

# REGULATORY FRAMEWORK

for

## PRE-SERVICE TEACHER EDUCATION



**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION**  
**HIGHER EDUCATION COMMISSION, PAKISTAN**



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**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION**  
**HIGHER EDUCATION COMMISSION**



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## Preface

The National Accreditation Council for Teacher Education (NACTE) has always been committed to strengthen the quality, relevance, and future readiness of teacher education in Pakistan. In collaboration with Allama Iqbal Open University (AIOU) Islamabad, NACTE organized an International Conference on Quality Teacher Education: Empowering Educators, Transforming Tomorrow at AIOU on May 26–27, 2025. The conference brought together academicians, professionals, administrators, policymakers, and curriculum developers to share research-based experiences and develop recommendations to address challenges in teacher education. In addition to parallel sessions, four panel discussions were held on key themes: Teaching Licensing, Teacher Education Road Map, Revamping of Teacher Education Curriculum, and Teacher Recruitment & Career Pathways.

Drawing on the conference findings, recommendations and recognizing the evolving demands of the twenty-first century, rapid technological advancements, changing educational paradigms, and the growing need for competent and professionally prepared teachers, NACTE initiated the development of regulatory framework for pre-service teacher education through a rigorous, inclusive, and consultative process. The objective was to identify critical challenges, explore emerging opportunities, and propose strategic directions for reforms in key areas of teacher education and to serve as foundational document for policy dialogue and future decision-making.

Four concept papers were developed on Teaching Licensing, Teacher Education Road Map, Revamping of Teacher Education Curriculum, and Teacher Recruitment & Career Pathways. The development process was anchored in extensive research and stakeholder engagement. Subject experts, teacher educators, policymakers, practitioners, representatives from higher education institutions, provincial education departments, regulatory bodies, development partners, and other key stakeholders were engaged through a series of consultations, workshops, focus group discussions, and review meetings. Their valuable insights, experiences, and recommendations significantly contributed to shaping the content and recommendations presented in these documents.

To ensure relevance and comprehensiveness, each Concept Paper underwent multiple stages of drafting, expert review, refinement, and validation. National and international best practices were examined alongside local realities and contextual needs. Particular emphasis was placed on aligning recommendations with national educational priorities, global trends in teacher education, quality assurance frameworks, and the Sustainable Development Goals, especially SDG 4 on Quality Education.

Five consultative meetings were held — one in each provincial headquarters and a fifth in Islamabad covering the Federal Area, AJK, and GB. The meetings aimed to facilitate structured discussion, gather stakeholder input on key reform areas, and build collective ownership of upcoming teacher education initiatives. NACTE appreciates the host institutions for their support and arrangements.

Participants included Heads of Education Departments from public and private sector universities across all regions, along with representatives from government organizations. Most university representatives joined in person or online. STEDA and PECTA represented the government sector, while relevant provincial education authorities also took part in the Quetta session. The regulatory framework was circulated to stakeholders in advance, and summaries were presented by the NACTE Chairperson and Secretary during each meeting. The consultations offered a national platform for dialogue on teacher education reforms. Participants shared valuable insights on contextual needs, implementation challenges, and opportunities for improvement, indicating that the proposed reforms can be adapted to regional requirements. All verbal feedback was recorded, and written comments were also invited and received from several participants.

This regulatory framework addresses critical dimensions of teacher education and professional development, including revamping teacher curriculum, teaching licensing,

recruitment and career pathways and teacher education roadmap. NACTE firmly believes that sustainable educational reform can only be achieved through collaborative efforts and collective ownership.

The Council extends its sincere appreciation to all experts, institutions, stakeholders, and development partners who contributed their knowledge, time, and expertise throughout the development process. Their dedication and commitment have been instrumental in ensuring the quality and credibility of these documents. Special acknowledgment is also due to the technical teams, researchers, and reviewers whose tireless efforts transformed ideas and consultations into a coherent set of policy-oriented papers.

We hope that this regulatory framework will serve as a catalyst for transformative change, guiding future reforms and strengthening the teacher education system to meet the aspirations of learners, educators, and society at large. NACTE remains committed to promoting excellence in teacher education and looks forward to continued engagement with stakeholders in shaping a robust, responsive, and future-oriented educational ecosystem for Pakistan.

**Prof. Dr. Nasir Mahmood, T.I.**  
Chairman, NACTE

## Note of Thanks

The National Accreditation Council for Teacher Education (NACTE) extends its deepest appreciation and sincere gratitude to all individuals and institutions whose dedication, expertise, and collaborative spirit made the development of this regulatory framework possible. This framework represents a collective vision for strengthening teacher education in Pakistan and are the outcome of an inclusive, consultative, and evidence-informed process.

The Council expresses its profound gratitude to the leadership of the Higher Education Commission (HEC) for its unwavering guidance, encouragement, and commitment to enhancing the quality of teacher education. Their continued support has provided the enabling environment necessary for developing forward-looking policy discourse and strategic recommendations for the sector.

We are especially indebted to the distinguished members of the Concept Papers Working Groups, whose scholarly expertise, professional insights, and steadfast commitment were instrumental in conceptualizing, drafting, reviewing, and refining these papers. Their thoughtful contributions ensured that each Concept Paper reflects international best practices while remaining responsive to Pakistan's educational priorities and contextual realities.

Our sincere appreciation is extended to the members of the National Accreditation Council for Teacher Education (NACTE) for their valuable guidance, critical review, and constructive recommendations throughout the development process. Their strategic oversight has greatly enhanced the quality, relevance, and practical applicability of this document.

We gratefully acknowledge the invaluable contributions of vice chancellors, teacher educators, educationists, researchers, policy experts, representatives of provincial education departments, examination and certification authorities, professional bodies, development partners, and institutional stakeholders who participated in consultative meetings. Their diverse perspectives enriched the dialogue and ensured that the recommendations presented in the framework are comprehensive, inclusive, and grounded in practical experience.

The Council also recognizes the dedicated efforts of the NACTE Secretariat, whose commitment to coordination, research support, documentation, communication, and administrative facilitation ensured the successful completion of this important initiative.

We further acknowledge the valuable contributions of all universities, teacher education institutions, accreditation experts, faculty members, practitioners, and other stakeholders who generously shared their experiences, evidence, and recommendations. Their participation reflects a shared commitment to advancing excellence in teacher education and preparing future generations of competent, ethical, and reflective educators.

To every individual and institution who contributed—whether through leadership, technical expertise, consultation, review, research, or administrative support—we offer our heartfelt thanks. Your dedication has laid a strong foundation for meaningful policy reforms and sustainable improvements in teacher education. We look forward to continued collaboration as these ideas evolve into actionable policies and contribute to strengthening the quality, relevance, and impact of teacher education across Pakistan.

**Dr. Shamsa Aziz**  
Secretary, NACTE



# **REVAMPING TEACHER EDUCATION CURRICULUM**

# Revamping Teacher Education Curriculum

## Introduction and Rationale

From 2000 to 2025, Pakistan’s teacher education programs have undergone pivotal reforms—transitioning towards degree-based preparation. The major curriculum reforms were observed during 2009 to 2012 under the USAID-supported pre-service Teacher Education Project, when teacher education programs were planned, restructured and offered across the country (USAID, 2010; 2012). The curriculum was aligned with the National Professional Standards for Teachers in Pakistan to support the implementation of the National Curriculum (2006–2010). The 4-year program was structured as two years of general education followed by two years of professional coursework. It was aimed to develop reflective, skilled, and socially responsible educators (Mahmood, 2014). Pre-service Education evolved from 1-year certificates to a 4-year B.Ed. with integrated subject, pedagogy, and practicum components. These efforts were supposed to enhance teacher quality as well as raise the entry-level qualification and standards. One of the key goals of the curriculum revision was to align professional qualification with those from other professions (Halai, 2024). Later, patchwork efforts (2023 & 2025) were made and as result the weightage of general education courses was increased in the scheme of studies of the 4-year teacher education curriculum.

**Table 1: Recent Revisions and Nature of Courses in Teacher Education Curriculum—B.Ed. (4years)**

| Curriculum 2012 |                | Curriculum 2023 & Curriculum 2025 |                        |                                                           |
|-----------------|----------------|-----------------------------------|------------------------|-----------------------------------------------------------|
| Courses         | (Credit hours) | Courses                           | (120-144 credit hours) | (132 credit hours)                                        |
| Compulsory      | 19             | General Education Courses         | 30 credit hours        | 34 credit hours (14 courses)                              |
| Foundational    | 24             | Major Education Courses           | Min 72 credit hours    | 80 credit hours                                           |
| Content         | 26             | Interdisciplinary Courses         | Min 12 credit hours    | 12 credit hours (4 courses)<br>(From the pool of Courses) |
| Professional    | 36             | Internship /field experience      | 03 credit hours        | 3 credit hours                                            |
| Practicum       | 15             | Capstone Project/ Thesis          | 03 credit hours        | 3 credit hours                                            |
|                 | 120            |                                   | 120                    | 132                                                       |

Teacher education curriculum in Pakistan is essential to address critical gaps that hinder the preparation of competent and future-ready teachers. First, the current curriculum is overloaded with general education courses, which often overshadow the proportion of core professional and pedagogical training courses. This imbalance limits the prospective teachers’ ability to develop specialized expertise in teaching, classroom management and other essential areas of professional development. Second, there is a missing component of educational technology and 21<sup>st</sup> century skills, such as digital literacy, critical thinking, creativity, collaboration and essential ed-tech skills for future ready teachers. In an era where technology shapes both learning and teaching, teachers must be equipped with the knowledge and skills to integrate ed-tech tools effectively into their practices. Finally, while comparing the practicum and teaching practice component in teacher education programs in developed countries it seems weak, limited in terms of duration and lacking systematic mentorship and assessment. Strengthening this dimension is crucial to bridge theory and practice, enabling teachers to gain authentic classroom experience. A reformed curriculum must, therefore, prioritize balance, relevance, and practical competence.

Besides that, there are structural anomalies in the adoption of course strands—particularly in the inconsistent use of nomenclature such as “interdisciplinary,” “professional,”

and “foundation” courses. For instance, courses like Child Development and Computer Literacy are often categorized and taught as both interdisciplinary and foundational, leading to overlap and confusion in course classification. While some anomalies are conceptual, adding a foundation course of social work does not fulfill the needs of training teachers for civic and community engagement. The role of these professional courses is to develop professional knowledge in teacher preparation programs to include the essential knowledge, skills, and dispositions that teachers need to be effective in different tiers of teaching (ECE, Elementary, Secondary, and post-secondary). Besides these structural and conceptual anomalies in the curriculum document and the way this document is adopted in different institutions need attention. Moreover, the changing needs of the digital era, continued reforms are essential to realize high-impact teacher education, which should be aligned with future teaching and academic demands. Including a balanced proportion of the content, pedagogical courses, professional courses, courses that help to understand the social context of teaching and learning, character and citizenship education, using ICT for meaningful learning, and assessment to ensure a holistic teacher education curriculum (Tan et al., 2017).

### Current Landscape of Pre-Service Teacher Education Programs in Pakistan

Currently, the teacher education landscape includes a range of restructured programs such as the Associate Degree in Education (ADE) and the four-year Bachelor of Education (B.Ed.). These programs are designed to be progressive, competency-based, and aligned with the best international practices, ensuring that future educators are well-equipped with the pedagogical, content, and technological skills required for future classrooms.

#### Preservice Teacher Training Programs

- ADE (Associate Degree in Education) – 2 years
- B.Ed. ECE/Elementary/Secondary – 4 years
- B.Ed. (2.5 Years)
- B.Ed. (1.5 Years)
- BS Education 4 year

**Table 2: Distribution of Credit Hours for Theory and Practicum**

| Program       | Entry Requirement                                                                                                             | Duration    | Total Credit Hours      | Credit hours for Theory | Credit Hours Practicum  |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------|-------------------------|-------------------------|
| ADE           | 12 years Education, 1 year of professional training, CT or 18 months Diploma in Education, Minimum 3-year teaching experience | 4 semesters | 66                      | 63                      | 03                      |
| B.Ed. 1.5     | 16 years of Education                                                                                                         | 3 semesters | 45                      | 42                      | 03                      |
| B.Ed. 2.5     | 14 years qualification<br>BSc/BA 2 Years                                                                                      | 5 semesters | 90                      | 84                      | 06                      |
| B.Ed. 4 years | Intermediate/FA/FSc/ A levels (Level 04)                                                                                      | 8 semesters | *140<br>**142<br>***135 | a.134<br>b.133<br>c.120 | a.12<br>b.6+3=9<br>c.15 |

\*Allama Iqbal Open University \*\* University of the Punjab \*\*\* University of Karachi

#### Structure of Teacher Education Programs in Different Countries

Bachelor of Education (B.Ed.) programs across the world follow a structured curriculum

that generally spans four to five years, requiring between 120 credit hours<sup>1</sup> and 320<sup>2</sup> credit points (or equivalent in ECTS/SLQF units). These programs aim to prepare future teachers with a strong foundation in educational theory, subject-specific knowledge, and hands-on teaching practice. The curriculum is commonly divided into five major strands: Foundational/Core Courses, Subject Specialization/Major Courses, Professional Pedagogy, Practicum/Field Experience, and Interdisciplinary or Elective Courses.

Foundational or Core Courses (25–80 credits) focus on the philosophical, psychological, sociological, and ethical foundations of education. Typical courses include Educational Psychology, Child Development, Philosophy of Education, ICT in Education, and Communication for Teaching and Learning. This builds understanding of learner development and the societal role of education. In countries like Japan and Russia, these are embedded within structured 240–300 credit degree programs.

Subject Specialization or Major Courses (150–200 credits) prepare pre-service teachers to teach specific subjects—Mathematics, Science, Literacy, Arts, and Social Studies—based on chosen tracks such as Early Childhood, Primary, or Secondary Education. Programs in Australia and Finland offer deeper majors aligned with national curricula, including options like STEM, English Language Education, or Special Needs Education.

Professional Pedagogy and Teaching Methods focus on instructional design, curriculum planning, classroom management, and assessment. These courses bridge theory and practice, often aligned with school-based teaching components throughout the program.

Practicum and Field Experience (20–30 credits) provide supervised teaching in real classrooms, often through internships, mentorships, and teaching portfolios. Countries like Finland and Sri Lanka integrate practicum progressively across all years to develop classroom competence.

Interdisciplinary or Elective Courses cover cross-cutting themes such as Inclusive Education, Global Citizenship, Educational Technology, and Sustainability. Programs in the USA and China emphasize diversity, multilingualism, and social justice in these electives to prepare teachers for modern, diverse classrooms.

Keeping in view the global perspective, the Higher Education Commission (HEC) revised the teacher education curriculum in 2025. The revised B.Ed. 4-Year Curriculum (2025) in Pakistan demonstrates alignment with international standards through its competency-based structure, inclusion of practicum and capstone projects, broad curricular coverage, and flexible specialization tracks. However, there is a need to improve some aspects of B.Ed. program. The teaching practice is limited in duration, lacking the depth of clinical experience offered in global models. Digital pedagogy is not sufficiently integrated across teaching methods and subject content. The absence of tire-specific curricula (ECE, primary, elementary) and limited focus on emerging areas such as climate change, digital citizenship, and global education reduces the program's relevance. Outdated content, rigid structures, and limited exposure to diverse classroom settings further constrain the development of skilled, inclusive, and future-ready educators. These challenges highlight the need for targeted curriculum reform.

Moreover, there is a growing discussion about the number of pedagogy courses in teacher education programs. While these courses are important, having too many separate ones can lead to repetition and an overloaded curriculum. A better approach could be to combine pedagogy into three main strands: *Teaching of Languages and Humanities*, *Teaching of Science and Mathematics*, and *Teaching of Social Sciences*. This would help make the curriculum more focused and easier to manage. It would also allow students to learn teaching methods in a more practical and connected way, directly linked to the subjects they will teach during the teaching practice. By reducing the credit hours of separate pedagogy courses and merging them into broader categories, programs can make more room for new and relevant teaching courses

1 Credit hours use in Michigan State University and Open University of Sri Lanka: [https://reg.msu.edu/ACA-DEMIGPROGRAMS/Print.aspx?Section=2117&utm\\_source=chatgpt.com](https://reg.msu.edu/ACA-DEMIGPROGRAMS/Print.aspx?Section=2117&utm_source=chatgpt.com)

2 Credit points use in Australia: <https://www.griffith.edu.au/study/degrees/bachelor-of-education-1567?location=intl#degree-details>

such as digital pedagogy, inclusive education, and global citizenship. This shift not only helps streamline the curriculum but also ensures that future teachers are better equipped with the skills and knowledge needed in today's diverse and technology-driven classrooms.

### Proposed Curriculum for B.Ed. program

The proposed B.Ed. program addresses existing gaps by restructuring outdated content and aligning the curriculum with future educational needs. It integrates subject-based pedagogy, reduces course overlap, and introduces emerging areas like digital teaching, inclusion, and global education—preparing teachers to meet the demands of modern classrooms more effectively. The revised proposed scheme of studies included the following domains of courses. The brief definition of the domains and their purpose as per the proposed scheme of studies is explained below:

**General Courses** are taught to prepare students to refine their scholarly abilities to reason and communicate clearly and effectively. The provision of general education courses ensures that every student is acquainted with the broad variety of fields of inquiry and approaches to knowledge and skills. It offers students an intellectual foundation for their academic, professional, and personal attributes while focusing on critical thinking and writing, speaking or quantitative skills.

**Foundation Courses** are taught to provide philosophical, historical, psychological, and sociological underpinnings of education. They help future teachers to understand why education exists, its purposes, and how learners grow and develop. They provide theoretical basis for later professional and subject-specific courses

**Professional Courses** are taught to develop teaching knowledge, skills, and dispositions. Emphasize pedagogy, assessment, curriculum design, classroom management, ed-tech skills and reflective practice. Connect theory with teaching practice through practicum and research project.

**Content Courses** are taught to focus on disciplinary knowledge of the subjects which prospective teachers will teach in future as classroom teacher (e.g., Mathematics, Science, English, Social Studies). These will ensure content mastery so teachers can effectively teach in schools. Tailored to subject specialization tracks.

**Interdisciplinary Courses** are offered in allied or complementary disciplines to reinforce the notion of interdisciplinary competency and to support horizons of the major.

**Table 3: Summary of Revised Proposed Teacher Education Degree Courses**

| Degree Program | Course Domain                                              |                    |                                                                                                                                              |                                                              |                    |                                                                   |                       |
|----------------|------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|-------------------------------------------------------------------|-----------------------|
|                | General (CHs)                                              | Foundation (CHs)   | Professional (CHs)                                                                                                                           | Content (CHs)                                                | Inter-Disciplinary | Teaching Practice TPs (CHs)                                       | Total (Courses & CHs) |
| B.Ed. 4 Year   | 9 courses (21 CHs)<br><br>2 non-credit courses             | 4 courses (12 CHs) | 15 courses (45 CHs)<br>including Research Project<br><br>06 Core Professional: 18CHs<br><br>6 Specialization: 18CHs<br><br>2 Ed-tech: 06 CHs | 6 Courses (18 CHs)<br><br>content-embedded pedagogy clusters | 4 courses (12 CHs) | 3 TPs (12 CHs)<br><br>2 short term (3x2=6CHs)+1 long term (6 CHs) | 41 courses (120 CHs)  |
| ADE 2 Year     | 9 courses (21 CHs)<br><br>(21 CHs)<br>2 non-credit courses | 4 courses (12 CHs) | 8 courses (24 CHs)<br><br>6 Core: 18 CHs<br><br>2 Ed-tech: 6 CHs                                                                             | 2 Courses (6 CHs)                                            | Nil                | 1 TP (3 CHs)<br><br>1 short term (Observation)                    | 24 Courses (66 CHs)   |

|                |     |                    |                                                                                                                                    |                                                                                |     |                                                              |                     |
|----------------|-----|--------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----|--------------------------------------------------------------|---------------------|
| B.Ed. 2.5 Year | Nil | 4 courses (12 CHs) | 15 courses (45 CHs)<br>including Research Project<br><br>6 Core Professional: 18CHs<br>6 Specialization: 18CHs<br>2 Ed-tech: 6 CHs | 4 Courses (12 CHs)<br><br>2 content-embedded pedagogy clusters (2x2=4 courses) | Nil | 2 TPs (9 CHs)<br><br>1 short term (3CHs)+1 long term (6 CHs) | 26 Courses (78 CHs) |
| B.Ed. 1.5 Year | Nil | 4 courses (12 CHs) | 7 Core Courses (21 CHs)<br>including Research Project 3 CH<br><br>4 Core Professional: 12 CHs<br>2 Ed-tech: 6 CHs                  | 2 Courses (6 CHs)<br><br>2 content-embedded pedagogy clusters (6 courses)      | Nil | 1 TP (6 CHs)<br><br>1 long term (6 CHs)                      | 15 Courses (45 CHs) |

Foundation courses = theories, principles, perspectives of education (why).  
Professional courses = teaching skills, methods, research, practice (how).  
Content courses = subject mastery in disciplines (what).

