009, have not been revised to absorb digital pedagogy and inclusive education with any force. Standards improve competence only when they govern curriculum, assessment and entry to the profession simultaneously — in Pakistan they govern the first partially, the second weakly and the third not at all.

Supervised Practice (Practicum)

Of the four mechanisms, supervised practice is the one that research most strongly connects with graduate competence — and the one Pakistan operates most weakly. Formally, the new programmes are much improved: the ADE includes school attachment and teaching practice in its semesters, and the B.Ed (Hons) prescribes practicum blocks rising to an extended final-semester internship with school-based coursework, observation schedules and reflective journals. On the ground, five defects recur in study after study and in the testimony of

employers. (1) Duration and placement: practice is often compressed, and trainees are placed in whatever school will accept them rather than in selected demonstration or partner schools. (2) Cooperating teachers: the classroom teachers who actually model practice are neither chosen for excellence nor trained or paid as mentors, so trainees frequently observe the very rote methods their coursework condemns. (3) Supervision: college supervisors carry impossible trainee loads, visit rarely, and grade generously; supervisor feedback, the core learning mechanism of the practicum, is thin. (4) Assessment: practice grades are notoriously inflated and disconnected from observed teaching skill, so the practicum certifies attendance rather than competence. (5) The theory–practice gap: because college teaching itself is lecture-based, trainees experience a contradiction — they are lectured about activity methods — and most resolve it by imitating their own schoolteachers once in service. Distance-mode trainees face the additional difficulty that their school-based assignments are verified loosely. Until practicum reform — partner schools, trained and rewarded mentors, realistic supervisor loads, honest assessment — is funded and enforced, the other three mechanisms will keep polishing a product whose decisive ingredient is missing.

How the Four Mechanisms Could Work Together

The constructive conclusion of this critique is that the four mechanisms fail separately for one shared reason: they are not connected into a single chain of accountability for graduate competence. The chain that strong systems operate runs: standards define competence → curricula and practicum are designed backwards from the standards → institutions assure quality internally against them → accreditation verifies externally with consequences → a

licensing assessment samples the graduate's actual competence → employers report back first-year performance to institutions, closing the loop. Pakistan has built every link except the connections and the licensing gate. The reforms that follow are therefore organisational rather than conceptual: make NACTE accreditation mandatory and consequential for affiliation and admissions; extend QEC-type cells, in lean form, to elementary colleges; revise and operationalise the professional standards into practicum rubrics and a licensing examination; resource the practicum properly (partner schools, mentor stipends, supervisor loads); and publish institution-wise indicators, including graduate employment and first-year classroom performance. None of this requires new philosophy — it requires taking the existing machinery seriously.

Conclusion

Pakistan's teacher-education programmes — ADE, B.Ed (Hons), graduate-entry B.Ed routes and postgraduate study, delivered by colleges, universities, private affiliates and AIOU — form a complete ladder on paper and a respectable curriculum in the official documents. Critically examined, however, accreditation covers too little and bites too softly, institutional quality assurance is compliance paperwork concentrated where it is needed least, programme standards are unconnected to licensing and recruitment, and supervised practice — the strongest lever of all — is the most weakly resourced and honestly assessed component. Graduate competence will improve when these four mechanisms are joined into one consequential chain from standard to classroom; until then, they will continue to assure everything except the thing they exist for.

USMAN NOTES
www.usmannotes.com

WhatsApp Orders: +92 324 5836626

Question 5: An Integrated Framework for Reforming Elementary Teacher Education in Pakistan

Develop an integrated framework for reforming elementary teacher education in Pakistan. Connect current challenges with professional organizations, international experience, programme curricula, accreditation, deployment, and continuing professional development. (20 Marks)

Introduction

The preceding questions of this assignment have examined the parts of the problem one by one: the challenges of elementary education (Question 1), the supporting role of professional organizations and the performance of teacher-education institutions (Question 2), the international comparisons (Question 3), and the machinery of programmes, standards and practicum (Question 4). This final answer assembles those parts into a single integrated framework for reforming elementary teacher education in Pakistan. A framework is not a list of wishes; it is a structure in which each element is connected to the others, so that a reform in one place strengthens — rather than contradicts — reforms elsewhere. The framework proposed here rests on a diagnosis, states its vision and principles, sets out seven connected pillars, maps challenges to interventions in a single table, and closes with an implementation sequence and the risks that must be managed.