**Table 4: Proposed Curriculum for B.Ed. 4-year**

| +/Strands                                                    | Number of Courses |                                     | Credit Hours    |              |
|--------------------------------------------------------------|-------------------|-------------------------------------|-----------------|--------------|
|                                                              | Existing (2025)   | Proposed                            | Existing (2025) | Proposed     |
| General Courses                                              | 14                | 09                                  | 34              | 21           |
| Major Courses (Professional + Specialization)                | 12                | 6+04<br>(Professional + Foundation) | 36              | 18+12        |
|                                                              | 06                | 6<br>Specialization                 | 18              | 18           |
| Subject Embedded Pedagogy Courses                            | 06                | 06                                  | 18              | 18           |
| Teaching Practice<br>(Class Observation + Practice teaching) | 03                | 2 short term+1 long term            | 08              | 3+3+6=12     |
| Research Project                                             | 01                | 01                                  | 03              | 3            |
| Internship                                                   | 01                | Not proposed                        | 03              | Not proposed |
| Interdisciplinary Courses                                    | 04                | 04                                  | 12              | 12           |
| Ed-Tech Courses                                              | Nil               | 02                                  | Nil             | 06           |
| Total                                                        | 47                | 41                                  | 132             | 120          |

### Domain 1: General Courses

#### 09 courses (21 Credit Hours)

1. Quantitative Reasoning (3 Credit Hours)
2. Natural Sciences (2+1= 3 Credit Hours)
3. Functional English (3 Credit Hours)
4. Social Sciences (3 Credit Hours)

5. Expository Writing (3 Credit Hours)
6. Fehm-e-Quran (non-credit)
7. Arts & Humanities (3 Credit Hours)
8. Islamic Studies/ (Ethics for non-Muslim students) non-credit
9. Ideology & Constitution of Pakistan (3 Credit Hours)

## **Domain 2: Foundation Courses**

### **(04 courses (12 Credit Hours))**

1. Foundations of Education (3 Credit Hours)
2. Educational Psychology (3 Credit Hours)
3. Child Development and Learning (3 Credit Hours)
4. Inclusive and Special Needs Education

## **Domain 3a: Professional-Core knowledge & Skills**

### **(06 courses (18 Credit Hours))**

1. Educational Leadership & Classroom Management (3 Credit Hours)
2. Curriculum Development (3 Credit Hours)
3. General Methods of Teaching (3 Credit Hours)
4. Educational Assessment and Evaluation (3 Credit Hours)
5. Instructional Strategies and Assessment Methods (3 Credit Hours)
6. Research Methods in Education (3 Credit Hours)

## **Domain 3b: Professional-Ed-tech skills**

### **02 courses (06 Credit Hours)**

*(The university may choose 02 courses from the Ed tech courses mentioned below offered by HEI. HEIs are at liberty to add more courses to the list)*

1. Digital Pedagogies and Instructional Design (3CHs)
2. Technology for Inclusive and Special Education (3CHs)
3. Generative AI Tools for Educators (3CHs)
4. Tech-Enhanced Instructional Strategies and Assessment Methods (3CHs)
5. Ethical Dimensions of Digital Learning Environments
6. Designing e-Portfolios and Professional Digital Presence
7. Teaching and Learning in Virtual Environments
8. Mobile and App-Based Learning
9. AI and Data Analytics for Teachers
10. Gamification and Game-Based Learning

## **Domain 3c: Professional-Research**

1. Research Project (3 Credit Hours)

## **Domain 3d: Professional-Specialization**

### **06 courses (18 Credit Hours)**

*Select any specialization Area given below.*

1. Early Childhood Care and Education
2. Instructional Design
3. Educational Research
4. Educational Assessment
5. Child Rights and Safety Education

6. Educational Policy and Planning
7. Curriculum Studies
8. Educational Leadership and Management
9. Educational Psychology
10. Guidance and Counseling
11. Inclusive Education
12. Literacy and Non-Formal Education
13. Online and Distance Learning
14. Quality Assurance in Education
15. Comparative Education
16. Teacher Professional Development
17. Mathematics Education
18. STEM Education
19. Islamic Education
20. Education for Sustainable Development
21. Educational Entrepreneurship
22. Educational Technology
23. Special Education (Learning Disabilities)
24. Special Education (autism spectrum disorder)
25. Artificial Intelligence in Education

#### **Domain 4: Teaching Practice**

##### **03 courses (12 Credit Hours)**

Class Observation+ Practice teaching (1 short-term + 1 long-term)

#### **Domain 5: Content (Subject-embedded Pedagogy)**

##### **06 Courses (18 Credit Hours)**

Pick any 6 courses from the list below:

1. Teaching of English
2. Teaching of Urdu
3. Teaching of Art, Crafts and Calligraphy
4. Teaching of Mathematics
5. Teaching of Science
6. Teaching of Social Studies
7. Teaching of Islamiyat
8. Teaching of Home Economics
9. Teaching of Computer Science

#### **Domain 6: Interdisciplinary**

##### **04 Courses (12 Credit Hours)**

*The student has to choose 04 courses below mentioned Interdisciplinary courses offered by HEI.*

1. Art, Play, and Creativity in Education (3 CH)
2. Community Engagement and Social Work (3 CHs)
3. Child Abuse and Safety (3 CH)
4. Global Citizenship and Peace Education (3 CH)
5. Sustainability & Climate Change (3 CH)
6. STEAM Integration in Everyday Learning
7. Digital Citizenship and Cyber Ethics (3 CH)
8. Economics of Education (3 CH)

9. Sociology of Education (3 CH)
10. Media Education (3 CH)
11. Exceptional Children (3 CH)
12. Civics & Community Engagement (3 CH)
13. a) Scouting OR Emergency Training b) Community Service (3 CH)
14. Entrepreneurship in Education (3 CH)

**Table 5: Proposed Curriculum for B.Ed. 2.5 year**

| Type of Courses/Strands                                              | Number of Courses |                                                 | Credit Hours    |                     |
|----------------------------------------------------------------------|-------------------|-------------------------------------------------|-----------------|---------------------|
|                                                                      | Existing (2025)   | Proposed                                        | Existing (2025) | Proposed            |
| <b>Major Courses</b><br>(Foundation + Professional + Specialization) | 12                | <b>4+6</b><br>(Foundation + Professional)       | 36              | <b>12+18</b>        |
|                                                                      | 06                | <b>06</b><br>(Specialization)                   | 18              | <b>18</b>           |
| Subject Embedded Pedagogy Courses                                    | 06                | <b>04</b>                                       | 18              | <b>12</b>           |
| Teaching Practice                                                    | 02                | <b>2 Teaching Practice</b><br>I short & II long | 06              | <b>3+6=9</b>        |
| Research Project                                                     | 01                | <b>01</b>                                       | 03              | <b>03</b>           |
| Internship                                                           | 01                | <b>Not proposed</b>                             | 03              | <b>Not proposed</b> |
| Ed-Tech Courses                                                      | Nil               | <b>02</b>                                       | Nil             | <b>06</b>           |
| <b>Total Credit hours</b>                                            | <b>28</b>         | <b>25</b>                                       | <b>84</b>       | <b>78</b>           |

**Domain 1: Foundation Courses**  
**(04 courses (12 Credit Hours))**

1. Educational Psychology (3 Credit Hours)
2. Foundations of Education (3 Credit Hours)
3. Child Development and Learning (3 Credit Hours)
4. Inclusive and Special Needs Education

**Domain 2a: Professional-Core knowledge & Skills**  
**(6 courses (18 Credit Hours))**

1. Educational Leadership & Classroom Management (3 Credit Hours)
2. Curriculum Development (3 Credit Hours)
3. Educational Assessment and Evaluation (3 Credit Hours)
4. General Methods of Teaching (3 Credit Hours)
5. Research Methods in Education (3 Credit Hours)
6. Instructional Strategies and Assessment Methods (3 Credit Hours)

**Domain 2b: Professional-Ed-tech skills**  
**2 courses ( 03X02= 06 Credit Hours)**

*(The university may choose 02 courses within below mentioned Ed tech courses offered by HEI. HEIs are at liberty to add more courses to the list)*

1. Digital Pedagogies and Instructional Design (3 CHs)
2. Technology for Inclusive and Special Education (2CHs)
3. Generative AI Tools for Educators (2CHs)
4. Tech-Enhanced Instructional Strategies and Assessment Methods (2CHs)
5. Ethical Dimensions of Digital Learning Environments
6. Designing e-Portfolios and Professional Digital Presence
7. Teaching and Learning in Virtual Environments
8. Mobile and App-Based Learning
9. AI and Data Analytics for Teachers
10. Gamification and Game-Based Learning

#### **Domain 2c: Professional-Research**

1. Research Project (3 Credit Hours)

#### **Domain 2d: Professional-Specialization**

##### **.06 courses (03X06=18 Credit Hours)**

*Select any specialization Area given below:*

1. Early Childhood Care and Education
2. Instructional Design
3. Educational Research
4. Educational Assessment
5. Child Rights and Safety Education
6. Educational Policy and Planning
7. Curriculum Studies
8. Educational Leadership and Management
9. Educational Psychology
10. Guidance and Counseling
11. Inclusive Education
12. Literacy and Non-Formal Education
13. Online and Distance Learning
14. Quality Assurance in Education
15. Comparative Education
16. Teacher Professional Development
17. Mathematics Education
18. STEM Education
19. Islamic Education
20. Education for Sustainable Development
21. Educational Entrepreneurship
22. Educational Technology
23. Special Education (Learning Disabilities)
24. Special Education (autism spectrum disorder)
25. Artificial Intelligence in Education

#### **Domain 3: Teaching Practice**

##### **02 courses (9 Credit Hours)**

Practice teaching (1 short term 3CH+1 long term 6CH)

#### **Domain 4: Content (Subject-embedded Pedagogy )**

##### **04 Courses (12 Credit Hours)**

Pick any 4 courses from the list below:

10. Teaching of English
11. Teaching of Urdu
12. Teaching of Art, Crafts and Calligraphy
13. Teaching of Mathematics
14. Teaching of Science
15. Teaching of Social Studies

16. Teaching of Islamiat
17. Teaching of Home Economics
18. Teaching of Computer Science

**Table 6: Proposed Curriculum for B.Ed. 1.5 year**

| Type of Courses/Strands                                            | Number of Courses |                                                 | Credit Hours    |                     |
|--------------------------------------------------------------------|-------------------|-------------------------------------------------|-----------------|---------------------|
|                                                                    | Existing (2025)   | Proposed                                        | Existing (2025) | Proposed            |
| <b>Major Courses</b><br>(Foundation + Professional)                | 12                | <b>4+4</b><br><b>(Foundation+ Professional)</b> | 36              | <b>12 + 12</b>      |
| <b>Subject Embedded Pedagogy Courses</b>                           | 01                | <b>02</b>                                       | 03              | <b>06</b>           |
| <b>Teaching Practice</b><br>(Class Observation+ Practice teaching) | 02                | <b>01 long Teaching Practice</b>                | 06              | <b>06</b>           |
| <b>Research Project</b>                                            | 01                | <b>01</b>                                       | 03              | <b>03</b>           |
| <b>Internship</b>                                                  | Nil               | <b>Not proposed</b>                             | Nil             | <b>Not proposed</b> |
| <b>Ed-Tech Courses</b>                                             | Nil               | <b>02</b>                                       | Nil             | <b>06</b>           |
| <b>Interdisciplinary</b>                                           | <b>02</b>         | <b>Not proposed</b>                             | <b>06</b>       | <b>Not proposed</b> |
| <b>Total</b>                                                       | 18                | <b>18</b>                                       | 54              | <b>45</b>           |

**Domain 1: Foundation Courses**  
**(04 courses (12 Credit Hours))**

1. Educational Psychology(3 Credit Hours)
2. Foundations of Education (3 Credit Hours)
3. Child Development and Learning (3 Credit Hours)
4. Inclusive and Special Needs Education

**Domain 2a: Professional-Core knowledge & Skills**  
**(4 courses (12 Credit Hours))**

1. Educational Leadership & Classroom Management (3 Credit Hours)
2. Curriculum Development (3 Credit Hours)
3. Educational Assessment and Evaluation (3 Credit Hours)
4. Research Methods in Education (3 Credit Hours)

**Domain 2b: Professional-Ed-tech skills**  
**2 courses (03X02= 06 Credit Hours)**

*The university may choose a 02 courses within below mentioned Ed tech courses offered by HEI.*

1. Digital Pedagogies and Instructional Design (3 CHs)
2. Technology for Inclusive and Special Education (2CHs)
3. Generative AI Tools for Educators (2CHs)
4. Tech-Enhanced Instructional Strategies and Assessment Methods (2CHs)
5. Ethical Dimensions of Digital Learning Environments
6. Designing e-Portfolios and Professional Digital Presence

7. Teaching and Learning in Virtual Environments
8. Mobile and App-Based Learning
9. AI and Data Analytics for Teachers
10. Gamification and Game-Based Learning

#### **Domain 2c: Professional-Research**

1. Research Project (3 Credit Hours)

#### **Domain 3: Teaching Practice**

##### **01 course (6 Credit Hours)**

Practice teaching (1long term)

#### **Domain 4: Content (Subject-embedded Pedagogy )**

##### **02 courses (06 Credit Hours)**

*(The university may choose 02 courses within below mentioned Ed tech courses offered by HEI. HEIs are at liberty to add more courses to the list).*

Pick any 1 content areas (each content areas will lead towards 2 content embedded pedagogy courses (3x2= 06 CHs)

#### **Major areas include:**

##### **1. Teaching Languages, Arts & Humanities**

- English
- Urdu

##### **2. Teaching Social Sciences**

- Pakistan Studies
- Islamic studies

##### **3. Teaching Science and Mathematics**

- Physics
- Chemistry
- Biology
- Computer science
- Mathematics

**Table 7: Proposed Curriculum for ADE 2 year**

| Type of Courses/Strands                   | Number of Courses |                                      | Credit Hours    |           |
|-------------------------------------------|-------------------|--------------------------------------|-----------------|-----------|
|                                           | Existing (2025)   | Proposed                             | Existing (2025) | Proposed  |
| General Courses                           | 14                | 09                                   | 34              | 21        |
| Major Courses (Foundation + professional) | 10                | 06+04<br>(Foundation + Professional) | 30              | 30        |
| Subject Embedded Pedagogy Courses         | 02                | 02                                   | 06              | 06        |
| Teaching Practice<br>Class Observation    | 03                | 1short term                          | 03              | 03        |
| Ed-Tech Courses                           | Nil               | 02                                   | Nil             | 06        |
| <b>Total Credit hours</b>                 | <b>27</b>         | <b>24</b>                            | <b>73</b>       | <b>66</b> |

**Domain 1: General Courses****09 courses (21 Credit Hours)**

1. Quantitative Reasoning (3 Credit Hours)
2. Natural Sciences (2+1= 3 Credit Hours)
3. Functional English (3 Credit Hours)
4. Social Sciences (3 Credit Hours)
5. Expository Writing (3 Credit Hours)
6. Fehm-e-Quran (non-credit)
7. Arts & Humanities (3 Credit Hours)
8. Islamic Studies/ (Ethics for non-Muslim students) non-credit
9. Ideology & Constitution of Pakistan (3 Credit Hours)

**Domain 2: Foundation Courses****04 courses (12 Credit Hours)**

1. Foundations of Education (3 Credit Hours)
2. Educational Psychology (3 Credit Hours)
3. Child Development and Learning (3 Credit Hours)
4. Inclusive and Special Needs Education

**Domain 3a: Professional-Core knowledge & Skills****06 courses (18 Credit Hours)**

1. Educational Leadership & Classroom Management (3 Credit Hours)
2. Curriculum Development (3 Credit Hours)
3. General Methods of Teaching (3 Credit Hours)
4. Educational Assessment and Evaluation (3 Credit Hours)
5. Instructional Strategies and Assessment Methods (3 Credit Hours)
6. Research Methods in Education (3 Credit Hours)

**Domain 3b: Professional-Ed-tech skills****02 courses (06 Credit Hours)** *(Each course is of 3 credit hrs.)*

*(The university may choose 02 courses from the Ed tech courses mentioned below, offered by HEI. HEIs are at liberty to add more courses to the list)*

1. Digital Pedagogies and Instructional Design (3CHs)
2. Technology for Inclusive and Special Education (3CHs)
3. Generative AI Tools for Educators (3CHs)
4. Tech-Enhanced Instructional Strategies and Assessment Methods (3CHs)
5. Ethical Dimensions of Digital Learning Environments
6. Designing e-Portfolios and Professional Digital Presence
7. Teaching and Learning in Virtual Environments
8. Mobile and App-Based Learning
9. AI and Data Analytics for Teachers
10. Gamification and Game-Based Learning

**Domain 4: Teaching Practice****01 courses (03 Credit Hours)**

Class Observation (1 short term)

**Domain 5: Content (Subject-embedded Pedagogy)****02 courses (06 Credit Hours)**

Pick any 2 courses from the list below:

1. Teaching of English
2. Teaching of Urdu

3. Teaching of Art, Crafts and Calligraphy
4. Teaching of Mathematics
5. Teaching of Science
6. Teaching of Social Studies
7. Teaching of Islamiat
8. Teaching of Home Economics
9. Teaching of Computer Science

## Conclusion

Pakistan's teacher education system can be improved by aligning national goals with global standards, paving the way for positive and meaningful change. While significant strides have been made in reforming the B.Ed. Curriculum (2012, 2023 & 2025), the evolving demands of education in the digital, inclusive, and sustainability-driven era require a more coherent, practice-based, and contextually relevant approach. By adopting an integrated structure that balances foundational knowledge, pedagogical competence, research orientation, technological fluency, and social responsibility, the proposed reforms aim to produce educators who are not only academically grounded but also reflective, innovative, and responsive to diverse classroom realities. Embedding digital pedagogy, inclusive education, environmental consciousness, and global citizenship into the curriculum will ensure that future teachers are well-equipped to lead learning in dynamic, multicultural, and technology-rich environments. The transformation of teacher preparation in Pakistan is not just a policy requirement—it is an urgent educational imperative to empower teachers as agents of change in both local and global contexts.

The evidence underscores the urgency of revamping Pakistan's teacher education curriculum to align with contemporary educational demands and global best practices. The imbalance caused by the overemphasis on general education courses, coupled with the weak integration of educational technology and 21st-century competencies, constrains the professional readiness of prospective teachers. Furthermore, the limited and underdeveloped practicum component deprives future teachers of opportunities to meaningfully bridge theory and practice. Addressing these gaps requires recalibrating the curriculum to ensure an equitable balance between general, professional, and pedagogical strands, while embedding interdisciplinary approaches that are coherent rather than overlapping. Importantly, the curriculum must reflect the realities of a digital era, equipping teachers not only with disciplinary knowledge but also with the ability to foster creativity, collaboration, critical thinking, and ethical citizenship in learners. A forward-looking teacher education framework should emphasize reflective practice, sustained mentorship, and authentic field experiences, ensuring teachers are prepared for diverse contexts of early childhood, elementary, and secondary education. Only through such comprehensive reform can Pakistan cultivate competent, adaptive, and socially responsible teachers who can meet both national and global educational aspirations.

# TEACHER EDUCATION ROADMAP

# Teacher Education Roadmap

## Historical Background of Teacher Education

Historically Teacher training in Pakistan has its roots back in 1804, when the first two training institutions were established in Lahore and Karachi. These institutions offered informal teacher training programs. The Junior Vernacular (JV) certificate was introduced in Karachi in 1854, and two years later, in 1856, the institution in Lahore became a normal school, also offering the JV certificate. There were 22 teacher training institutions in Pakistan at the time of independence. The admission conditions for these institutions were Elementary and High School. After the completion of training the trainees were awarded with Junior Vernacular (JV) and Senior Vernacular (SV). JV certificate fulfills the criteria of recruitment for Primary school teacher and SV fulfills the criteria for appointment as a teacher for elementary school education (Siddiqui 2004).

The pre-service training for Primary (I-V) and Elementary (VI-VIII) teachers is provided at the College of Elementary Teachers. Siddiqui (2004) stated that primary teachers were trained in normal schools of teacher training from 1947 to 1978, however, after 1978 all the teacher training schools were renamed as Colleges for Elementary Teachers. The minimum qualification requirements for admission in College of Elementary Teachers for pre-service primary teacher are Secondary School Certificate (ten years education). The duration of training program was one year. After completion of training program, Primary Teaching Certificate (PTC) was awarded which makes teachers eligible to teach at primary level. Admission requirements for Certificate of Teaching (CT) are Higher Secondary School Certificate, and the duration of training was one year. Certificate of Teaching qualifies teachers to teach at elementary level. Presently both PTC and CT programs have been discontinued instead Associate Degree in Education has been offered by various teacher training institutions across the country.

## Current Scenario of Teacher Education in Pakistan

The detail of institutes offering teacher education programs, nomenclatures, specializations offered, entry and exit requirements are given below:

### Institutions Offering Teacher Education Programs

In Pakistan, 104 Public and private universities are actively offering various Teacher Education Programs, playing a significant role in preparing professional teachers for schools and institutions across the country. Detail of Institutions is Annexed in Annexure-1

Alongside these universities, a vast network of 294 affiliated colleges is working under their academic umbrella, delivering degree programs in teacher education.

### Types of teacher education programs

There are certificates/ diplomas and degree programs offered in the teacher education:

#### Certificate/ Diploma Programs:

Some certificates/ diplomas are offered after level 3 education like Certificate in Non-Formal Education, Certificate in Special Education. Diploma includes Postgraduate Diploma (PGD) in Early Childhood Education (ECE) and PGD in Montessori Education, across various universities. The duration of these programs is one year (Annexure-1).

#### Degree Programs

Teacher Education Programs are offered for pre-service teachers and other graduate and post graduate professional qualifications in education. According to new undergraduate policy of HEC (2023) Universities are offering ADE (Associate Degree in Education) - 2 years after intermediate. Undergraduate programs are offered as formal and professional degree programs B.Ed.- 4 years, 2.5 years & 1.5 years and BS education 4 years, In B.Ed. 4-years lateral entry is being offered at semester 5 to ADE holders. At postgraduate level M.Phil. Education (2 years), Ph.D. in Education (3 years) are offered in public and private sector universities.

### Specializations Offered in Teacher Education

In Pakistan teacher education programs are being offered with a diverse range of specialized areas e.g. Early Childhood Education, Elementary Education, Secondary Education, Special Education, Educational Research and Assessment, Islamic Education, Science Education, Business Education, Educational Leadership and Management and English Language Teaching.

## Entry Requirements

**For Post Graduate Diploma:** 14 years of Education with minimum 2nd Division.

**For ADE. 2 years:** 12 years of Education with minimum 2nd division.

**For Admission in B.Ed. 4 Years:** 12 Years of Education with minimum 2nd division.

**For Admission in BS Education 4 Years:** 12 Years of Education with minimum 2nd division.

**For B.Ed. 2.5 Years:** 14 years of Education with minimum 2nd division.

**For B.Ed. 1.5 Years:** 16 years of Education in any subject other than education with minimum 2nd division.

**B.Ed. (4 years) with Lateral Entry:** As Per HEC revised teacher education road map (January 2023) candidates having Associate Degree in Education (ADE) are allowed to enrol in the 5th semester or 3rd year of a 4-year B.Ed. program. Similarly, candidates with an associate degree in disciplines other than Education or two-year former BA / BSc degrees (now defunct) shall be admitted in the 5th semester or 3rd year of a 4-year B.Ed. program after completing a bridging semester for the deficiency courses (15-18 credit hours) as determined by the concerned university on a case-to-case basis.

**Admission to M.Phil. Education:** B.Ed. 4 years/BS Education with minimum 2nd division. However, graduates who have sixteen years of education in non-relevant discipline and desire to acquire admission in M.Phil. Education, shall be required to complete deficiency courses of minimum 18 credit hours as part of the said degree program as determined by the admitting university on a case-to-case basis.

**Admission to Ph.D. Education:** M.Phil. in Education with Minimum 3.00 CGPA is required.

**Exit Plan:** Professional bachelor's degree in education (B.Ed.) is designed for 4-years, one can exit after two year (four semester) by gaining ADE.

## Teacher Education in Developed Countries

**Table 1: Global perspective on nomenclature, duration of study and entry requirement of teacher education.**

| Country   | Program Name(s)                                                                                                                            | Duration                                                                                       | Entry Requirement                                                                                                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| USA       | 1. Bachelor of Education (B.Ed.)<br>2. Master of Arts in Teaching (MAT)<br>3. Alternative Certification Program (ACP)                      | <ul style="list-style-type: none"><li>• 4 years</li><li>• 1–2 years</li><li>• 1 year</li></ul> | <ul style="list-style-type: none"><li>• High school diploma</li><li>• Bachelor's degree</li><li>• Bachelor's degree + background check</li></ul>    |
| UK        | 1. Bachelor of Education (B. Ed)<br>2. Postgraduate Certificate in Education (PGCE)<br>3. School-Centered Initial Teacher Training (SCITT) | <ul style="list-style-type: none"><li>• 3–4 years</li><li>• 1 year</li><li>• 1 year</li></ul>  | <ul style="list-style-type: none"><li>• A-Levels</li><li>• Bachelor's degree</li><li>• literacy/numeracy tests</li></ul>                            |
| Canada    | 1. Consecutive B. Ed<br>2. Concurrent B. Ed                                                                                                | <ul style="list-style-type: none"><li>• 1–2 years</li><li>• 4–5 years</li></ul>                | <ul style="list-style-type: none"><li>• Bachelor's degree (Consecutive)</li><li>• High school (Concurrent)</li><li>• Language proficiency</li></ul> |
| Australia | 1. Bachelor of Education<br>2. Master of Teaching                                                                                          | <ul style="list-style-type: none"><li>• 4 years</li><li>• 2 years</li></ul>                    | <ul style="list-style-type: none"><li>• High school</li><li>• Bachelor's degree, LANTITE (test)</li></ul>                                           |

| Country     | Program Name(s)                                                                | Duration                                                                                            | Entry Requirement                                                                                                                       |
|-------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Finland     | 1. Integrated Master of Education                                              | <ul style="list-style-type: none"> <li>• 5 years</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Matriculation exam, entrance test, top academic scores, aptitude test and interview</li> </ul> |
| Japan       | 1. Bachelor of Education<br>2. Graduate Diploma (for subject teachers)         | <ul style="list-style-type: none"> <li>• 4 years (B. Ed)</li> <li>• 1–2 years (Diploma)</li> </ul>  | <ul style="list-style-type: none"> <li>• High school (B. Ed)</li> <li>• Bachelor's (Diploma)</li> </ul>                                 |
| Singapore   | 1. Bachelor of Education<br>2. Postgraduate Diploma in Education (PGDE)        | <ul style="list-style-type: none"> <li>• 4 years</li> <li>• 1 year</li> </ul>                       | <ul style="list-style-type: none"> <li>• High school</li> <li>• Bachelor's degree, GPA, MOE selection</li> </ul>                        |
| South Korea | 1. Bachelor of Education<br>2. Teacher Training Program (non-education majors) | <ul style="list-style-type: none"> <li>• 4 years</li> <li>• 1 year (additional training)</li> </ul> | <ul style="list-style-type: none"> <li>• High school</li> <li>• Graduation University GPA + College Scholastic Ability Test</li> </ul>  |
| New Zealand | 1. Bachelor of Teaching<br>2. Graduate Diploma in Teaching                     | <ul style="list-style-type: none"> <li>• 3–4 years</li> <li>• 1 year</li> </ul>                     | <ul style="list-style-type: none"> <li>• High school</li> <li>• Bachelor's, language test</li> </ul>                                    |

### Inconsistencies of Teacher Education in Pakistan

There are some discrepancies in teacher education programs offered in Pakistan with respect to developed countries and among different teacher education institutes offering teacher education programs.

#### 1. Comparison with Developed Countries

- In developed countries, entry requirements include high achievement, aptitude test and interpersonal skills for admission in teacher education programs while our entry requirements include only second division in basic required degree.
- The developed countries teach more innovative (contemporary) subjects in teacher education while in Pakistan traditional teacher training and subject specializations are focused.
- There is a difference in practicum offered in B.Ed. program. Pakistan offers practicum of 6-15 credit hours in B. Ed. program while US offers 12 credit hours and UK offers 18-20 credit hours.

#### 2. Across Different Institutes in Pakistan

Several discrepancies have been observed in the teacher education programs offered across different institutions.

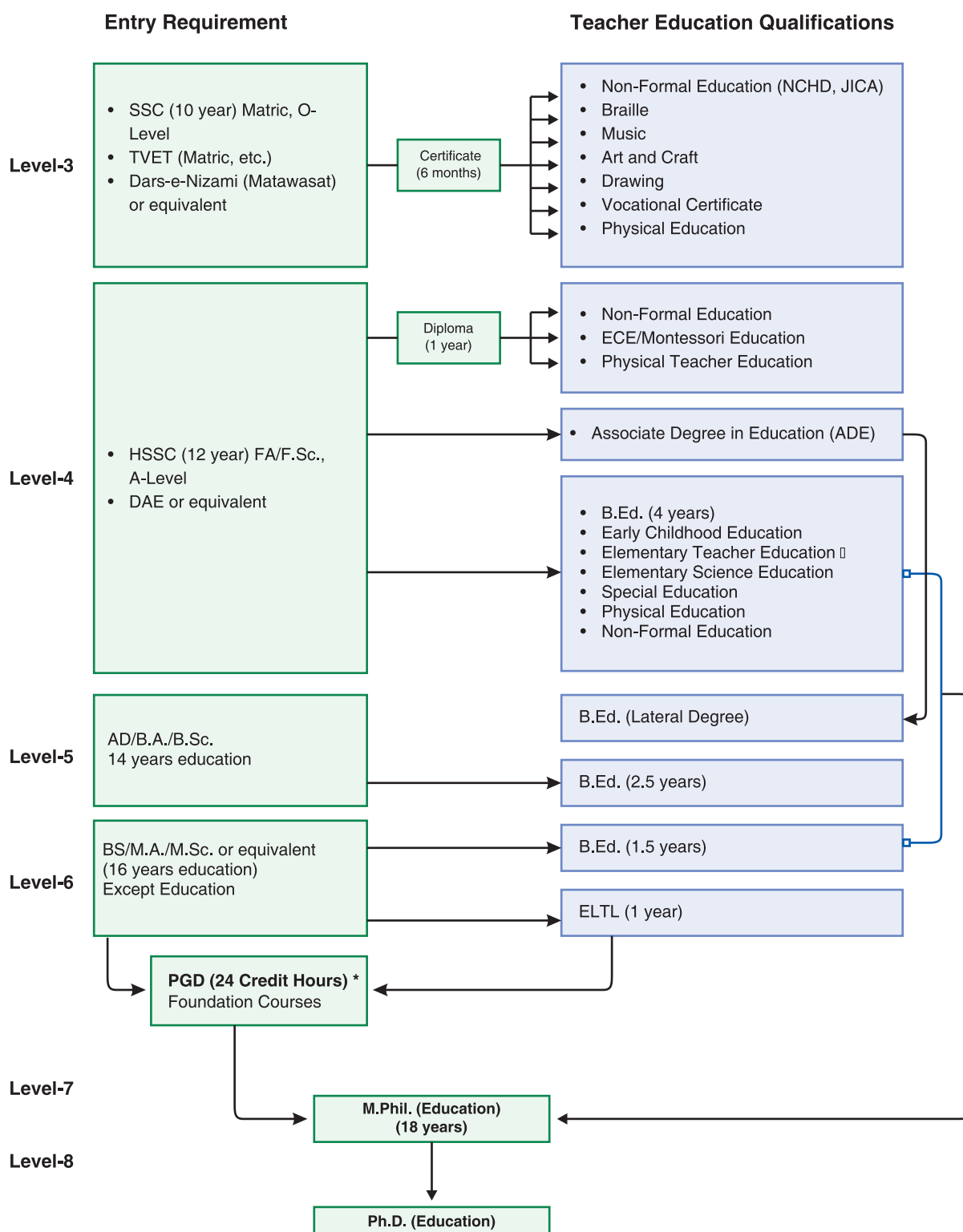
- Despite the growing emphasis on early years of kids Early Childhood Education (ECE) underrepresented highlighting a gap in early years training at large level.
- Inconsistent Nomenclature can be observed across different institutes/ universities. Degree titles vary across institutions for similar programs. For instance, MPhil and MS Education both are being used, although they typically serve similar purpose in academic hierarchy. Similarly, B.Ed., BS Education, and B.Ed. (Hons) are used, reflecting inconsistency in undergraduate program nomenclature.
- A one-year Associate Degree in Education (ADE) for in-service teachers is offered by few institutions. The post-ADP is also limited to a single institution.
- Additionally, the same academic programs are being offered under different titles, such as Early Childhood Care Education and Early Childhood Education, leading to inconsistencies in nomenclature.
- Furthermore, several degree programs available in affiliated colleges are not offered even at the main campuses of the universities that award the degrees, reflecting a lack of uniformity and coherence in program delivery.

### Questions to be Addressed

- The recruitment policy may clearly state the requirement of an ADE degree, highlighting the role it qualifies for, opportunities for career growth, and professional development pathways.
- Need to determine the level of teacher training to teach at different education levels clearly.
- Teacher education must be mandatory for all professionals like doctors, nurses, engineers etc. to inculcate innovative pedagogies, digital and technological skills, psychology, assessments procedures and policy implementation guidelines.
- Pertinent to enlist prerequisites to enter in the teacher education programs like high grades, aptitude test, ethical standings, interpersonal skills and temperament towards teaching profession.
- Recruitment and training policies need to be aligned to ensure the teachers need at different level. The content expertise and pedagogical skills are inversely correlated with the level of education. Higher pedagogical training is required to teach at a lower level with basic subject knowledge, but high content expertise is required at higher level with understanding of basic pedagogical skills.
- The nomenclature of teacher education degree need to be B.Ed. as given by the world instead of any other name as initiated in different universities. Moreover, for level 7, only M.Phil nomenclature will be used.

## Proposed Roadmap of Teacher Education

Just sketch presented below for sharing alignment of academic degrees across different streams. Teacher education Roadmap is as under:



**Note:** \*Teacher education is entry requirement for level 7 education. But the candidate having 16 years education other than teacher education will be eligible after qualifying PGD (24 credit hour) foundation courses of education or 18 credit hour bridging/deficiency semester

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## Annexure -1

Detail of Teacher Education Programs offered by Public and private Universities in Pakistan

| Sr. No              | Name of University                                        | Name of Campus/ Department                                                | Teacher Education Programmes                                             |
|---------------------|-----------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Federal (08)</b> |                                                           |                                                                           |                                                                          |
| 1                   | International Islamic University (IIU), Islamabad         | New Campus, Sector H-10, Islamabad<br><br>Department of Teacher Education | BS Education (TE)                                                        |
|                     |                                                           |                                                                           | B.Ed. (1.5 Years)                                                        |
|                     |                                                           |                                                                           | B.Ed. (2.5 Years)                                                        |
|                     |                                                           |                                                                           | B.Ed. (Hons) Elementary                                                  |
|                     |                                                           |                                                                           | MS Teacher Education                                                     |
|                     |                                                           |                                                                           | PhD Teacher Education                                                    |
|                     |                                                           | Department of Educational Leadership and Management                       | BS Education (ELM)                                                       |
|                     |                                                           |                                                                           | B.Ed. (1.5 Years)                                                        |
|                     |                                                           |                                                                           | MS Education (ELM)                                                       |
|                     |                                                           |                                                                           | PhD Education (ELM)                                                      |
| 2                   | Air University, Islamabad                                 | Main Campus Sector E-9, Islamabad                                         | MS/M.Phil Education                                                      |
| 3                   | National University of Modern Languages, (NUML) Islamabad | Main Campus Islamabad                                                     | B.Ed. (Hons)                                                             |
|                     |                                                           |                                                                           | B.Ed. (Bridging)                                                         |
|                     |                                                           |                                                                           | B.Ed. (1.5 Years)                                                        |
|                     |                                                           |                                                                           | BS (Early Childhood Care and Education)                                  |
|                     |                                                           |                                                                           | BS Health and Physical Education                                         |
|                     |                                                           |                                                                           | BS Special Education                                                     |
|                     |                                                           |                                                                           | BS Ed (Hons)                                                             |
|                     |                                                           |                                                                           | MPhil Education                                                          |
|                     |                                                           |                                                                           | Phd Education                                                            |
|                     |                                                           |                                                                           | Advance Diploma in Project Designing and Management in Education (1Year) |
|                     |                                                           | Peshawar Campus                                                           | B.Ed. (1.5 Years)                                                        |
|                     |                                                           | Karachi Campus                                                            | B.Ed. (Hons)                                                             |
|                     |                                                           |                                                                           | B.Ed. (1.5 Years)                                                        |
|                     |                                                           |                                                                           | B.Ed. (2.5 Years)                                                        |
|                     |                                                           | Multan Campus                                                             | B.Ed. (Hons)                                                             |
|                     |                                                           |                                                                           | B.Ed. (1.5 Years)                                                        |
| 4                   | Federal College of Education<br><br>H9 Islamabad          | Main Campus                                                               | B.Ed. (1.5 Years)                                                        |
|                     |                                                           |                                                                           | BS Education (5th to 8th Semester) (2 Years)                             |
|                     |                                                           |                                                                           | Bachelor of Education<br>(4 Years)                                       |

| Sr. No  | Name of University                                   | Name of Campus/ Department                | Teacher Education Programmes                             |
|---------|------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| 5       | Allama Iqbal Open University (AIU), Islamabad        | Elementary Teacher Education              | PhD Education                                            |
|         |                                                      |                                           | MPhil Education                                          |
|         |                                                      |                                           | B. Ed (4 Years)                                          |
|         |                                                      |                                           | B.Ed. (4 Years) (ADE Based)                              |
|         |                                                      |                                           | B.Ed. (2.5 Years)                                        |
|         |                                                      |                                           | B.Ed. (1.5 Years)                                        |
|         |                                                      |                                           | ADE                                                      |
|         |                                                      | Special Education                         | B. Ed (4 Years)                                          |
|         |                                                      |                                           | B.Ed. (1.5 Years)                                        |
|         |                                                      |                                           | M.Phil in Special Education                              |
|         |                                                      |                                           | Ph.D in Special Education                                |
|         |                                                      | Secondary Teacher Education               | Ph.D Teacher Education                                   |
|         |                                                      |                                           | M.Phil Education (ETE)                                   |
|         |                                                      |                                           | M.Phil Education                                         |
|         |                                                      |                                           | B.Ed. (4Years) Secondary Teacher Education               |
|         |                                                      |                                           | B.Ed. (4Years) Secondary Teacher Education (ADE Based)   |
|         |                                                      | Early Childhood Education & Care          | BS Early Childhood Care & Education                      |
|         |                                                      |                                           | PGD in Early Childhood Education (PGD ECE)               |
|         |                                                      | Science Education                         | PhD (Education) with specialization in Science Education |
|         |                                                      |                                           | MPhil Science Education                                  |
|         |                                                      |                                           | B.Ed. (4 years) Specialization in Science Education      |
|         |                                                      |                                           | B.Ed. (4 Years) Science Education (ADE Based)            |
|         |                                                      |                                           | B.Ed. (2.5 Years) Science Education                      |
| 6       | Mohi ud din Islamic University                       | Islamabad Campus                          | Ph.D Education                                           |
|         |                                                      |                                           | M.Phil Education                                         |
|         |                                                      |                                           | B.Ed. (Hons)                                             |
|         |                                                      |                                           | B.Ed. (1.5 Years)                                        |
| 7       | Dar-ul- Madina International University Islamabad    | Islamabad Campus                          | BS Education (4 Years)                                   |
| 8       | My University Islamabad                              | Islamabad Campus                          | Ph.D Education                                           |
|         |                                                      |                                           | M.Phil Education                                         |
|         |                                                      |                                           | B.Ed. (1.5 Years)                                        |
| AJK (6) |                                                      |                                           |                                                          |
| 9       | The University of Azad Jammu & Kashmir, Muzaffarabad | Chella Campus, Muzaffarabad, Azad Kashmir | B.Ed. (Hons) Elementary                                  |
|         |                                                      |                                           | B.Ed. (Hons) Secondary                                   |
|         |                                                      |                                           | ADE (in-service)                                         |

| Sr. No                  | Name of University                                                                          | Name of Campus/ Department           | Teacher Education Programmes |
|-------------------------|---------------------------------------------------------------------------------------------|--------------------------------------|------------------------------|
| 10                      | Mirpur University of Science and Technology (MUST), Mirpur                                  | Mirpur Campus                        | BS Education                 |
|                         |                                                                                             |                                      | B.Ed. (Hons)                 |
|                         |                                                                                             |                                      | M.Phil Education             |
| 11                      | The University of Poonch, Rawalakot, AJK                                                    | Sub-Campus Kahuta Havelie            | B.Ed. (Hons) 4 years         |
|                         |                                                                                             |                                      | ADE                          |
|                         |                                                                                             | Mong Campus Rawalakot                | B.Ed. (Hons) 4 years         |
|                         |                                                                                             |                                      | ADE                          |
| 12                      | The Women University of Azad Jammu & Kashmir, Bagh                                          | Bagh Campus                          | B.Ed. (Hons) Elementary      |
|                         |                                                                                             |                                      | B.Ed. (Hons) Secondary       |
|                         |                                                                                             |                                      | B.Ed. (1.5) years            |
|                         |                                                                                             |                                      | B.Ed. (2.5) years            |
| 13                      | University of Kotli, AJK                                                                    | Kashmir Campus                       | B.Ed. (Hons) Elementary      |
|                         |                                                                                             |                                      | B.Ed. (1.5 Year)             |
|                         |                                                                                             |                                      | M.Phil Education             |
| 14                      | Azad Jammu and Kashmir University of Bhimber                                                | Main Campus, Department of Education | BS Education                 |
| <b>BALUCHISTAN (11)</b> |                                                                                             |                                      |                              |
| 15                      | Balochistan University of Engineering & Technology, Khuzdar                                 | Main Campus                          | B.Ed. (Hons)                 |
| 16                      | Balochistan University of Information Technology, Engineering & Management Sciences, Quetta | Main Campus                          | BS Education                 |
|                         |                                                                                             | BUIITEMS Sub Campus, Muslim Bagh     | BS Education                 |
| 17                      | University of Balochistan, Quetta                                                           | Main Campus                          | B.Ed. (Hons)                 |
|                         |                                                                                             |                                      | B.Ed. (1.5 years)            |
|                         |                                                                                             |                                      | B.Ed. (2.5 years)            |
|                         |                                                                                             |                                      | M.Phil Education             |
| 18                      | Sardar Bahadur Khan Women's University, Quetta                                              | Main Campus                          | B.Ed. (Hons)                 |
|                         |                                                                                             |                                      |                              |
|                         |                                                                                             |                                      | M.Phil Education             |
| 19                      | Lasbela University of Agriculture, Water and Marine Sciences, Uthal, District Lasbela       | Main Campus                          | B.Ed. (Hons)                 |
| 20                      | University of Turbat, Turbat                                                                | Turbat Campus                        | B.Ed. (Hons)                 |
|                         |                                                                                             |                                      | B.Ed. (1.5 Years)            |
|                         |                                                                                             |                                      | B.Ed. (2.5 Years)            |