The Diagnosis in One View

The challenges to be answered can be compressed into six connected failures. (1) Entry failure: teaching attracts too few strong candidates, and recruitment has repeatedly been politicised. (2) Preparation failure: programmes are theory-heavy, practicum is weak and mentors are untrained, so graduates are not classroom-ready. (3) Assurance failure: accreditation lacks consequences, institutional quality assurance is ritualistic, and no licence gates entry to the classroom. (4) Deployment failure: teachers are posted irrationally — urban surplus beside rural single-teacher schools — with hardship posts unrewarded and transfers used as patronage and punishment. (5) Development failure: in-service training is episodic, cascade-diluted and unconnected to career progression, so competence plateaus after appointment. (6) Professional failure: teachers have no strong professional body of their own — unions pursue service matters while professional organizations for standards, ethics and learning are weak — so the system is administered but not professionalised. Behind all six stand the system-level conditions of Question 1: low finance, learning poverty, language complexity and governance discontinuity. Any framework that treats one failure alone will be defeated by the other five; integration is therefore not decoration but necessity.

Vision and Principles

The vision of the framework is simple: every elementary classroom in Pakistan staffed by a licensed, competent and continuously developing professional teacher. Five principles govern its design. First, competence before credentials: every gate in the system — graduation, licensing, confirmation, promotion — tests demonstrated classroom competence, not paper

alone. Second, practice at the centre: the school, not the lecture hall, is the primary site of learning to teach, before and after qualification. Third, career-long continuity: preparation, induction and continuing development form one continuum under one set of professional standards, ending the present fragmentation in which each stage ignores the others. Fourth, professional ownership: teachers, through their own professional organizations, co-own the standards, the code of ethics and the development system, because reforms done to teachers fail and reforms done with teachers endure. Fifth, evidence and equity: decisions on postings, training and resources are driven by data, and the framework deliberately weights remote, rural and girls' schooling, where the failures concentrate.

The Seven Pillars of the Framework

Pillar 1 — Selection and programme curricula. Raise the attractiveness and the entry floor of elementary teaching together: scholarships and stipends for strong intermediate graduates entering the B.Ed (Hons) and ADE (with service bonds for underserved districts), transparent entry testing, and a rebuilt curriculum organised backwards from revised National Professional Standards — deep subject knowledge for the elementary curriculum (early literacy and numeracy above all), child development, inclusive and multi-grade teaching, classroom assessment, and digital pedagogy, taught by methods that model what they preach. Pillar 2 — Practicum and school partnership. Legislate a minimum practicum entitlement (a full final-semester internship plus graded school experience in every earlier semester), delivered through formal partnerships between training institutions and selected schools; cooperating teachers

are trained, recognised and paid as mentors, and practicum assessment uses common rubrics tied to the standards, with external moderation.

Pillar 3 — Accreditation and quality assurance with consequences. Make NACTE accreditation mandatory for every programme, publish ratings, and connect them to affiliation, admissions quotas and the recognition of degrees for public employment; extend lean quality-assurance cells to elementary colleges; and require every institution to publish graduate-outcome indicators (licensing pass rates, employment, first-year performance). Pillar 4 — Professional organizations and licensing. Establish (or empower) a statutory professional council for teachers — on the pattern of teaching councils in the United Kingdom's devolved nations and professional bodies elsewhere — owned jointly by the profession and the public interest, which maintains the register, issues and renews the teaching licence (initial licence after degree plus competency assessment; full licence after successful induction), enforces a code of ethics, and accredits continuing development. Subject associations and teacher organizations are built into its structures so that professional voice and professional standards reinforce each other, converting the energy now spent only on service disputes into professional leadership.