| Sr. No                  | Name of University                                | Name of Campus/ Department  | Teacher Education Programmes |
|-------------------------|---------------------------------------------------|-----------------------------|------------------------------|
| 21                      | University of Loralai, Loralai                    | Main Campus                 | ADE                          |
|                         |                                                   |                             | BS Education                 |
|                         |                                                   |                             | B.Ed. (Hons)                 |
|                         |                                                   |                             | B.Ed. (1.5 Years)            |
|                         |                                                   |                             | B.Ed. (2.5 years)            |
| 22                      | Mir Chakar Khan Rind University, Sibi             | Main Campus                 | B.Ed. Secondary (1.5 Years)  |
|                         |                                                   |                             | B.Ed. Secondary (2.5 Years)  |
|                         |                                                   |                             | B.Ed. (Hons)                 |
| 23                      | University of Gwadar                              | Department of Education     | M.Phil Education             |
|                         |                                                   |                             | B.Ed. (Hons)                 |
|                         |                                                   |                             | B.Ed. (2.5 years) Hons       |
|                         |                                                   |                             | B.Ed. (1.5 Years)            |
|                         |                                                   |                             | ADE in Education             |
| 24                      | University of Makran Panjgur                      | Department of Education     | B.Ed. Hons                   |
|                         |                                                   |                             | B.Ed. (2.5 years)            |
|                         |                                                   |                             | B.Ed. (2 Years)              |
|                         |                                                   |                             | B.Ed. (1.5 Years)            |
| 25                      | Al Hamd Islamic University, Quetta                | Department of Education     | Ph.D Education               |
|                         |                                                   |                             | M.Phil Education             |
|                         |                                                   |                             | BS Education                 |
|                         |                                                   |                             | B.Ed. (2.5 Years)            |
|                         |                                                   |                             | B.Ed. (1.5 Years)            |
|                         |                                                   |                             | ADP Education                |
| Khyber Pakhtunkhwa (21) |                                                   |                             |                              |
| 26                      | Abdul Wali Khan University, Mardan                | Main Campus                 | B.Ed. (Hons.) Elementary     |
|                         |                                                   |                             | ADE                          |
| 27                      | Shaheed Benazir Bhutto Women University, Peshawar | Main Campus                 | B. Ed (Hons) Elementary      |
|                         |                                                   |                             | M.Phil Education             |
|                         |                                                   |                             | Ph.D Education               |
|                         |                                                   |                             | ADE                          |
| 28                      | Gomal University, D.I. Khan                       | Main Campus                 | Ph.D Education               |
|                         |                                                   |                             | M.Phil Education             |
|                         |                                                   |                             | B.Ed. (1.5 Years)            |
|                         |                                                   |                             | B.Ed. (Hons)                 |
| 29                      | Hazara University Mansehra                        | Main Campus                 | M.Phil Education             |
|                         |                                                   |                             | Ph.D Education               |
|                         |                                                   |                             | BS Education                 |
| 21                      | The Islamia College, Peshawar                     | University Campus, Peshawar | B.Ed. (Hons)                 |

| Sr. No | Name of University                                      | Name of Campus/ Department  | Teacher Education Programmes |
|--------|---------------------------------------------------------|-----------------------------|------------------------------|
| 22     | Kohat University of Science and Technology, Kohat       | Main Campus                 | ADE                          |
|        |                                                         |                             | B.Ed. (2.5 Years)            |
|        |                                                         |                             | B.Ed. (1.5 Years)            |
|        |                                                         |                             | B.Ed. (Hons) Elementary      |
|        |                                                         |                             | M.Phil Education             |
|        |                                                         |                             | Ph.D Education               |
| 23     | Shaheed Benazir Bhutto University, Sheringal, Dir Upper | Main Campus                 | M.Phil Education             |
|        |                                                         |                             | B.Ed. (1.5 year)             |
|        |                                                         |                             | BS Education                 |
|        |                                                         |                             | ADE                          |
| 24     | University of Malakand, Malakand                        | Main Campus                 | ADE                          |
|        |                                                         |                             | BS Education                 |
|        |                                                         |                             | M.Phil Education             |
|        |                                                         |                             | Ph.D Education               |
|        |                                                         |                             | B.Ed. (2 years)              |
|        |                                                         |                             | B.Ed. (1.5 years)            |
| 25     | University of Peshawar, Peshawar                        | Main Campus                 | B.Ed. (Hons) Elementary      |
|        |                                                         |                             | M.Phil Education             |
|        |                                                         |                             | Ph.D Education               |
|        |                                                         |                             | MA Education                 |
|        |                                                         |                             | B.Ed. (2.5 years)            |
|        |                                                         |                             | B.Ed. (1.5 years)            |
| 26     | University of Science & Technology, Bannu               | Main Campus Township, Bannu | B. Ed. (1.5 Years)           |
|        |                                                         |                             | M.Phil Education             |
|        |                                                         |                             | Ph.D Education               |
| 27     | University of Swat, Swat                                | Main Campus                 | B.Ed. (Hons)                 |
|        |                                                         |                             | M.Phil Education             |
| 28     | University of Haripur, Haripur                          | Main Campus                 | B.Ed. Elementary             |
|        |                                                         |                             | B.Ed. Secondary (1.5 years)  |
|        |                                                         |                             | Ph.D Education               |
|        |                                                         |                             | M.Phil Education             |
| 29     | Bacha Khan University, Charsadda                        | Main Campus                 | ADE                          |
|        |                                                         |                             | B.Ed. (Hons)                 |
|        |                                                         |                             | B.Ed. 1.5 year               |
|        |                                                         |                             | B.Ed. 2.5 year               |
| 30     | Khushal Khan Khattak University Karak                   | Main Campus                 | M.Phil Education             |
| 31     | Women University Mardan, Mardan                         | Main Campus                 | B.Ed. (Hons)                 |
| 32     | The University of Lakki Marwat                          | Main Campus                 | ADE                          |
|        |                                                         |                             | M.Phil Education             |
|        |                                                         |                             | Ph.D Education               |
|        |                                                         |                             | MA Education                 |

| Sr. No      | Name of University                                               | Name of Campus/ Department      | Teacher Education Programmes         |
|-------------|------------------------------------------------------------------|---------------------------------|--------------------------------------|
| 33          | University of Chitral, Chitral                                   | Main Campus                     | MA Education                         |
|             |                                                                  |                                 | BS Education                         |
| 34          | Abasyn University, Peshawar                                      | Department of Education         | Doctor of Philosophy in Education    |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | B.Ed. Education (2.5 Years)          |
|             |                                                                  |                                 | B.Ed. Education (1.5 Years)          |
| 35          | Northern University, Nowshera                                    | Department of Education         | Ph.D Education                       |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | B.Ed. (1.5 Years)                    |
| 36          | Qurtaba University of Science and Information Technology DI Khan | Department of Teacher Education | Ph.D Education                       |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | B.Ed.                                |
| 37          | Sarhad University of Science & information Technology, Peshawar  | Department of Education         | Ph.D Education                       |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | BS Education                         |
|             |                                                                  |                                 | BS Education (2.5 Years)             |
|             |                                                                  |                                 | BS Education (2 Years)               |
|             |                                                                  |                                 | B.Ed. (2.5 Years)                    |
|             |                                                                  |                                 | B.Ed. (1.5 Years)                    |
|             |                                                                  |                                 | ADE Education                        |
| PUNJAB (42) |                                                                  |                                 |                                      |
| 38          | Fatima Jinnah Women University, Rawalpindi                       | Main Campus                     | B.Ed. (Hons) Elementary              |
|             |                                                                  |                                 | Diploma in Early Childhood Education |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | Ph.D Education                       |
| 39          | Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi        | Main Campus                     | B.Ed. (Hons)                         |
|             |                                                                  |                                 | M.Sc. Education                      |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | Ph.D Education                       |
| 40          | Bahauddin Zakariya University, Multan                            | Main Campus                     | BS Education                         |
|             |                                                                  |                                 | B.Ed. (Hons) Elementary              |
|             |                                                                  |                                 | BS Special Education                 |
| 41          | The Islamia University of Bahawalpur                             | Main Campus                     | BS Education                         |
|             |                                                                  |                                 | BS Secondary Education               |
|             |                                                                  |                                 | M.Phil Education                     |
|             |                                                                  |                                 | Ph.D Education                       |

| Sr. No | Name of University                              | Name of Campus/ Department | Teacher Education Programmes                                        |
|--------|-------------------------------------------------|----------------------------|---------------------------------------------------------------------|
| 42     | University of the Punjab, Lahore                | Quaid-e-Azam Campus        | M.Phil Education                                                    |
|        |                                                 |                            | Ph.D Education                                                      |
|        |                                                 |                            | PGD in ECE                                                          |
|        |                                                 |                            | PGD in Montessori Education                                         |
|        |                                                 |                            | B.Ed. (Hons) Elementary                                             |
|        |                                                 |                            | B.Ed. (Hons) Elementary (Self Supporting)                           |
|        |                                                 |                            | B.Ed. (1.5 Year)                                                    |
|        |                                                 |                            | B.S.Ed. (Hons) (Self Supporting)                                    |
|        |                                                 |                            | B.S.Ed. (Hons)                                                      |
|        |                                                 |                            | BS Technology Education 1st Semester (Morning and Self- Supporting) |
|        |                                                 |                            | BS Technology Education 5th Semester (Morning and Self- Supporting) |
| 43     | Lahore College for Women University, Lahore     | Main Campus                | B.Ed. (Hons) Secondary 4 Year (Morning+ Evening)                    |
|        |                                                 |                            | B.Ed. Secondary 1.5 year (Morning + Evening) program                |
|        |                                                 |                            | B.Ed. (Hons.) Elementary (Morning + Evening)                        |
|        |                                                 |                            | MS Education                                                        |
|        |                                                 |                            | Ph.D Education                                                      |
| 44     | University of Sargodha, Sargodha                | Main Campus                | BS Education                                                        |
|        |                                                 |                            | B.Ed. (Hons) Elementary                                             |
|        |                                                 |                            | B.Ed. (1.5) years                                                   |
|        |                                                 |                            | B.Ed. (1.5) years                                                   |
|        |                                                 |                            | M.Phil Education                                                    |
|        |                                                 |                            | Ph.D Education                                                      |
| 45     | Government College Women University, Faisalabad | Main Campus                | MA Education                                                        |
|        |                                                 |                            | B.Ed. (Hons) Elementary                                             |
|        |                                                 |                            | ADE                                                                 |
|        |                                                 |                            | B.Ed. (1.5 Year).                                                   |
| 46     | Kinnaird College for Women, Lahore              | Main Campus                | B.Ed. (Hons)                                                        |
|        |                                                 |                            | MPhil Education                                                     |
| 47     | University of Gujrat, Gujrat                    | Main Campus                | B.Ed. (Hons)                                                        |
|        |                                                 |                            | MA Education                                                        |
|        |                                                 |                            | M.Phil Education                                                    |
|        |                                                 |                            | Ph.D Education                                                      |

| Sr. No | Name of University                                                                  | Name of Campus/ Department | Teacher Education Programmes           |
|--------|-------------------------------------------------------------------------------------|----------------------------|----------------------------------------|
| 48     | Government College University, Faisalabad                                           | Main Campus                | Ph.D Education                         |
|        |                                                                                     |                            | M.Phil Education (Evening)             |
|        |                                                                                     |                            | MA Education (Morning & Evening)       |
|        |                                                                                     |                            | B.Ed. (Hons.) Elementary               |
| 49     | The Women University, Multan                                                        | Main Campus                | BS Education                           |
|        |                                                                                     |                            | B.Ed. (1.5 years) Morning & Evening    |
|        |                                                                                     |                            | ADE                                    |
|        |                                                                                     |                            | M.Phil Education                       |
|        |                                                                                     |                            | BS 5th Semester                        |
|        |                                                                                     |                            | Ph.D Education                         |
| 50     | Ghazi University, Dera Ghazi Khan                                                   | Main Campus                | B.Ed. (1.5 Years) Morning              |
|        |                                                                                     |                            | B.Ed. (1.5 Years) Evening              |
| 51     | Government College Women University, Sialkot                                        | Main Campus                | BS Education                           |
|        |                                                                                     |                            | B.Ed. (1.5) years                      |
| 52     | Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan | Main Campus                | MS/M.Phil Education                    |
|        |                                                                                     |                            | Ph.D. Education                        |
| 53     | Government Sadiq College Women University, Bahawalpur                               | Main Campus                | B.Ed. (1.5-Year)                       |
|        |                                                                                     |                            | BS Education (04-Year)                 |
|        |                                                                                     |                            | BS Education (5th Semester)            |
| 54     | University of Okara                                                                 | Main Campus                | BS Science Education                   |
|        |                                                                                     |                            | B.Ed. (Hons)                           |
|        |                                                                                     |                            | B.Ed. (1.5 years)                      |
|        |                                                                                     |                            | M.Phil Education                       |
|        |                                                                                     |                            | Ph.D. Education                        |
|        |                                                                                     |                            | BS Special Education                   |
|        |                                                                                     |                            | BS Education                           |
|        |                                                                                     |                            | BS Education (5th Semester)            |
|        |                                                                                     |                            | BS Educational Planning and Management |
| 55     | University of Narowal, Narowal                                                      | Main Campus                | M.Phil Education                       |
|        |                                                                                     |                            | BS Education                           |
| 56     | University of Mianwali, Mianwali                                                    | Main Campus                | BS Education                           |
|        |                                                                                     |                            | B.Ed. (1.5 Years)                      |
| 57     | University of Jhang, Jhang                                                          | Main Campus                | M.Phil Education                       |
|        |                                                                                     |                            | B.Ed. (Hons)                           |
|        |                                                                                     |                            | B.Ed. (1.5 Years)                      |
| 58     | Mir Chakar Khan Rind University of Technology, Dera Ghazi Khan                      | Main Campus                | B.Ed. Secondary Education (1.5 Years)  |
|        |                                                                                     |                            | B.Ed. Secondary Education (2.5 Years)  |
|        |                                                                                     |                            | B.Ed. (Hons) 4 Years                   |

| Sr. No | Name of University                          | Name of Campus/ Department      | Teacher Education Programmes                 |
|--------|---------------------------------------------|---------------------------------|----------------------------------------------|
| 59     | University of Education, Lahore             | DG Khan Campus                  | B. Ed. (Secondary) 1.5 Years                 |
|        |                                             |                                 | B. Ed. (Hons)                                |
|        |                                             |                                 | M.Phil Education                             |
|        |                                             | Division of Education           | B. Ed. (Secondary) 1.5 Years                 |
|        |                                             |                                 | B. Ed. (Hons)                                |
|        |                                             |                                 | B. Ed. Special Education                     |
|        |                                             |                                 | M.Phil Education                             |
|        |                                             |                                 | M.Phil. ELPS                                 |
|        |                                             |                                 | Ph.D Education                               |
|        |                                             | Faisalabad Campus               | B. Ed. (Secondary) 1.5 Years                 |
|        |                                             |                                 | M.Phil Education                             |
|        |                                             |                                 | B.Ed. (Hons) Special Education               |
|        |                                             |                                 | B.Ed. (Hons)                                 |
|        |                                             | Vehari Campus                   | B. Ed. (Hons)                                |
|        |                                             | Jauharabad Campus               | B.Ed. (Secondary) 1.5 Years                  |
|        |                                             |                                 | B.Ed. (Hons)                                 |
|        |                                             | Multan Campus                   | B.Ed. (Secondary) 1.5 Years                  |
|        |                                             |                                 | B. Ed. (Hons)                                |
|        |                                             | Bank Road Campus                | B.Ed. (Secondary) 1.5 Years                  |
|        |                                             |                                 | B.Ed. (Hons)                                 |
|        |                                             |                                 | M.Phil Education                             |
|        |                                             | Attock Campus                   | B.Ed. (Secondary) 1.5 Years                  |
|        |                                             |                                 | B.Ed. (Hons)                                 |
|        |                                             |                                 | M.Phil Education                             |
|        |                                             |                                 | M.Phil Education                             |
| 60     | Virtual University of Pakistan, Lahore      | M.A Jinnah Campus,              | M.Phil Education                             |
|        |                                             |                                 | B.Ed. (Hons.) Elementary                     |
|        |                                             |                                 | B.Ed. Secondary (1.5Year)                    |
|        |                                             |                                 | B.Ed. Elementary (2.5 years)                 |
|        |                                             |                                 | ADE (1 year) (in-service)                    |
|        |                                             |                                 | Diploma (1 year) in Education                |
| 61     | Government College University, Lahore       | Department of Education         | M.Phil Education                             |
|        |                                             |                                 | B.Ed. (Hons.)                                |
|        |                                             |                                 | BS Education                                 |
| 62     | National University of Pakistan, Rawalpindi | Department of Special Education | BS Special Education                         |
| 63     | University of Rasul, Mandi Bahauddin        | Department of Education         | B.Ed. (4 Years)                              |
|        |                                             |                                 | B.Ed. (1.5 Years)                            |
| 64     | The University Bhakkar                      | Department of Education         | BS Education                                 |
| 65     | Beaconhouse National University, Lahore     | School of Education             | M.Phil Educational Leadership and Management |
|        |                                             |                                 | M.Phil Linguistics and TESOL                 |
|        |                                             |                                 | Bachelor of Education                        |

| Sr. No | Name of University                                                 | Name of Campus/ Department                         | Teacher Education Programmes             |
|--------|--------------------------------------------------------------------|----------------------------------------------------|------------------------------------------|
| 66     | Forman Christian College Lahore                                    | Faculty of Education, Department of Education      | M.Phil Education                         |
|        |                                                                    |                                                    | Bachelor of Science in Education         |
| 67     | Gift University, Gujranwala                                        | Department of Humanities & Social Sciences         | M.Phil. Education                        |
|        |                                                                    |                                                    | Bachelor of Education                    |
| 68     | University of Southern Punjab, Multan                              | Department of Education                            | Ph.D Education                           |
|        |                                                                    |                                                    | M.Phil Education                         |
|        |                                                                    |                                                    | M.Phil Special Education                 |
|        |                                                                    |                                                    | B.Ed. Special Education                  |
|        |                                                                    |                                                    | B.Ed. Special Education (2.5 Years)      |
|        |                                                                    |                                                    | B.Ed. Special Education (2 Years)        |
|        |                                                                    |                                                    | B.Ed. (4 years)                          |
|        |                                                                    |                                                    | B.Ed. (2.5 Years)                        |
|        |                                                                    |                                                    | B.Ed. (2 Years)                          |
|        |                                                                    |                                                    | B.Ed. (1.5 Years)                        |
|        |                                                                    |                                                    | ADE                                      |
|        |                                                                    |                                                    | Diploma in ASD                           |
| 69     | Lahore Leads University, Lahore                                    | School of Social Sciences, Department of Education | Ph.D Education                           |
|        |                                                                    |                                                    | M.Phil Education                         |
|        |                                                                    |                                                    | BS Education                             |
|        |                                                                    |                                                    | B.Ed. Education                          |
|        |                                                                    |                                                    | B.Ed. (1.5 Years)                        |
|        |                                                                    |                                                    | ADP Education                            |
| 70     | Minhaj University, Lahore                                          | Department of Education                            | Ph.D Education                           |
|        |                                                                    |                                                    | M.Phil Education                         |
|        |                                                                    |                                                    | BS Education                             |
|        |                                                                    |                                                    | ADE Education                            |
| 71     | University of Management and Technology Lahore                     | Department of Education                            | Ph.D Special Education                   |
|        |                                                                    |                                                    | M.Phil Education                         |
|        |                                                                    |                                                    | M. Phil ELM                              |
|        |                                                                    |                                                    | M.Phil Special Education                 |
|        |                                                                    |                                                    | BS (hons) 4 years Special Need Education |
|        |                                                                    |                                                    | BS (hons) 2 years Special Need Education |
|        |                                                                    |                                                    | BS Education                             |
| 72     | University of Wah                                                  | Department of Education                            | Ph.D Education                           |
|        |                                                                    |                                                    | M.Phil Education                         |
|        |                                                                    |                                                    | BS Education                             |
| 73     | Ghazi National Institute of Science and Technology Dera Ghazi Khan | Department of Education                            | B.Ed. (1.5 Years)                        |

| Sr. No            | Name of University                                               | Name of Campus/ Department                | Teacher Education Programmes                                                                                                                                                                                                                               |
|-------------------|------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 74                | Mukabbir University of Science and Technology, Gujrat            | Faculty of Social Sciences                | Ph.D education<br>M.Phil Education                                                                                                                                                                                                                         |
| 75                | National College of Business Administration and Economics Lahore | Main Campus                               | B.Ed. (1.5 Years)<br>ADP Education<br>BS Education<br>BS (Hons) in Education Early Childhood Education<br>BS (Hons) Science Education<br>BS (Hons) Leadership and Management<br>BS (Hons) Secondary Education                                              |
| 76                | Superior University Lahore                                       | Faculty of Arts and Humanities            | BS Education<br>BS Education 5 Semester                                                                                                                                                                                                                    |
| 77                | The University of Faisalabad                                     | Department of Education                   | Ph.D Education<br>M.Phil Education                                                                                                                                                                                                                         |
| 78                | University of Lahore                                             | Department of Education                   | Bachelor of Science Education<br>Bachelor of Special Education<br>Bachelor of STEM Education<br>Master of Philosophy education<br>Master of Philosophy ELM<br>Ph.D Education                                                                               |
| 79                | University of Sialkot                                            | Faculty of Humanities and Social sciences | BS Education                                                                                                                                                                                                                                               |
| <b>SINDH (23)</b> |                                                                  |                                           |                                                                                                                                                                                                                                                            |
| 80                | Shah Abdul Latif University, Khairpur                            | Main campus                               | B.Ed. (Hons) Elementary (Morning)<br>B.Ed. (Hons) Elementary (2.5 years) Evening Programme<br>B.Ed. (Hons) Secondary (1.5 Year) (Evening Program)<br>PGD in Early Childhood Education (1Year) (Evening Program)<br>BS Special Education (4 Year) (Morning) |
| 81                | University of Karachi, Karachi                                   | Main Campus                               | B.Ed. (Hons)<br>B.Ed. (Hons) (2.5 Years)<br>B. Ed. (1.5 years)<br>PGD (ECE)<br>B.Ed. (Hons)<br>B.Ed. (Hons) (2.5 Year)<br>ADE (2 Years)                                                                                                                    |
| 82                | University of Sindh, Jamshoro                                    | Main Campus                               | B.Ed.<br>M.Phil Education<br>Ph.D Education                                                                                                                                                                                                                |

| Sr. No | Name of University                                                | Name of Campus/ Department                               | Teacher Education Programmes        |
|--------|-------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------|
| 83     | Sukkur, IBA                                                       | Main Campus, Airport Road, Sukkur                        | B.Ed. (Hons)                        |
|        |                                                                   |                                                          | B.Ed. (Extension) (2.5 Years)       |
|        |                                                                   |                                                          | M.Phil Education                    |
| 84     | Benazir Bhutto Shaheed University, Lyari, Karachi                 | Main Campus                                              | BS Education                        |
|        |                                                                   |                                                          | B.Ed.(Hons)                         |
|        |                                                                   |                                                          | ADE                                 |
|        |                                                                   |                                                          | B.Ed. evening program (1 year)      |
|        |                                                                   |                                                          | M.Phil Education                    |
| 85     | Shaheed Benazir Bhutto University, Shaheed Benazirabad, Nawabshah | Main Campus Landhi Sakrand road, Nawabshah               | BS Education                        |
|        |                                                                   |                                                          | M.Phil Education                    |
| 86     | Sindh Madressatul Islam University, Karachi                       | Main Campus                                              | B.Ed. (Hons)                        |
|        |                                                                   |                                                          | MS Education                        |
|        |                                                                   |                                                          | Ph.D Education                      |
| 87     | University of Sufism and Modern Sciences, Bhitshah                | Main Campus                                              | B.Ed. (Hons)                        |
|        |                                                                   |                                                          | B.Ed.(1.5 Years)                    |
|        |                                                                   |                                                          | B.Ed.(2.5 Years)                    |
| 88     | Shaikh Ayaz University, Shikarpur                                 | Main Campus                                              | B.Ed. Elementary (Four-Year)        |
|        |                                                                   |                                                          | Associate Degree in Education (ADE) |
| 89     | Government College University, Hyderabad                          | Main Campus                                              | B.Ed. (Hons) Elementary             |
| 90     | Begum Nusrat Bhutto Women University, Sukkur                      | Main Campus                                              | B.Ed. (2.5 Years)                   |
|        |                                                                   |                                                          | B.Ed. (4 years)                     |
|        |                                                                   |                                                          | MS Education                        |
| 91     | Federal Urdu University of Arts, Science & Technology, Karachi    | Abdul Haq Campus                                         | B.Ed. (1 year)                      |
|        |                                                                   | Gulshan Campus                                           | B.Ed. (1 year)                      |
|        |                                                                   |                                                          | B.Ed. (Hons)                        |
| 92     | Greenwich University, Karachi                                     | School of Education & Social Sciences                    | PhD in Education                    |
|        |                                                                   |                                                          | MPhil in Education                  |
|        |                                                                   |                                                          | Bachelor of Education (2.5 Years)   |
|        |                                                                   |                                                          | Bachelor of Education (1.5 Years)   |
| 93     | Hamdard University, Karachi                                       | Main Campus<br>Faculty of Social Sciences and Humanities | Ph.D Education                      |
|        |                                                                   |                                                          | MPhil Education                     |
|        |                                                                   |                                                          | B.Ed. (Hons) 4 Years                |
|        |                                                                   |                                                          | ADE                                 |
|        |                                                                   | North Nazimabad Campus<br>Block F                        | B.Ed. (Hons)                        |
|        |                                                                   |                                                          | B.Ed. (2.5 Years)                   |
|        |                                                                   |                                                          | B.Ed. (1.5 Years)                   |

| Sr. No  | Name of University                                   | Name of Campus/ Department                                                | Teacher Education Programmes             |
|---------|------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------|
| 94      | Institute of Business Management, Karachi            | College of Economics & Social Development,<br><br>Department of Education | PhD in Education                         |
|         |                                                      |                                                                           | MPhil in Education                       |
|         |                                                      |                                                                           | B.Ed. (2.5 Years)                        |
|         |                                                      |                                                                           | B.Ed. (1.5 Years)                        |
| 95      | Jinnah University for Women, Karachi                 | Department of Education                                                   | B.Ed. (Hons)                             |
| 96      | Preston University, Karachi                          | Karachi Campus                                                            | B.Ed. (4 Years)                          |
|         |                                                      |                                                                           | B.Ed. (2.5 Years)                        |
| 97      | Shaheed Benazir Bhutto City University               | Department of education                                                   | B.Ed. (4 Years)                          |
|         |                                                      |                                                                           | B.Ed. (2 Years)                          |
|         |                                                      |                                                                           | B.Ed. (1.5 Years)                        |
| 98      | SZABIST Karachi                                      | Department of Education                                                   | MS Educational Leadership and Management |
|         |                                                      |                                                                           | M.Phil Education                         |
|         |                                                      |                                                                           | B.Ed. (4 Years)                          |
|         |                                                      |                                                                           | B.Ed. (1.5 Years)                        |
|         |                                                      |                                                                           | BS Education (4 Years)                   |
| 99      | Ziauddin University                                  | College of education                                                      | BS Education and Psychology              |
|         |                                                      |                                                                           | B.Ed. (Hons) 4 years                     |
|         |                                                      |                                                                           | B.Ed. (2.5 years)                        |
|         |                                                      |                                                                           | B.Ed. (2 years)                          |
|         |                                                      |                                                                           | B.Ed. (1.5 years)                        |
|         |                                                      |                                                                           | ADE Elementary 2 years                   |
| 100     | Al Ghazali University Karachi                        | Department of education                                                   | B.Ed. (Hons) 4 years                     |
|         |                                                      |                                                                           | B.Ed. (2.5 years)                        |
|         |                                                      |                                                                           | B.Ed. (1.5 years)                        |
| 101     | Al Kawthar University                                | Department of Humanities and Social Sciences                              | BS Education                             |
| 102     | The Agha Khan University                             | Institute for Educational Development                                     | Ph.D Education                           |
|         |                                                      |                                                                           | M.Phil Education                         |
|         |                                                      |                                                                           | Bachelor of Education                    |
| GB (02) |                                                      |                                                                           |                                          |
| 103     | Karakorum International University, Gilgit-Baltistan | Main Campus                                                               | B.Ed. (Hons) Elementary                  |
|         |                                                      |                                                                           | M.Phil Education                         |
| 104     | University of Baltistan, Skardu                      | Skardu Campus                                                             | BS Education                             |
|         |                                                      |                                                                           | BS Education (Bridge)                    |

# **TEACHER RECRUITMENT AND CAREER PATHWAYS**

# Teacher Recruitment and Career Pathways

## Introduction

The recruitment and induction of quality teachers are foundational elements in shaping the future of education in Pakistan. Many efforts to enhance the standards of teachers have often been impeded by systemic challenges related to teacher training, support, and career advancement. One important issue that requires immediate attention is to understand how teachers who are recruited under recent policies meet the demands of quality education. Many recent changes in recruitment policies are based on the rationale of quality, professionalization of teaching, expanding candidate pool or reducing hurdles but instead of balancing standards and accessibility these complicate the recruitment processes. Similarly, demands of professional degrees in recruitment is rising but at the same time, provinces like Punjab and KP are experimenting with alternative routes like training programs to keep access open. Still research suggested that induction trainings don't prepare them for professional skills (Saeed, Gul & Khan, 2017). Many new teachers in Pakistan enter classrooms with limited support and little practical experience, and professional advancement opportunities are still unclear and unequal across regions despite several reforms. Nowadays, Pakistan lacks a cohesive and uniform national framework for teacher recruitment and ensuring their smooth career pathways.

The aim of this paper is to initiate a consultation process aimed at improving teacher recruitment in Pakistan and establishing structured, logical career pathways for educators. Drawing from national experiences and international best practices, it outlines key challenges and proposes framework for policy reform. The objective is to create a discussion document that will promote discussion, collect input from stakeholders, and influence the formulation of policies in three interrelated areas: (i) the recruitment and assistance mechanism at different career stages of teachers and (ii) innovative strategies that could improve teacher recruitment and retention processes. (iii) the development of organized, open, and inspiring pathways for teachers throughout their careers.

## Current Scenario of Teaching Workforce in Pakistan

According to the Pakistan Education Statistics 2023–24 report, the number of teachers in Pakistan has increased to 2.7 million; however, there is still a significant shortage of educators. Notably, 24% of all public primary schools operate with just a single teacher. This shortage is particularly pronounced in certain provinces, with Sindh facing a 45% shortage and Baluchistan a 41% shortage. Additionally, the distribution of teachers across different regions of Pakistan reveals disparities in gender representation.

The teaching workforce is categorized by the level of schooling, with a significant majority (56%) working in secondary schools, compared to 21% in primary schools and 23% in middle schools. Encouragingly, the percentage of students filled teaching positions has risen to 86% in 2023-24, up from 60% in 2022-23, and the student-teacher ratio has improved to 36% in 2024, from 44% in 2000 at the national level. The importance of academic and professional qualifications is emphasized by SDG-4 (Sustainable Development Goal 4). However, only one-third (33%) of public-school teachers nationwide possess professional qualifications, with Baluchistan reporting an alarmingly low rate of 10%. Additionally, there are still thousands of teachers who hold only basic academic qualifications such as middle or high school certifications. Less than 1% of teachers have received training to support children with learning difficulties, and only 13% of teachers are trained in Early Childhood Education (ECE) nationwide. As a result, many schools struggle to find qualified teachers, leading to overcrowded classrooms and reliance on under-qualified staff. Reports of corporal punishment in schools continue to surface in Pakistan.

## Why Recruitments of Qualified Teachers Matters?

Recruitment of teachers is essential for ensuring access to quality education across Pakistan. The country faces a shortage of qualified teachers, especially in rural and underserved areas. Without adequate and well-trained teaching staff, students are deprived of the guidance, knowledge, and support they need to succeed academically (UNESCO Institute for Statistics 2023). Timely recruitment of qualified teachers plays a vital role in improving Pakistan's school education system. It helps reduce student-teacher ratios by filling vacant posts, enhances learning outcomes through subject-specific hiring, supports curriculum reform implementation,

and promotes inclusive education by addressing regional and gender disparities. Additionally, it contributes to lowering dropout rates by improving student engagement and classroom quality (UNESCO Institute for Statistics, 2023; UNICEF Pakistan, 2022 World Bank, 2022). Robust teacher recruitment is essential for achieving Pakistan's educational goals, particularly under frameworks such as Sustainable Development Goal 4 (Quality Education) and Article 25-A of the Constitution, which mandates free and compulsory education for all children aged 5 to 16 years (Government of Pakistan, 2012; UNDP Pakistan, 2023).

### **Recruitment Practices of School Teachers.**

- i) The Recruitment Policy 2022 for Educators by the Government of Punjab's School Education Department establishes a merit-based process for hiring teachers from BPS-14 to BPS-16 through district- and PPSC-led procedures on contract basis. While the policy standards eligibility requiring at least a second- division bachelor's or master's degree plus a professional qualification (e.g., B.Ed., ADE). (GOP recruitment Policy, 2022) (Annexure- 1)
- ii) The Recruitment Policy 2021 by the Government of Sindh's School Education & Literacy Department sets the rules for regular hiring of teachers for PST (BPS-14), ECT (BPS-15), JEST (BPS-14), and SST (BPS-16) posts. The hiring is based on academic and professional degrees like B.Ed. and licensing. Sindh's licensing model equates teaching with regulated professions like engineering or medicine, aiming to ensure a baseline of competence and accountability. The Sindh Public Service Commission (SPSC) manages SST recruitment, while the department handles the rest. (GOS Recruitment policy, 2021). (Annexure- 2)
- iii) The Recruitment Policy 2018 by the Government of Khyber Pakhtunkhwa's Elementary and Secondary Education Department outlines a merit-based framework for hiring regular cadre of teachers from BPS-11 to BPS-16 through a 100-mark MCQ test, interview, and evaluation of academic and professional qualifications and mandatory nine months induction training (GOKP Recruitment policy, 2018) (Annexure- 3)
- iv) The Recruitment Policy 2024 of the Azad Jammu and Kashmir Elementary and Secondary Education Department outlines hiring structure for Elementary School Teachers (BPS-11) on regular basis, incorporating a 100-mark process: 65 for a written test, and 35 for academic/professional qualifications and interview (GOAJK Recruitment policy, 2018). (Annexure-4)
- v) The teacher recruitment policy of the Education Department, Gilgit-Baltistan describes a standard process for hiring teachers in BPS-16 and BPS-17, which includes test conducted by a third party (FPSC), followed by an interview and review of qualifications. Gilgit-Baltistan's newly instituted credential checks underscore broader efforts to ensure that teachers meet required educational benchmarks (Annexure-5)
- vi) The teacher recruitment policy of Baluchistan's Secondary Education Department, as per the Revised Teaching Staff Recruitment Policy (2019) and Service Rules (2020), the policy follows a merit-based system for BPS-09 to BPS-15 positions, giving 70% weight to screening tests, 20% to academic qualifications, and 10% to professional qualifications. (Revised Recruitment policy, 2019). (Annexure-6)
- vii) Teacher recruitment in non-formal education (NFE) across Pakistan's provinces follows a similar basic standard. The minimum required education is usually Matric with at least 50% marks, or FA/Graduation, with preference given to those with a background in Computer Science. Candidates are shortlisted directly without a competitive test. These jobs are mostly part-time and on a contract basis. Recruitment is usually handled by NGOs or government departments like the Punjab Literacy & Non-Formal Basic Education Department, KPK's Elementary & Secondary Education Department, and Sindh's School Education & Literacy Department. These arrangements provide flexibility in responding to local needs, but the current system does not provide a consistent professional pathway for the recruitment, preparation and career development of NFE teachers. (Provincial Education Departments & BECS, 2023–2024). (Annexure-7)

## International Practices in Teacher Recruitment and Induction

Mostly countries of both developed and developing world believe that teacher induction training is an essential component of the formal education system that helps newly inducted teachers to excel in their careers. The following table is a comparison of a few countries in teachers' recruitment and induction requirements:

| Country | Minimum Academic Qualification                                                                                                                                             | Professional Qualification/ Certification                                                                                                                                                                                 | Additional Requirements                                                                                                                                      |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| China   | <b>Primary &amp; Junior Secondary:</b><br>Graduate of secondary normal school or higher<br><br><b>Senior Secondary:</b><br>Graduate of 4-year normal college or university | <b>National Teacher Qualification</b><br>Examination required if lacking formal normal-school credential                                                                                                                  | Passing national exam if needed.<br><br>- Criminal background check part of hiring.<br><br>- Teachers undergo mentorship (3 years in Shanghai) and probation |
| England | Bachelor's degree (minimum 2:2), any subject for primary; for secondary, degree or relevant qualification in teaching subject                                              | Qualified Teacher Status (QTS). Achieved via one of: B.Ed. degree, Postgraduate Certificate in Education (PGCE) with placements, or schooled programme.<br><br>Must pass literacy & numeracy skills tests before training | GCSE grade C/4 or above in English & math; for primary also science                                                                                          |
| Germany | University education in two subject areas with pedagogy, typically Bachelor + Master or licensing examination with "two-subject teacher education"                         | Probationary Training (18–24 months practical training in schools), ending in Second Licensing Examination. Employment often as federal-state civil servant.                                                              | German language proficiency typically C1 or C2 (CEFR).                                                                                                       |
| India   | Bachelor's degree (often B.A./B.Sc.)<br><br>Some states allow Diploma in Elementary Education.) for primary teachers                                                       | B.Ed. (Bachelor of Education) required for teaching                                                                                                                                                                       | Teacher Eligibility Test (TET) clearance<br>Registration with state education board; Continuous Professional Development encouraged                          |

The table reveals that teacher qualification frameworks worldwide share common elements (academic degree, Professional certification, additional regulatory checks) but differ in rigor, pathways, and accountability mechanisms. Germany is the most demanding in terms of duration and examinations, England balances academic entry with quality teacher status (QTS); China emphasizes practical mentorship and probation: while India provides multiple entry routes but standardizes teacher quality through national and state level testing.

## Career Pathways and Progressions

The career pathways for Pakistani school teachers at both the elementary and secondary

levels are more structured and less flexible than those in other countries. Most traditional career paths for secondary school teachers in Pakistan focus on gaining instructional experience or completing a required length of service. This experience allows teachers to pursue higher positions, such as head teacher or principal. From these roles, they can advance to further administrative positions, including principals of high schools, District Education Officers (DEOs), or Chief Executive Officers (CEOs).