Pillar 5 — Deployment and career structure. Introduce transparent, rules-based deployment: district-wise vacancy publication, merit-ordered posting, hardship allowances and housing priority for remote schools, a minimum tenure before transfer, and an end to discretionary transfer markets. Pair this with a career ladder in which teachers advance — teacher, senior teacher, master/mentor teacher, on the Malaysian Guru Cemerlang pattern — on demonstrated competence and contribution to colleagues' learning, gaining salary and status without having to leave the classroom for administration. Pillar 6 — Continuing professional

development as a continuum. Replace the workshop cascade with a school-anchored system: a structured two-year induction with trained mentors for every new teacher (the British early-career and Japanese induction lessons); cluster-based lesson study and coaching cycles in every elementary school (the Japanese lesson); an annual CPD entitlement recorded in the professional register and required for licence renewal and promotion; and provincial academies (the QAED/PITE network) re-roled from delivering lectures to training coaches and mentors and assuring quality. Pillar 7 — Governance, finance and international learning. Anchor the whole framework in a costed provincial teacher policy with cross-party commitment; protect a defined per-teacher development budget; run the EMIS and register as one data system so that training output, postings and development are planned together; and maintain a standing mechanism for learning from abroad — study partnerships, adaptation pilots and evaluation — so that international experience (Question 3) enters as tested mechanism, not as slogan: Turkey's standardisation, Britain's standards-based induction, Japan's lesson study and Malaysia's unified pipeline each mapped to the pillar it strengthens.

The Framework Mapped: Challenge to Intervention

Table 1: Integrated framework — challenges, interventions, actors and indicators

Challenge (Q.1–4)	Framework intervention	Lead actors	Success indicator
Weak entry and politicised recruitment	Scholarships + entry testing; licensing gate before classroom entry	Provinces, professional council, HEC	Rising entry scores; zero non-merit appointments
Theory-heavy preparation, weak practicum	Standards-based curriculum; legislated practicum in partner schools with trained mentors	Universities, GCETs, NACTE, schools	Graduate classroom-readiness ratings by employers

Accreditation and QA without consequences	Mandatory consequential accreditation; published institutional indicators	NACTE, QECs, affiliating universities	Share of programmes accredited at higher categories; weak programmes closed or merged
Irrational deployment	Rules-based posting, hardship incentives, minimum tenure	Provincial/district education departments	Single-teacher schools eliminated; rural vacancy rates falling
Episodic, diluted CPD	Induction + coaching + lesson study; CPD register tied to licence renewal and promotion	Provincial academies, school clusters, council	Observed change in classroom practice; licence renewals with full CPD records
Weak professional ownership	Statutory professional council; subject associations; ethics code	Teacher organizations, government, council	Registration coverage; functioning ethics and standards processes
Learning poverty and inequity (system context)	Framework weighted to early-grade literacy/numeracy competence, multi-grade and inclusive skill, rural and girls' schooling	All of the above	Class III/V learning benchmarks improving fastest in lagging districts

USMAN NOTES www.usmannotes.com

Implementation Sequence and Risks

Integration does not mean simultaneity; the framework sequences over roughly a decade. Phase 1 (years 1–2) builds the gates and the data: revise the professional standards, legislate the professional council and licensing for new entrants (serving teachers are registered on existing qualifications, with development pathways rather than threats — reform that frightens the serving force will be sabotaged by it), mandate practicum minima and partner-school agreements, and publish the first institutional indicators. Phase 2 (years 3–5) builds the continuum: induction and coaching systems at scale, the CPD register and career ladder, consequential accreditation cycles, and reformed curricula in all institutions. Phase 3 (years 6–10) consolidates: full licence renewal cycles, master-teacher grades populated, deployment

fully rules-based, and the framework's indicators — licensing standards, classroom practice measures and, ultimately, children's learning — reviewed publicly each year. The chief risks are political discontinuity (answered by legislation and cross-party costing), fiscal squeeze (answered by reprioritising existing training budgets from workshops to coaching, which is cheaper per unit of change), institutional resistance from weak providers (answered by transition support plus firm deadlines), and reform overload (answered by the sequencing itself). Each risk is real; none justifies returning to the unconnected initiatives whose failure this assignment has documented.

Conclusion

An integrated framework for reforming elementary teacher education in Pakistan must do what the present system does not: connect. The framework proposed here connects the diagnosis of Question 1 to the professional machinery of Question 2, the tested mechanisms of Question 3 and the assurance chain of Question 4, through seven pillars — selection and curricula, practicum partnership, consequential accreditation, professional organization and licensing, rational deployment and careers, continuous school-based development, and the governance and finance to hold them together. Its test is the only one that finally matters: whether, a decade from now, the child in a village classroom in any province of Pakistan is taught by a teacher who was well chosen, well prepared, honestly licensed, fairly deployed and still learning. Everything in the framework exists to make that ordinary sentence true.