Teachers with experience in training institutions, curriculum development, or policy advisory roles often transit into positions as teacher trainers or education consultants. However, teachers have faced challenges in recent years, including unequal promotion-linked training, the absence of a standardized formula for promotion and recruitment, and outdated service rules. In Punjab, the School Teacher Internship (STI) policy introduced in 2024 has also raised questions regarding career progression for teachers. Similar considerations apply to teachers working in non-formal education and alternative learning pathways. NFE teachers work with learners of different ages and educational backgrounds in flexible and community-based settings. Their preparation therefore needs to address the specific pedagogical requirements of such settings. A structured pathway may begin with an NFE certificate or diploma, followed by induction, continuous professional development and professional recognition, with opportunities to progress to higher teacher education qualifications. The framework already recognizes Literacy and Non-Formal Education as a specialization area and NFE Certificate/Diploma as a recruitment qualification. (Annexure-8)

### Key Policy Pathways

| Key areas                                                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification-Based Recruitment</b>                               | <ul style="list-style-type: none"> <li>i. All levels of teacher recruitment should require both academic and professional qualifications.</li> <li>ii. Use of standardized, professional screening tests may be adopted in recruitment of schoolteachers.</li> <li>iii. Structured interviews based on performance in teaching skills may be included in the merit calculation.</li> </ul>                                                                          |
| <b>Uniformity in Pay scales and Designations</b>                     | <ul style="list-style-type: none"> <li>i. Primary and Elementary teachers' recruitment may be on uniform pay scales, with designations ranging from BPS-14 to BPS-16.</li> <li>ii. Secondary School Teachers can be recruited in BPS-16 or BPS-17 with an academic qualification of graduation plus B.Ed. 1.5 degrees.</li> <li>iii. Incentives for rural and hard-to-fill areas may be offered during the initial recruitment of teachers at all levels</li> </ul> |
| <b>Merit-Cum-Seniority Promotion Framework</b>                       | <ul style="list-style-type: none"> <li>i. Promotion criteria should be transparent and linked to qualifications and appraisal outcomes rather than solely to length of service.</li> <li>ii. Annual promotion boards should use standardized rubrics for career progression, which may include continuing professional development (CPD) and performance reviews.</li> </ul>                                                                                        |
| <b>Uniform Criteria and Timelines for Promotion Across provinces</b> | <ul style="list-style-type: none"> <li>i. Timelines for promotional opportunities across provinces must be established.</li> <li>ii. The promotional formula's implementation may be recalculated.</li> <li>iii. Standardized benchmarks may be set for all teacher cadres (PST, EST, SST, etc.).</li> </ul>                                                                                                                                                        |
| <b>Career Pathway Development</b>                                    | <ul style="list-style-type: none"> <li>i. Career pathways in Teaching, Leadership, and Specialist fields (e.g., Inclusion and Technology) need to be redefined.</li> <li>ii. Specific timelines and professional qualifications for each pathway must be outlined.</li> <li>iii. A tiered licensing or certification system needs to be implemented for professional standards and responsibilities.</li> </ul>                                                     |

| Key areas                                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Continuous Professional Development (CPD) Opportunities</b> | <ul style="list-style-type: none"> <li>i. Annual CPD hours may be made mandatory, and funding for advanced degrees and certifications can be provided.</li> <li>ii. A district-level professional development program for upskilling teachers may be introduced.</li> <li>iii. A connection between CPD and promotion eligibility may be established.</li> </ul>                                                                                                                                    |
| <b>Nonformal Teachers Recruitment Process</b>                  | <ul style="list-style-type: none"> <li>i. A specialized regular cadre of non-formal teachers is needed within the BPS Scale system.</li> <li>ii. Recruitment should require academic qualifications, such as matriculation or intermediate education, along with a recognized teaching qualification in the form of a diploma or ADE.</li> <li>iii. Additionally, the promotional structure should include induction, CPD, professional recognition and clearly defined career pathways.</li> </ul> |

### Proposed Level-Wise Recruitment Criteria

| Sr.No | Level                                        | Required Qualification for recruitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Non-Formal Education (NFE)                   | Certificate/Diploma in Non-formal Education                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2     | Early Childhood Education (ECE)              | <ul style="list-style-type: none"> <li>• ADE (ECE)</li> <li>• B.Ed. 4 years (ECE)</li> <li>• AD (other subjects) + One year diploma in ECE</li> <li>• Matric/ AD + 6 months Certificates with specialization in drawing, physical training, music art and craft skills, and non-formal education (These will be only for specialized seats of drawing teacher, physical education teacher etc.)</li> <li>• One year and Six months diploma or certificate in ECE after AD or BS in any subject</li> </ul> |
| 3     | Elementary (Grades 1–8)                      | <ul style="list-style-type: none"> <li>• B.Ed. 4 Years (with relevant specialization)</li> <li>• AD (other subjects) + B.Ed. 2.5-year (with relevant specialization)</li> </ul> <p>Note: Any International Equivalent Degree</p>                                                                                                                                                                                                                                                                          |
| 4     | Secondary and Higher Secondary (Grades 9–12) | <ul style="list-style-type: none"> <li>• BS (Subject) + B.Ed. (1.5 years)</li> <li>• BS (Subject) + M.Ed. / M.A. Education (2-year degree)</li> <li>• Double-major / Integrated Degree Programs</li> </ul> <p>Note: BS (Subject) + Any International Equivalent Degree</p>                                                                                                                                                                                                                                |

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## Annexure -1

### Recruitment of Teacher Educators in Punjab

| Sr # | Nomenclature of posts                                                                                                            | Nature of Recruitment | Recruitment Authority              | Appointing Authority             | Criteria                                                                                                                                              | Qualification                                                                                                                                    | Process of selection                                                                                                                                                                                                                                                                                                                                                                                 |
|------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Elementary school educator ESE (Arts) (Male & female)<br><b>BPS-14</b>                                                           | Contractual           | Punjab school education department | District Education officer (DEO) | Int:10<br>Prof. Qual:05<br>Acad. Qual:65<br>Marks for test:15<br><br>Marks for applying in home tehsil for all categories:05<br>Total merit marks 100 | <b>Academic:</b> (16 years of Education)<br><br>Master's degree/ BS(Hon)<br><br><b>Professional:</b><br><br>B.Ed./BSED/ MSED/M.Ed./ADE/ M.A(Edu) | 1. One paper of MCQs carrying 100 marks will be conducted through third party.<br>2. The test will be followed by an interview.<br>3. Qualification marks<br><br><b>The final merit is based on test, interview, and qualification marks</b><br><br>**The written test syllabus is as follows:<br><br>Qualification-related questions: 90 marks<br><br>General Knowledge / Current Affairs: 10 marks |
| 2    | Elementary school educator ESE (Science)<br>(Male & female) <b>BPS-14</b>                                                        | Contractual           | Punjab school education department | District Education officer (DEO) | Same                                                                                                                                                  | <b>Academic:</b> (16 years of Education)<br><br>Master's degree/ BS(Hon)<br><br><b>Professional:</b><br>B.Ed./BSED/MSED/ M.Ed./ADE/ M.A(Edu)     | Same                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3    | Elementary school educator ESE (Arts) (Male & female)<br>Residents of tribal areas dist(D.G khan & Rajanpur)<br><b>BPS- 14</b>   | Contractual           | Punjab school education department | District Education officer (DEO) | Same (except inside division of academic Qualification)                                                                                               | <b>Academic:</b><br>(16 years of Education) master's degree/ BS(Hon)<br><br><b>Professional:</b><br><br>B.Ed./BSED/ MSED/M.Ed./ADE/ M.A(Edu)     | Same                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4    | Elementary school educator ESE (Science) (Male & female)<br>Residents of tribal areas dist(D.G khan & Rajanpur)<br><b>BPS-14</b> | Contractual           | Punjab school education department | District Education officer (DEO) | Same                                                                                                                                                  | <b>Academic:</b><br>(16 years of Education) master's degree/ BS(Hon)<br><br><b>Professional:</b><br><br>B.Ed./BSED/ MSED/M.Ed./ADE/ M.A(Edu)     | Same                                                                                                                                                                                                                                                                                                                                                                                                 |

| Sr # | Nomenclature of posts                                                                | Nature of Recruitment | Recruitment Authority              | Appointing Authority             | Criteria                                                                                                                                              | Qualification                                                                                                                                      | Process of selection |
|------|--------------------------------------------------------------------------------------|-----------------------|------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 5    | Senior elementary school educator SESE (all categories) Male/female<br><b>BPS-15</b> | Contractual           | Punjab school education department | District Education officer (DEO) | Int:10<br>Prof. Qual:05<br>Acad. Qual:65<br>Marks for test:15<br><br>Marks for applying in home tehsil for all categories:05<br>Total merit marks 100 | <b>Academic:</b><br>(16 years of Education) master's degree/ BS(Hon)<br><br><b>Professional:</b><br>B.Ed./BSED/<br>MSED/M.Ed./ADE/<br>M.A(Edu)     | Same                 |
| 6    | Secondary school educator SSE (all categories) Male/female<br><b>BPS-16</b>          | Contractual           | Punjab Public Service Commission   | Chief Executive Officer (CEO)    | Same                                                                                                                                                  | <b>Academic:</b> (16 years of Education)<br><br>Master's degree/ BS(Hon)<br><br><b>Professional:</b><br>B.Ed./BSED/<br>MSED/M.Ed./ADE/<br>M.A(Edu) | Same                 |

**Source:** Government of the Punjab, School Education Department. (2022) Recruitment Policy 2022 for Educators

## Annexure -2

### Recruitment of School Teacher in Sindh

| Sr# | Nomenclature of posts                                   | Nature of Recruitment | Recruitment Authority                  | Appointing Authority             | Criteria                                                                                                                                                                                                                                                              | Qualification                                                                                                                                                                                                                            | Process of selection                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|---------------------------------------------------------|-----------------------|----------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Primary School Teachers (PSTs) <b>BPS-14</b>            | Regular               | School Education & literacy Department | District Education officer (DEO) | i) Policies lack clarity on the weightage of test, qualifications <b>(Academic and professional)</b> and interview.<br>ii) Policies lack clarity on the marks calculation as per degree level out of 100:<br>(iii) Written test, minimum passing marks 55% out of 100 | <b>Academic:</b><br>intermediate/ Graduation<br><br><b>Professional:</b><br>(Additional marks) with respect to course duration i.e. (B.Ed. (hon)/BSED/ 4y) 4marks/M.Ed. 1y+B.Ed 1y=2y, 2 marks / A D E / (2y, 2 marks) B.Ed. 1y, 1 mark. | 1. One paper of MCQs carrying 100 marks will be conducted through third party.<br>2. The test will be followed by an interview.<br>3. Qualification marks<br><b>The final merit is based on test, interview, and qualification marks</b><br>**The written test syllabus is as follows: Assessment of Content knowledge in three groups ;(i) General Science, math & computer know. (40 marks) (ii) English (20) (iii) mother tongue & social studies (40) + pedagogies |
| 2   | Early Childhood Teachers (ECTs) <b>BPS-15</b>           | Regular               | School Education & literacy Department | District Education officer (DEO) | Same                                                                                                                                                                                                                                                                  | Same                                                                                                                                                                                                                                     | 1. One paper of MCQs carrying 100 marks will be conducted through third party.<br>2. The test will be followed by an interview.<br>3. Qualification marks<br><b>The final merit is based on test, interview, and qualification marks</b><br>**The written test syllabus is as follows: ECE curriculum                                                                                                                                                                  |
| 3   | Junior Elementary School Teachers (JESTs) <b>BPS-14</b> | Regular               | School Education & literacy Department | District Education officer (DEO) | Same                                                                                                                                                                                                                                                                  | Same                                                                                                                                                                                                                                     | 1. One paper of MCQs carrying 100 marks will be conducted through third party.<br>2. The test will be followed by an interview.<br>3. Qualification marks<br><b>The final merit is based on test, interview, and qualification marks</b><br>**The written test syllabus is as follows: Assessment of Content knowledge in three groups ;(i) General Science, math & computer know. (50 marks) (ii) English (20) (iii) mother tongue & social studies (30) + pedagogies |

| Sr# | Nomenclature of posts                                        | Nature of Recruitment | Recruitment Authority           | Appointing Authority                                            | Criteria | Qualification | Process of selection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|--------------------------------------------------------------|-----------------------|---------------------------------|-----------------------------------------------------------------|----------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4   | Subject based Secondary School Teachers (SSTs) <b>BPS-16</b> | Regular               | Sindh Public Service Commission | Secretary, School Education & Literacy Department (SELD), Sindh | Same     | Same          | <ol style="list-style-type: none"> <li>1. One paper of MCQs carrying 100 marks will be conducted through third party.</li> <li>2. The test will be followed by an interview.</li> <li>3. Qualification marks</li> </ol> <p><b>The final merit is based on test, interview, and qualification marks</b></p> <p><b>**The written test syllabus is as follows: Assessment of Content knowledge in three groups ;(i) physics, chem, bio, math &amp; computer knowledge. (50 marks) (ii) English (20) (iii) mother tongue &amp; social studies (30) + pedagogies</b></p> |

**Table:** Government of the Sindh, School Education & Literacy Department. (2021) Recruitment Policy 2021 for teaching and non-teaching staff of school education

### Annexure -3

#### Recruitment of School Teacher Teachers in KP

| Sr # | Nomenclature of posts                                                                                        | Nature of Recruitment | Recruitment Authority | Appointing Authority       | Criteria                                                                                                                                                                                                     | Qualification (Required)                                                                                                                                                                                                                                                                                                                                                                             | Process of selection                                                                                                                                                                                                                                                                                     |
|------|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Secondary School Teacher<br><b>BPS-16</b>                                                                    | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | i) *Policies lack clarity on the weightage of test, qualifications <b>(Academic and Professional)</b> and interview.<br>ii) * Policies lack clarity on the marks calculation as per degree level out of 100: | <b>Academic:</b><br>(14 years of Education<br>1. Bachelor's degree basis on the following group with two subjects<br>i)(chem, bot, zoology)<br>ii) (physics, math (A) or (B) or statistics) iii) Humanities and other equivalent groups at degree level with English as compulsory 2 <sup>nd</sup> division<br><br><b>2. Professional</b><br>Bachelor of Education M.A(Edu)/equivalent qualification | 1. One paper of MCQs carrying 100 marks will be conducted through third party.<br>2. The test will be followed by an interview.<br>3. Qualification marks<br><b>The final merit is based on test, interview, and qualification marks</b><br>** The written test syllabus is not mentioned in the policy. |
| 2    | Senior Arabic Teacher (SAT)<br><b>BPS-16</b>                                                                 | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | Not specified in the policy.                                                                                                                                                                                 | <b>Academic:</b><br>(14 years of Education) bachelor's degree/BA<br><b>Professional:</b><br>Bachelor's degree in education/ M.A(Edu)                                                                                                                                                                                                                                                                 | Same                                                                                                                                                                                                                                                                                                     |
| 3    | Senior Theology Teacher (STT)<br><b>BPS-16</b>                                                               | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | Not specified in the policy.                                                                                                                                                                                 | <b>Academic:</b><br>(14 years of Education, bachelor's degree/BA<br><b>Professional:</b><br>Bachelor's degree in education/ M.A(Edu)                                                                                                                                                                                                                                                                 | Same                                                                                                                                                                                                                                                                                                     |
| 4    | Senior Certified Teacher (SCT) (General), (Industrial Arts), (Agriculture), (Home Economic)<br><b>BPS-16</b> | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | Not specified in the policy.                                                                                                                                                                                 | <b>Academic:</b><br>(14 years of Education, bachelor's degree/BA<br><b>Professional:</b><br>Bachelor's degree in education/ M.A(Edu)                                                                                                                                                                                                                                                                 | Same                                                                                                                                                                                                                                                                                                     |
| 5    | Senior Drawing Master<br><b>BPS-16</b>                                                                       | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | Not specified in the policy.                                                                                                                                                                                 | <b>Academic:</b><br>(14 years of Education, bachelor's degree/BA<br><b>Professional:</b><br>Bachelor's degree in education/ M.A(Edu)                                                                                                                                                                                                                                                                 | Same                                                                                                                                                                                                                                                                                                     |
| 6    | Senior Physical Education Teacher (SPET)<br><b>BPS-16</b>                                                    | Regular               | KPPSC                 | Secretary, (E&SE Dept), KP | Not specified in the policy.                                                                                                                                                                                 | <b>Academic:</b><br>(14 years of Education, bachelor's degree/BA<br><b>Professional:</b><br>Bachelor's degree in education/ M.A(Edu)                                                                                                                                                                                                                                                                 | Same                                                                                                                                                                                                                                                                                                     |

| Sr # | Nomenclature of posts               | Nature of Recruitment | Recruitment Authority | Appointing Authority             | Criteria                                                                                                                                                                                                                                                                                                    | Qualification (Required)                                                                                                                                      | Process of selection |
|------|-------------------------------------|-----------------------|-----------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 7    | Arabic Teacher (AT) <b>BPS-15</b>   | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | i) Policies lack clarity on the weight of tests, qualifications <b>(Academic +professional)</b> and interview.<br>ii) * In Policies Marks calculation as per degree level out of 100:<br>SSC=20<br>HSSC=20                                                                                                  | <b>Academic:</b><br>i) Sec class secondary school certificate from recognized board<br>ii) sec class master's degree in Arabic from a recognized university   | Same                 |
|      |                                     |                       |                       |                                  | BA/BSc=20<br>M.AAra-bic=20 Other<br>M.A/MSc/<br>M.Ed./M. A<br>Edu=15<br>M.Phil./<br>Ph.D.=05                                                                                                                                                                                                                |                                                                                                                                                               |                      |
| 8    | Theology Teacher (TT) <b>BPS-15</b> | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | i) *Policies lack clarity on the weightage of test, qualifications <b>(Academic +professional)</b> and interview.<br>ii) * In Policies Marks calculation as per degree level out of 100:<br>SSC=20<br>HSSC=20 BA/<br>BSc=20<br>M.A Isla-miat=15<br>M.A/MSc/<br>M.Ed./M. A<br>Edu=20<br>M.Phil./<br>Ph.D.=05 | <b>Academic:</b><br>i) Sec class secondary school certificate from recognized board<br>ii) Sec class master's degree in Islamiat from a recognized university | Same                 |
| 9    | Senior Qari <b>BPS-15</b>           | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | Not specified in the policy.                                                                                                                                                                                                                                                                                | <b>Academic:</b><br>i) Bachelor's degree from a recognized university and Qirat Sanad from a registered institution                                           | Same                 |

| Sr # | Nomenclature of posts                                                                        | Nature of Recruitment | Recruitment Authority | Appointing Authority             | Criteria                                                                                                                                                                                                                                                                                                               | Qualification (Required)                                                                                                                                                                               | Process of selection |
|------|----------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 10   | Certified Teacher (general), (Industrial Arts), (Agriculture), (Home Economic) <b>BPS-15</b> | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | i) *Policies lack clarity on the weightage of the test, qualifications <b>(Academic+ professional)</b> and interview.<br>ii) * In Policies marks calculation as per degree level out of 100:<br>SSC=20<br>HSSC=20 BA/ BSc=20<br>CT certified diploma in Edu/ADE=20.<br>M.A/MSc/ M.Ed./M. A Edu=15<br>M.Phil./ Ph.D.=05 | <b>Academic:</b><br>i) Bachelor's degree/equivalent qualification from a recognized university with certified teacher certificate/ two years associate degree in education from recognized university. | Same                 |
| 11   | Drawing master <b>BPS-15</b>                                                                 | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | Not specified in the policy.                                                                                                                                                                                                                                                                                           | <b>Academic:</b><br>i) Bachelor's degree from a recognized university with one year drawing master (DM) course certificate.                                                                            | Same                 |
| 12   | Physical Education Teacher <b>BPS-15</b>                                                     | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | Not specified in the policy.                                                                                                                                                                                                                                                                                           | <b>Academic:</b><br>i) Bachelor's degree from a recognized university with one year diploma junior physical education                                                                                  | Same                 |
| 13   | Primary School Head Teacher (PSHT) <b>BPS-15</b>                                             | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | Not specified in the policy.                                                                                                                                                                                                                                                                                           | <b>Academic:</b><br>i) Bachelor's degree from a recognized university                                                                                                                                  | Same                 |
| 14   | Senior Primary School Teacher <b>BPS-14</b>                                                  | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | Not specified in the policy.                                                                                                                                                                                                                                                                                           | <b>Academic:</b><br>i) Bachelor's degree from a recognized university                                                                                                                                  | Same                 |
| 15   | Primary school teacher <b>BPS-12</b>                                                         | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | i)*Policies lack clarity on the weightage of test, qualifications <b>(Academic+ professional)</b> and interview.                                                                                                                                                                                                       | <b>Academic:</b><br>i) Bachelor's degree from a recognized university                                                                                                                                  | Same                 |
|      |                                                                                              |                       |                       |                                  | ii) * In Policies marks calculation as per degree level out of 100:<br>SSC=20<br>HSSC=10 BA/ BSc=25<br>PST certified diploma in Edu/ADE=20.<br>M.A/MSc/ M.Ed./M. A Edu=20<br>M.Phil./ Ph.D.=05                                                                                                                         |                                                                                                                                                                                                        |                      |

| Sr # | Nomenclature of posts | Nature of Recruitment | Recruitment Authority | Appointing Authority             | Criteria                                                                                                                                                                                                                                                                                                    | Qualification (Required)                                                                                            | Process of selection |
|------|-----------------------|-----------------------|-----------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------|
| 16   | Qari BPS-12           | Regular               | (E&SE Dept), KP       | District Education officer (DEO) | i) *Policies lack clarity on the weightage of test, qualifications <b>(Academic +professional)</b> and interview.<br>ii) *In Policies marks calculation as per degree level out of 100:<br>SSC=20<br>HSSC=20 BA/<br>BSc=20<br>Qirat Sanad =20. M.A/<br>MSc/<br>M.Ed./M. A<br>Edu=15<br>M.Phil./<br>Ph.D.=05 | <b>Academic:</b><br>i) Bachelor's degree from a recognized university and Qirat Sanad from a registered institution | Same                 |

Source: Government of the Khyber Pakhtunkhwa, Elementary and Secondary Education Department. (2018) Recruitment Policy 2018 for Teachers

## Annexure -4

### Recruitment of School Teacher Teachers in AJ&K

| Sr # | Nomenclature of posts        | BS | Recruitment authority                        | Appointing authority             | Criteria                                                                                                                                                                                   | Qualification (Required)                                                                                                                                                                                                                                                                                                                                                                | Process of selection                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|------------------------------|----|----------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Elementary Teacher           | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Marks allocated for written test=65<br>Marks allocated for Academic qualification (i-iv) =30<br>i) matric=06<br>ii) in-ter=07<br>iii) graduate=15<br>iv) master's degree=02<br>Pro-qual=05 | <b>Academic:</b><br>BS Education (Hon)/B.Ed.(hon) 2 <sup>nd</sup> division<br><br>/Equivalent degree in education from any university recognized by HEC<br>ii) BA/ BSc/BS (2 <sup>nd</sup> division) from any university recognized by HEC<br><br><b>Professional:</b><br><br>B.Ed./ADE/Equivalent degree in Education (2 <sup>nd</sup> division) from any university recognized by HEC | One paper of MCQs carrying 100 marks will be conducted through third party.<br><br>The test will be followed by an interview.<br><br>Qualification marks<br><br><b>The final merit is based on test, interview, and qualification marks</b><br><br>**The written test syllabus is as follows in 5 different areas:<br><br>i) Core Areas(5x8=40) ii) Pedagogy(4x5=20) iii) Classroom management/Administration (5x5=25)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10 |
| 2    | Elementary Teacher (Science) | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same                                                                                                                                                                                       | <b>Academic:</b><br>BS Education (Hon) science/B.Ed.(hon) science<br><br>2 <sup>nd</sup> divi from any university recognized by HEC<br><br>BSc/BS (2 <sup>nd</sup> divi) in natural science from any university recognized by HEC<br><br><b>Professional:</b><br>B.Ed./ADE/Equivalent degree in Education (2 <sup>nd</sup> division) from any university recognized by HEC              | The above three selection steps are the same<br><br>**The written test syllabus is as follows in 5 different areas:<br><br>Core Areas (5x10=50)<br><br>Pedagogy (4x5=20)<br><br>Classroom management/ Administration (3x5=15)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10                                                                                                                                                                                          |
| 3    | Elementary Teacher (Arabic)  | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same                                                                                                                                                                                       | <b>Academic:</b><br>Shahadat-ul-Allamia (recognized madrasah)<br><br>/ MA/BS in Arabic (2 <sup>nd</sup> Div.)<br><br><b>Professional</b><br><br>+ OT/ATTC<br><br>Certificate                                                                                                                                                                                                            | The above three selection steps are the same<br><br>**The written test syllabus is as follows in 5 different areas:<br><br>Core Areas (5x10=50)<br><br>Pedagogy (5x5=25)<br><br>Classroom management & Teaching of Islamic values (2x5=10)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10                                                                                                                                                                             |

| Sr # | Nomenclature of posts             | BS | Recruitment authority                        | Appointing authority             | Criteria | Qualification (Required)                                                                                                                  | Process of selection                                                                                                                                                                                                                                                                                                                             |
|------|-----------------------------------|----|----------------------------------------------|----------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4    | Elementary Teacher (Qari/ Qaaria) | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same     | Academic<br>BA (2 <sup>nd</sup> Div.)/Shahadat-ul-Alia<br>+ 2-year Sanad-e-Qirat (recognized madrasa)                                     | The above three selection steps are the same<br><br>**The written test syllabus is as follows in 5 different areas:<br><br>Core Areas<br>(4)2x10=20,2x15=30<br>total20+30= (50)<br><br>Pedagogy (5x5=25)<br><br>Classroom management & Teaching of Islamic values (2x5=10)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10 |
| 5    | Elementary Teacher (Drawing)      | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same     | <b>Academic:</b> BA/BSc (2nd Division.)<br><br>Professional<br><br>1-year Drawing Diploma / BA in Fine Arts (2nd Division.)               | The above three selection steps are the same<br><br>**The written test syllabus is as follows in 5 different areas:<br><br>Core Areas (5x10=50)<br><br>Pedagogy (4x5=20)<br><br>Classroom management & /Administration (3x5=15)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10                                            |
| 6    | Elementary Teacher (PET)          | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same     | <b>Academic:</b><br><br>BA/BSc (2nd Div.)<br><br>Professional<br><br>1-year Physical Education Diploma / Graduation in Physical Education | The above three selection steps are the same<br><br>**The written test syllabus is as follows in 5 different areas:<br><br>Core Areas<br>(4)3x10=30,1x15=15<br>Total30+15=45<br><br>Pedagogy (5x5=25)<br><br>School discipline & teaching of discipline (3x5=15)<br><br>Kashmir Affairs=05<br><br>Current affairs/General knowledge=10           |
| 7    | Junior Computer Teacher           | 11 | Secretariat Elementary & Secondary Education | District Education officer (DEO) | Same     | <b>Academic:</b><br><br>Master's degree or BS (Hons) in a computer- related subject with at least second division                         | The above three selection steps are the same<br><br>** The written test syllabus consists of 17 different core areas, and the marks distribution for each area may vary.                                                                                                                                                                         |

Source: Azad Government of the State of Jammu and Kashmir, Secretariat Elementary and Secondary Education Department. (2024) Recruitment Policy 2024 for Teachers

## Annexure -5

### Recruitment of School Teachers in Gilgit-Baltistan

| Sr # | Nomenclature of posts                                      | Nature of Recruitment | Recruitment Authority                 | Appointing Authority          | Criteria                                                                                                                                                                                               | Qualification                                                                                                                                                                                                                                            | Process of selection                                                                                                                                                                                                                                                                              |
|------|------------------------------------------------------------|-----------------------|---------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Secondary School Teacher/ Trained Graduate Teacher (BS-17) | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | <p>Policies lack clarity on the weightage of tests, qualifications (Academic +professional) and interview.</p> <p>* Policies lack clarity on the marks calculation as per degree level out of 100:</p> | <p><b>Academic:</b></p> <p>2nd class or grade "C" Master's or Bachelor's (04 years duration) degree in the relevant subject/ discipline</p> <p><b>Professional</b></p> <p>B.Ed. or equivalent qualification from a university recognized by the HEC.</p> | <p>One paper of MCQs carrying 100 marks will be conducted through FPSC.</p> <p>The test will be followed by an interview.</p> <p>Qualification marks the final merit is based on test, interview, and qualification marks</p> <p>** The written test syllabus is not mentioned in the policy.</p> |
| 2    | Subject Specialist (BS-17)                                 | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same                                                                                                                                                                                                   | <p><b>Academic:</b></p> <p>2nd class or grade "C" Master's or Bachelor's (04 years duration) degree in the relevant subject/ discipline</p> <p><b>Professional</b></p> <p>B.Ed. or equivalent qualification from a university recognized by the HEC.</p> | Same                                                                                                                                                                                                                                                                                              |
| 3    | Lecturer (BS-17)                                           | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same                                                                                                                                                                                                   | <p><b>Academic:</b></p> <p>2nd class or grade "C" Master's or Bachelor's (04 years duration) degree in the relevant subject/ discipline from a university recognized by the HEC.</p>                                                                     | Same                                                                                                                                                                                                                                                                                              |
| 4    | IT Teacher/ IT Instructor (BS-17)                          | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same                                                                                                                                                                                                   | <p><b>Academic:</b></p> <p>Second class or grade "C" Master's or Bachelor's (4 years duration) degree in Computer Science/ Information Technology/ Software Engineering or equivalent qualification from a university recognized by the HEC.</p>         | Same                                                                                                                                                                                                                                                                                              |
| 5    | Librarian (BS-17)                                          | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same                                                                                                                                                                                                   | <p><b>Academic:</b></p> <p>2nd class or grade "C" Master's or Bachelor's (4 years duration) degree in Library Science/ Library and Information Sciences or equivalent qualification from a university recognized by the HEC.</p>                         | Same                                                                                                                                                                                                                                                                                              |

| Sr # | Nomenclature of posts                                                                 | Nature of Recruitment | Recruitment Authority                 | Appointing Authority          | Criteria | Qualification                                                                                                                                                                                                                                                                                                                                                                                                             | Process of selection |
|------|---------------------------------------------------------------------------------------|-----------------------|---------------------------------------|-------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 6    | Director/ Directress of Physical Education (DPE) (BS-17)                              | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>Second class or grade "C" Master's or Bachelor's (4 years duration) degree in Physical Education/ Health and Physical Education or equivalent qualification from a university recognized by the HEC.                                                                                                                                                                                                  | Same                 |
| 7    | IT Teacher/ IT Instructor (BS-16)                                                     | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b> Second class or grade "C" Master's or Bachelor's (4 years duration) degree in Computer Science/ Information Technology/ Software<br><br>Engineering or equivalent qualification from a university recognized by the HEC.                                                                                                                                                                                 | Same                 |
| 8    | Trained Graduate Science Teacher (BS-16)                                              | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>2nd class or grade "C" Master's or Bachelor's (04 years duration) degree in the relevant subject Professional<br><br>B.Ed. from a university recognized by the HEC.                                                                                                                                                                                                                                   | Same                 |
| 9    | Trained Graduate Teacher/ Trained Undergraduate Teacher/ Technical Instructor (BS-16) | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b> 2nd class or grade "C" Master's or Bachelor's (4 years duration) degree in the relevant subject/ discipline Professional:<br><br>B.Ed. or equivalent qualification from a university recognized by the HEC.                                                                                                                                                                                              | Same                 |
| 10   | Librarian (BS-16)                                                                     | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>Second class or grade "C" Master's or Bachelor's (4 years duration) degree in Library Science/ Library and Information Sciences or equivalent qualification from a university recognized by the HEC.<br><br>OR<br><br>Second class or Grade "C" bachelor's degree with Diploma in Library Science/ Library and Information Sciences or equivalent qualification from university recognized by the HEC | Same                 |
| 11   | Oriental Teacher (OT) (BS-16)                                                         | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>Second class or grade "C" Master's or Bachelor's (4 years duration) degree in Arabic/Islamiat/Urdu or equivalent qualification<br><br><b>Professional</b><br><br>B.Ed. from a university recognized by the HEC.                                                                                                                                                                                       | Same                 |

| Sr # | Nomenclature of posts                                                          | Nature of Recruitment | Recruitment Authority                 | Appointing Authority          | Criteria | Qualification                                                                                                                                                                                                                 | Process of selection |
|------|--------------------------------------------------------------------------------|-----------------------|---------------------------------------|-------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 12   | Senior Physical Training Instructor (SPTI) /Physical Education Teacher (BS-16) | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>Second class or Grade "C" Master's or Bachelor's (4 years duration) degree in Physical Education/ Health & Physical Education or equivalent<br><br>qualification from a university recognized by the HEC. | Same                 |
| 13   | Drawing Master / Drawing Mistress (BS-16)                                      | Regular               | Education department Gilgit-Baltistan | Chief Executive Officer (CEO) | Same     | <b>Academic:</b><br>Second class or Grade "C" Master's or Bachelor's (4 years duration) degree in Fine Arts / Painting / Art & design/Art & Craft or equivalent qualification from a university recognized by the HEC.        | Same                 |

Source: Gilgit-Baltistan Secretariat, Education Department (S& GAD cabinet Department). Notified 22nd December 2023

## Annexure -6

### Recruitment of School Teachers in Balochistan

| Sr # | Nomenclature of posts                         | Nature of Recruitment | Recruitment Authority                      | Appointing Authority             | Criteria                                                                                                                                                                                                                                                                                   | Qualification (Required)                                                                                                                                                                                                                                                                                                                                                                                     | Process of selection                                                                                                                                                                                                                                                                                     |
|------|-----------------------------------------------|-----------------------|--------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Elementary School Teacher (EST)<br><br>BPS-15 | Contractual           | Secondary Education Department Baluchistan | District Education officer (DEO) | Weightage for academic prescribed qualification= 20% (1 <sup>st</sup> div=20, 2 <sup>nd</sup> div & other=10)<br><br>Weightage for screening test=70%<br><br>Weightage for professional qualification= 10% (1 <sup>st</sup> div=10, 2 <sup>nd</sup> div & other=05) Total merit marks =100 | <b>Academic:</b><br><br>Bachelor's Degree (Honors) at least in Second Division in Education (4 years) / BS (Education) from a recognized University; or<br><br>Bachelor's Degree at least in Second Division with B. Ed. from a recognized University.                                                                                                                                                       | One paper of MCQs carrying 100 marks will be conducted through third party.<br><br>The test will be followed by an interview.<br><br>Qualification marks<br><br>The final merit is based on test, interview, and qualification marks<br><br>** The written test syllabus is not mentioned in the Policy. |
| 2    | Junior English Teacher (JET)<br><br>BPS-14    | Contractual           | Secondary Education Department Baluchistan | District Education officer (DEO) | Same                                                                                                                                                                                                                                                                                       | <b>Academic:</b><br><br>i) bachelor's degree (Honors) at least in Second Division Education (4 years / BS (Education) from a recognized University; or ii) bachelor's degree at least in Second Division with B. Ed. from a recognized University                                                                                                                                                            | Same                                                                                                                                                                                                                                                                                                     |
| 3    | Junior Arabic Teacher (JAT)<br><br>BPS-14     | Contractual           | Secondary Education Department Baluchistan | District Education officer (DEO) | Same                                                                                                                                                                                                                                                                                       | <b>Academic:</b><br><br>Bachelor's Degree in Second Division Arabic as a subject from a recognized University; and<br><br>Arabic Teacher Training Certificate (ATTC) from any HEC recognized University/ Institution; or<br><br>Al Shahdat-ul-Alia at least in Second Division (Equivalent to bachelor's degree) from Wafaq-ul-Madaris, Tanzeem-ul-Madaris or from an of the HEC recognized Institution; and | Same                                                                                                                                                                                                                                                                                                     |

| Sr # | Nomenclature of posts                                 | Nature of Recruitment | Recruitment Authority                      | Appointing Authority             | Criteria | Qualification (Required)                                                                                                                                                                                                                                                                                         | Process of selection |
|------|-------------------------------------------------------|-----------------------|--------------------------------------------|----------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|      |                                                       |                       |                                            |                                  |          | <p>Arabic Teacher Training Certificate (ATTC) from any HEC recognized</p> <p>University/ Institution; or</p> <p>Sanad Dars-e-Nizami at least in Second Division from a recognized Institution; and</p> <p>Arabic Teacher Training Certificate (AVEC) from any HEC recognized University/ Institution.</p>        |                      |
| 4    | <p>Drawing Master (JDM)</p> <p>BPS-14</p>             | Contractual           | Secondary Education Department Baluchistan | District Education officer (DEO) | Same     | <p><b>Academic:</b></p> <p>Bachelor's degree at least in Second Division from recognized University with Certificate in Drawing from recognized Institution; or</p> <p>Drawing Master Certificate or Intermediate Drawing Grade Certificate</p>                                                                  | Same                 |
| 5    | <p>Physical Education Teacher (PET)</p> <p>BPS-14</p> |                       | Secondary Education Department Baluchistan | District Education officer (DEO) | Same     | <p><b>Academic:</b></p> <p>Bachelor's Degree at least in Second Division from recognized University; and Diploma in Physical Education at least in Second Division from a recognized Institution</p>                                                                                                             | Same                 |
| 6    | <p>Junior Vernacular Teacher (JVT)</p> <p>BPS-09</p>  | Contractual           | Secondary Education Department Baluchistan | District Education officer (DEO) | Same     | <p><b>Academic:</b></p> <p>Higher Secondary School Certificate with at least Second Division</p> <p>Primary Teacher Certificate</p> <p>Bachelor of Education (B.Ed.) from recognized University/ associate degree (two years in Education (ADE)/ bachelor's degree in education from a recognized University</p> | Same                 |

| Sr # | Nomenclature of posts                 | Nature of Recruitment | Recruitment Authority                       | Appointing Authority             | Criteria | Qualification (Required)                                                                                                                                                                                                                                                                                                                                                                                           | Process of selection |
|------|---------------------------------------|-----------------------|---------------------------------------------|----------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 7    | Moal-lam-ul-Qura n (MQ)<br><br>BPS-09 | Contractual           | Secondary Education Department Bal-uchistan | District Education officer (DEO) | Same     | <p><b>Academic:</b></p> <p>Higher Secondary School Certificate at least in Second Division from recognized Board; and Sanad (equivalent to F.A/F. Sc.) from Wafaq- ul-Madaris, Tanzeem-ul-Madaris at least in Second Division or from any of the other recognized Institution of Education Departments; or</p> <p>Sanad Al-ShaadaL-ul- Sanvia-Khasa at least in Second Division from a recognized Institution.</p> | Same                 |

Source: Balochistan, Secondary Education Department. Revised teaching staff (BS 09 to 15) recruitment policy (2019) & Service Rules, 2020

## Annexure -7

### Requirements process of Non-Formal Teachers in Different Provinces of Pakistan

| Components                     | Punjab                                                                             | KPK                                                  | Sindh                                                                      | Baluchistan                                                                                    | GB                                                   | AJK                                                  |
|--------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| <b>Responsible institution</b> | Punjab Literacy & Non-Formal Basic Education                                       | KPK<br>Secondary & Elementary Education Department   | The School Education & Literacy Department (SE&LD),<br>Government of Sindh | Directorate of Literacy and Non-Formal Education,<br>Social Welfare Department,<br>Baluchistan | Basic Education Community Schools (BECS)             | Basic Education Community Schools (BECS)             |
| <b>Process of recruitment</b>  | Directly through shortlisting based on criteria                                    | Directly through shortlisting based on criteria      | Directly through shortlisting based on criteria                            | Directly through shortlisting based on criteria                                                | Directly through shortlisting based on criteria      | Directly through shortlisting based on criteria      |
| <b>Criteria</b>                | Minimum Matriculation (50% marks) or FA/Graduate (Preference for Computer Science) | Minimum Matriculation (50% marks) or FA/Graduate     | Minimum Matriculation (50% marks) or FA/Graduate                           | Minimum Matriculation (50% marks) or FA/Graduate                                               | Minimum Matriculation (50% marks) or FA/Graduate     | Minimum Matriculation (50% marks) or FA/Graduate     |
| <b>Process of selection</b>    | part-time, on a contractual basis,                                                 | Part-time, on a contractual basis by different NGO's | Part-time, on a contractual basis by different NGO's                       | Part-time, on a contractual basis by different NGO's                                           | Part-time, on a contractual basis by different NGO's | Part-time, on a contractual basis by different NGO's |
| <b>Induction training</b>      | Short training program before starting their roles.                                | Short training program before starting their roles.  | Short training program before starting their roles.                        | Short training program before starting their roles.                                            | Short training program before starting their roles.  | Short training program before starting their roles.  |

Source: Provincial Education Departments & BECS, 2023–2024

## Annexure -8

### Requirements of Teacher Progression in Career in Punjab

| Province                | BPS-16                                                                                                                                                                           | BPS-17                                                                                                                                                                                                                                                                                                                                             | BPS-18                                                                                                                                                                                                                                                                                                  | BPS-19                                                                                                                                                                                                           | BPS-20                                                                                                                                                                                                                                                                                                                     |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Punjab</b>           | <b>50%</b> by promotion from amongst the Elementary School Teachers (all categories): (a) 75% for the posts of SST (Arts); and (b) 25% for the posts of SST (Science).           | <b>67%</b> by promotion amongst SSTs/AEOs and Assistant Education Officers (Physical Education) based on consolidated seniority list maintained at Provincial Level.                                                                                                                                                                               | <b>75%</b> by promotion amongst Headmasters of High Schools, Deputy Headmasters, Subject Specialist and other officers in BS - 17 having five years' service in BS - 17<br><br><b>Qualifying marks=60</b>                                                                                               | <b>100 %</b> on merit in BS-18 with twelve years' service in BS -17 and above<br><br><b>Qualifying marks=70</b>                                                                                                  | <b>100 %</b> merit in BS19 with seventeen years' service in BS-17 and above; out of which four years' service shall be in BS-19.<br><br><b>Qualifying marks=75</b>                                                                                                                                                         |
| <b>Balochistan</b>      | <b>Not applicable</b><br>(As SST are directly recruited in BPS-17)                                                                                                               | <b>50%</b> by promotion amongst SSTs/AEOs and Assistant Education Officers (Physical Education) based on consolidated seniority list maintained at Provincial Level.                                                                                                                                                                               | <b>50%</b> by promotion amongst Headmasters of High Schools, Deputy Headmasters, Subject Specialist and other officers in BS - 17 having five years' service in BS - 17                                                                                                                                 | <b>80 %</b> Selection on merit (BPS-18 with twelve years' service in BPS -17 and above)                                                                                                                          | <b>100%</b> Selection on merit in BPS-19 with seventeen years' service in BPS-17 and above; out of which four years' service shall be in BS-19.                                                                                                                                                                            |
| <b>Gilgit Baltistan</b> | <b>60%</b> promotion among Elementary School Teacher (EST Teachers with BPS-14) with a bachelor's degree or equivalent with B.Ed. and 5 years' service as EST teacher in BPS-14. | <b>80%</b> by promotion among Train Graduate Teachers (TGT B-16)/ Headmaster / Headmistress/ Trained Graduate Teacher/ Trained Under Graduate Teacher / Trained Graduate Science Teacher<br><br>/Technical Instructor (BS-16)/ OT/PET/DM (BPS-16)<br><br>with a master's degree or equivalent (4 years) with B.Ed. and 3 years' service in BPS-16. | <b>80%</b> among Headmasters<br><br>/Headmistress Assistant Headmistress/ Secondary School Teacher/Trained Graduate Teacher (BS-17) Subject Specialist (BS-17) / IT Teacher/IT Instructor/Instructor (BPS-17) with a master's degree or equivalent (4 years) with B.Ed. and 5 years' service in BPS-17. | <b>60%</b> among Principals<br><br>/Vice Principal/ Headmaster/ Headmistress/ Assistant Headmaster/ Assistant Headmistress/<br><br>Instructor (BPS-18) with a master's degree or equivalent (4 years) with B.Ed. | <b>100%</b> by promotion among Principal / Vice Principal/ Headmaster/ Headmistress (BS- 19) with a master's degree or equivalent (4 years) with B.Ed. and 17 years' service in BPS-17 and above or 12 years' service in BPS-18 in case of direct appointment or 05 years' service in BS-19 in case of direct appointment. |
| <b>Sindh</b>            | <b>30 %</b> among junior schoolteachers (BPS-14) and <b>20 %</b> among Primary School Teachers (BPS-9)                                                                           | <b>60%</b> of the promotion among High School Teachers have master's degree with 05 years' experience)                                                                                                                                                                                                                                             | <b>100 %</b> by promotion (with minimum service of 05 years in BPS-17 and mandatory training)                                                                                                                                                                                                           | <b>100%</b> by promotion (among BPS-18 with minimum service of 12 years in BPS-17 and Mandatory training)                                                                                                        | <b>100%</b> by promotion (among BPS-19 with minimum service of 17 years in BPS-17 and above and mandatory training)                                                                                                                                                                                                        |
| <b>AJK</b>              | <b>60%</b> by promotion (with minimum service of 05 years in BPS-11)                                                                                                             | <b>60%</b> by promotion (with minimum service of 03 years in BPS-16) Seniority in the Subject                                                                                                                                                                                                                                                      | <b>100 %</b> by promotion (with minimum service of 12 years in BPS-17 or above)                                                                                                                                                                                                                         | <b>100%</b> by promotion (with minimum service of 12 years in BPS-17 or above)                                                                                                                                   | <b>100%</b> by promotion (with minimum service of 17 years in BPS-17 or above)                                                                                                                                                                                                                                             |



# **TEACHING LICENSE IN PAKISTAN**

# Teaching License in Pakistan

## Introduction

Teaching license refers to a legal credential issued by a government agency permitting someone to teach or to be recognized as a professional in teaching. Teacher qualification, on the other hand, is recognition of education, skills, and expertise a person acquires through completing study programs. A procedure to select and hire teachers followed by any institution is referred to as recruitment. A brief comparison between Teaching License, Qualification and Recruitment is attached as appendix A.

Teaching licensing exam is administered by the government institutions which aims at giving legal authorization to an individual to opt teaching as a profession. Teacher training or qualification exams are administered by teacher preparation institutions which aim at issuing program completion certification to the participants. Recruitment exams are administered by recruitment agencies with the purpose of shortlisting and/or selecting suitable candidates for the job. A concise comparison among the three types of exams is given as appendix B.

## Need for Teaching License

- i. Teaching licensing serves as an important safeguard in education systems worldwide, ensuring that only qualified, competent, and ethically vetted professionals enter classrooms.
- ii. It prevents drastic variations in teaching practices by maintaining consistency in education quality across schools, districts, and provinces.
- iii. License renewal ensures teachers stay current with evolving educational practices and technologies.
- iv. It elevates teaching to the status of other respected professions like medicine or law, completed with ethical accountability and public trust.
- v. It ensures student inclusion and safety by screening out individuals with practices of misconduct.

## Teaching License in Different Countries

In Japan, Teacher Licenses are granted by the local department of education based on university credit points (Huang, 2024). The Prefectural Boards of Education, which are in charge of awarding teaching licenses at local levels, receive recommendations from universities when the educational program is completed. Teachers can have one of three licenses: Ordinary, Temporary, or Special. After obtaining a teacher education certification, an ordinary license is granted. Following recruitment, the teachers acquire other two licenses. In Japan, teaching licenses had a ten-year expiration date and had to be renewed until 2022. Recent changes, however, have eliminated the need for renewal, thus the license is now permanent (Chapple, 2023).

In Finland, for Teacher Licensing, there are no further certification requirements beyond completing a teacher education program (Ghamrawi et al., 2023). Teacher License is issued soon after completing the teacher education degree. Hong Kong and Singapore likewise don't have any further certification requirements. In these countries, a teaching license is perpetual and does not need to be renewed.

In the United Kingdom, the main routes to becoming a licensed teacher include completing a Bachelor of Education (B.Ed.) degree over three to four years or undertaking a one-year Postgraduate Certificate in Education (PGCE). Licensing is mandatory and is formally referred to as Qualified Teacher Status (QTS). Prospective teachers apply for QTS after completing their teacher training programs. Following the initial training, candidates undergo a two-year probation period, after that a full QTS is granted. This status is valid for life and does not require renewal. The process is regulated by the Teaching Regulation Agency (TRA) which works in coordination with accredited teacher training (Department for Education UK, 2025).

In United-States, State-level criteria for teacher licensure are established. Local educational bodies are tasked with carrying out the main policies that the states create for elementary and secondary education. For its teacher education programs, the chosen university, college or school of education grants Bachelor's or Master's degrees. The majority of states need instructors to pass one or more licensing exams in addition to meeting a minimum educational level in order to be declared as licensed teacher (Salleh et al., 2014). A comprehensive comparison of teacher

licensing systems of four selected countries is available as Appendix-C.

### **Case of Sindh- Pakistan**

In Pakistan, Sindh approved a teacher licensing system known as the “Sindh Teaching License Policy,” in May 2023 and delegated the responsibility of developing teacher licensing mechanism to Sindh Teachers Education Development Authority (STEDA; AKU, 2024). The STEDA with its partners developed a system that focused on re-assessment of teacher education graduates to give them legal authorization to teach in schools. The license system evaluates content and material and pedagogical knowledge of aspirant teachers. This system claims to ensure that teachers conform to specific criteria of competence, knowledge, and abilities. It intends to promote a culture of responsibility, ongoing development, and equity in the educational setting in addition to raising teaching standards (Ali & Ahmed, 2022). Enhancing the profession’s standing by attracting fresh talent to this industry is another major goal. Sindh licensing policy is a continuous endeavor to raise the caliber of instructors and increase their standing and career (STEDA, 2023). As per Sindh Teacher Licensing Policy Document 2023, teacher license is awarded only after passing the teacher licensing test. In order to be qualified to take the Teaching licensing Test, candidates must have minimum required qualification and pay a licensing fee that is set by STEDA. There are three types of teaching licenses:

- i. Primary teaching license for those with an Associate Degree in Education (ADE) (Eligible to teach at primary school level)
- ii. Those with a B.Ed. (4 years or 2.5 years) can obtain an elementary teaching license (Eligible to teach at elementary school level)
- iii. Secondary teaching license is for those with a B.Ed. (4 or 1.5 years) (Eligible to teach at Secondary school level)

As per policy, the CPD courses that are necessary for the renewal of a teaching license will be accredited by STEDA in accordance with the professional development qualification system. A summary of major attributes of Sindh Licensing Policy are attached as appendix D.

## **PROPOSED NATIONAL TEACHING LICENSE FRAMEWORK (NTLF)**

### **1. Scope**

This National Teaching License Framework (NTLF) is designed to be applicable across Pakistan, including all administrative units; the four provinces, AJK, GB, and ICT. It will cover various school levels of education, from Pre-Primary to Higher Secondary School Level.

### **2. Responsible Bodies**

- National Accreditation Council for Teacher Education (NACTE) is responsible for developing the licensing policy framework and National Professional Standards for licensing teachers in different categories and levels.
- The administrative units will establish or designate authorities/institutions to develop and execute licensing mechanisms for their territorial jurisdiction. The concept map of National Teacher Licensing Framework is attached as appendix E.

### **3. Categories of Licensing**

There are two categories of Licensing;

#### **3.1 Preliminary Teaching License**

Preliminary Teaching License refers to an initial legal permission of teaching given to a graduate or already working teacher based on basic standards of teaching.

#### **3.2 Professional Teaching License**

A Professional Teaching License is a post-recruitment credential awarded upon meeting set requirements, authorizing teaching practice to a person for a certain period of time based on professional standards of teaching.

#### 4. Levels of Licensing

Both Preliminary and Professional Licenses will be offered separately for the following levels of teaching.

- i. Early Childhood Education (Montessori or Pre-school)
- ii. Primary & Elementary Level (1-8 grades)
  - a. General schools
  - b. Special Education Teachers
  - c. Distance and Non-Formal Schools
- iii. Secondary & Higher Secondary School (9-12 grades)
  - a. General Schools
  - b. Special Education Teachers

#### 5. Process

##### 5.1 Pre-Licensing Registration

All teacher education institutions will register their enrolled students with National Accreditation Council for Teacher Education (NACTE) within three months of their enrollment. The teacher education institutions will also share the results of passed students within a month of the final result announcement.

Passed student will be assigned a registration number by NACTE. This registration number will serve as the official identifier for the prospective teachers and will subsequently be used by the respective provincial authorities to;

- Facilitate the placement of graduates into internship programs (preferably 12 months subject to the situation in provinces) following the completion of their degree.
- Initiate the process of preliminary teaching licensing.

**Note:** *In line with best practices observed in other professional fields, it is recommended that these internships be offered similar to the house jobs mandated by the Pakistan Medical and Dental Council (PMDC).*

##### 5.2 Process of Preliminary Teaching License

All candidates who meet the eligibility requirements of Preliminary Teaching Licensing of any category and level may apply for their specific category and level.

###### 1.1.1 Eligibility Criteria (Pre-requisite) for Preliminary Teaching License

Provinces/administrative units will set eligibility criteria for licenses. Following is the eligibility criteria for Preliminary Teaching License.

- i. Teachers registered with NACTE will be eligible to apply for the Preliminary Teaching Licenses
- ii. Completion of internship as set by administrative units
- iii. Academic qualification for particular level teaching set by administrative units
- iv. Professional qualification for particular level teaching set by administrative units
- v. A clear criminal record of the aspiring teacher
- vi. Any other condition posed by the administrative units for all or any specific level or category of teaching

**Note:** *The minimum qualification criteria shall be determined as per the recommendations given in Proposed Level-Wise Recruitment Criteria table (Attached as appendix E).*

###### 1.1.2 Teaching License Test-1 (TLT-1)

Qualifying Teaching License Test-1 is compulsory for all eligible applicants of Preliminary Teaching License. The test will be designed, conducted and evaluated by the relevant licensing body of each administrative unit. The bodies will set a uniform passing criteria. Contents of the test will focus on the evaluation of basic teaching skills derived from National Professional Standards for Teachers in Pakistan. The test will ensure that individuals with certain level of required basic

content and pedagogical knowledge, aptitude, and teaching skills may get the preliminary teaching license. The TLT-1 will be updated and revised each year according to the changing needs of teaching profession in the country.

#### 1.1.3 Renewal

The Preliminary Teaching License will be valid for a period of three years. For the renewal of Preliminary Teaching License, the candidate will reappear and qualify in TLT-1 after three years in order to make sure that the individual is updated enough to teach in the current scenario.

### 1.2 Process of Professional Teaching License

All candidates who meet the eligibility requirements of Professional Teaching License of any category and level may apply for their specific category and level.

#### 5.3.1 Eligibility Criteria (Pre-requisite) for PTL

There are certain pre-requisites to be eligible to apply for Professional Teaching License (PTL);

- i. Academic qualification for particular level teaching set by administrative units
- ii. Professional qualification for particular level teaching set by administrative units
- iii. A clear criminal record of the aspiring teacher
- iv. At least three years teaching experience in public sector school of relevant level and field
- v. At least 20 Continuous Professional Development (CPD) hours per year (Twenty CPD hours refer to 20 hours of training contact time per year).
- vi. Any other condition posed by the administrative units for all or any specific level or category of teaching

#### 1.1.2 Validity and Renewal

The Professional Teaching License will be valid for a period of three years. It will be renewed after successfully qualifying Teaching License Test-2 (TLT-2).

#### 1.1.3 Teaching License Test-2 (TLT-2)

The test will be designed, conducted and evaluated by the relevant licensing body of each administrative unit. The bodies will set a uniform passing criterion. Following may be the components of Teaching License Test-2;

- i. Assessment of holistic professional growth beyond classroom instruction
- ii. Advanced professional skills necessary to perform diversified role as a teacher based on the National Professional Standards for Teachers in Pakistan.
- iii. Content and pedagogical Knowledge
- iv. Teaching skills and competencies

**Note: Concept map of National Teaching Licensing Framework (NTLF) has been attached as Appendix F.**

## 6. Transition Plan

Transition is of two types.

- i. Non-licensed working teachers to licensed working teachers
- ii. One level teaching license to another level of teaching license

### 6.1 From Non-Licensed Working Teachers to Licensed Working Teachers

The transition will be made on following conditions;

- i. The working teachers with less than 10 years remaining service will be exempted from getting the teaching license.
- ii. All non-licensed working teachers who have more than 10 years remaining service will be granted preliminary teaching license of that specific category.

- iii. School education department of the administrative units will devise professional development policy for the teachers of all levels to upgrade their capacity for getting Professional Teaching License.
- iv. School education department of the administrative units will devise policy to get maximum working teachers licensed.
- v. Multiple chances of reappear will be available.

## 6.2 Transition from One Level to Other Level of Licensing

Transition from one level of teaching license to another level of license will be made on the following conditions;

- i. The candidate will require to meet the needed academic and professional qualifications of the desired level
- ii. Route to enter a new level of teaching licensing will start from getting preliminary teaching license of that level
- iii. The candidates may get professional teaching license after fulfilling specific requirements of that category.

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## Appendix A

**Table 1**

Difference between Teacher License, Teaching Qualification and Teaching Recruitment

| Term                   | Definition                                                                             | Purpose                                                                                  |
|------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Teacher License        | A legal authorization issued by a government authority to practice teaching.           | To formally allow an individual to work as a licensed teacher in schools                 |
| Teaching Qualification | The education, training, and expertise a teacher possesses to be considered competent. | To measure and verify learned teaching competencies of a person                          |
| Teaching Recruitment   | A process schools/recruitment agency follow to select and hire teachers                | To assess and recruit qualified individuals into public or government teaching positions |

## Appendix B

**Table 2**

Comparison among Teacher Licensing Exams, Training/Qualification Exams, and Teachers Recruitment Exams

| Feature         | Licensing Exams          | Training Exams                   | Recruitment Exams                           |
|-----------------|--------------------------|----------------------------------|---------------------------------------------|
| Administered by | Government               | Teacher preparation institutions | Schools/districts/provinces                 |
| Purpose         | Legal authorization      | Program completion certification | Job selection                               |
| Content         | Broad teaching standards | Course-specific topics           | Job-specific skills                         |
| Consequence     | No license if failed     | Delayed graduation               | Lost job opportunity                        |
| Example         | Licensing exams in USA   | University exams                 | Recruitment test / Demo lesson for a school |

## Appendix C

**Table 3**

Practices of Teacher Licensing in Multiple Countries

| Country | Current Teacher Education Program           | Is licensing compulsory | Is it before induction                                                                          | Is it renewable                                    | Issuing Authority                          | Any specific Exam                                                                             |
|---------|---------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------|
| Japan   | 4 years B.Ed. degree, 2-year junior college | Yes                     | Yes, the university sends a recommendation to the Prefectural Boards, which issues the license. | Valid for 10 years. But after 2022 it is life time | Prefectural Boards of Education under MEXT | Not for Ordinary teaching license which have three types; Advanced, First class, Second Class |

| Country                 | Current Teacher Education Program               | Is licensing compulsory                                                                      | Is it before induction                                                                                                                                                                   | Is it renewable                                                                                                  | Issuing Authority                                                                                                                                                                                     | Any specific Exam                                                                                                                                                              |
|-------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UK</b>               | B.Ed. 3-4 years<br>PGCE 1 year                  | Yes, it is Known as QTS                                                                      | Yes, after teacher training program, apply for QTS.                                                                                                                                      | After induction period of 2-year, Full QTS is given for life time.                                               | Teaching Regulation Agency (TRA)                                                                                                                                                                      | Accredited teacher training providers, like universities or schools, recommend candidates for QTS after they have successfully completed their training and met the standards. |
| <b>Finland</b>          | 5 years Master's degree in education            | No proper licensing, Master in education degree is accredited for allowing teachers to teach | Yes, for foreign qualified teachers, recognition of Degree is compulsory                                                                                                                 | No renewal                                                                                                       | Finish National Agency for Education                                                                                                                                                                  | No formal centralized exams, but university entrance & professional qualification assessments is required. For foreign qualification aptitude test is compulsory.              |
| <b>USA</b>              |                                                 | Yes                                                                                          | Yes, in majority states, initial license is given after holding teacher education qualification. After induction program and clearing state specific test, Professional license is given | Mostly, the professional license which is attained after induction program, is renewable after every five years. | Varies at state level. For instance, California Commission on Teacher Credentialing (CTC), Texas Education Agency (TEA), New York State Education Department (NYSED), Florida Department of Education | Florida (FTCE), New York (EAS, CST), Texas (TExES), California (CBEST, CSET, RICA)                                                                                             |
| <b>Sindh (Pakistan)</b> | B.ED (4 years), ADE (2 years), B.ED (1.5 years) | Partially in Sindh for public schools only                                                   | Yes. Initially the prospective teacher must get license before induction which is renewed after recruitment every five years.                                                            | Yes (Valid for five years)                                                                                       | Sindh Teachers Education Development Authority (STEDA)                                                                                                                                                | Sindh Teacher Licensing Test (STLT)                                                                                                                                            |

## Appendix D

**Table 4**

Major Attributes of Sindh Teacher Licensing Policy

| Feature         | A Case of Sindh (Pakistan)                                                                          |
|-----------------|-----------------------------------------------------------------------------------------------------|
| Administered by | Teaching License Wing of Sindh Teacher Education Development Authority (STEDA)                      |
| Purpose         | To enhance teacher quality, improve accountability, and lift up the status of teaching profession   |
| Content         | General pedagogy, Subject-specific content knowledge, Professional ethics, and teaching methodology |
| Consequence     | License is issued upon passing the exam which is valid for five years. Renewal requires CPD hours.  |

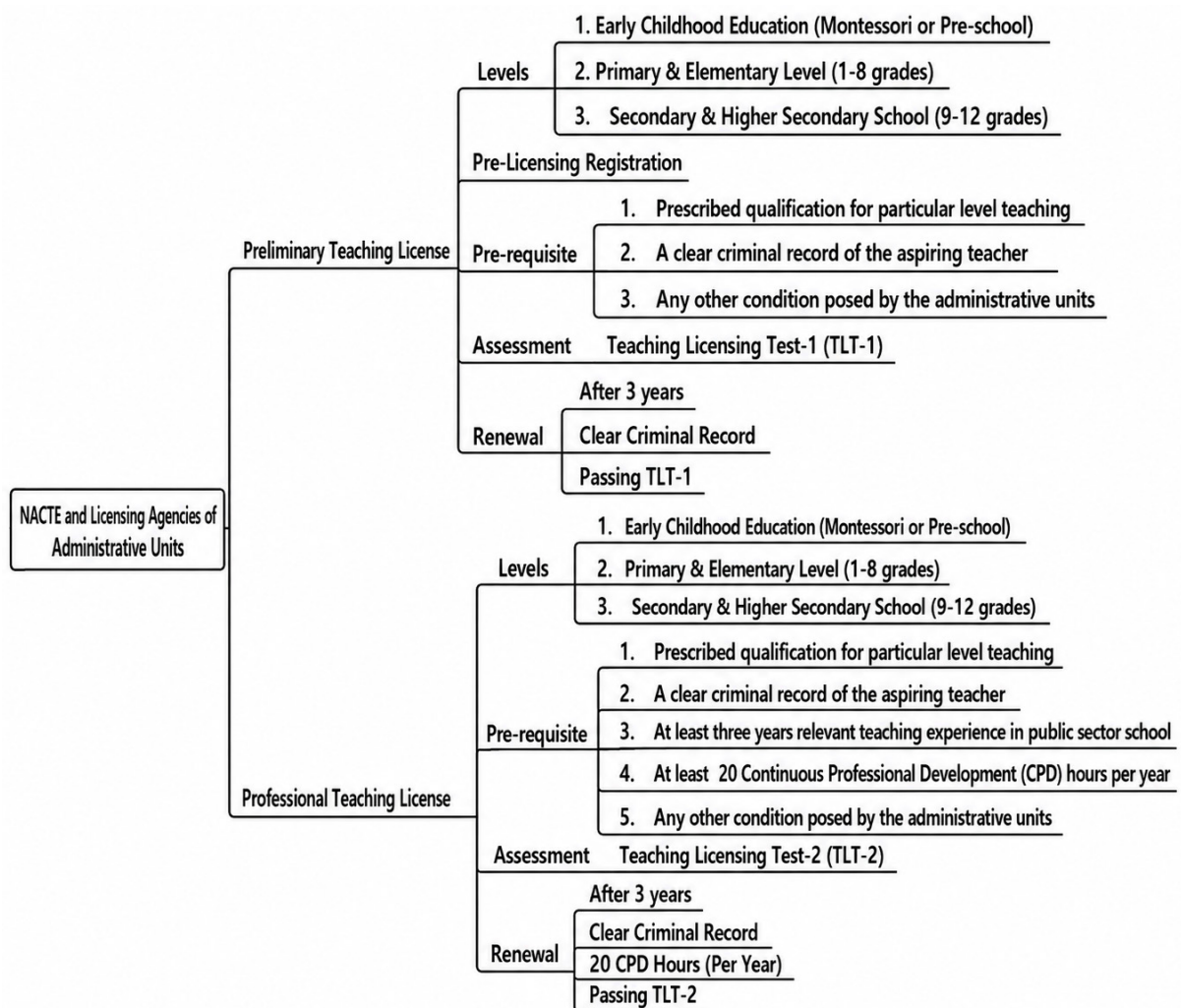
## Appendix E

### Proposed Level-Wise Recruitment Criteria

| Sr.No | Level                                        | Required Qualification for recruitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Non-Formal                                   | Certificate/Diploma in Non-formal Education                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2     | Early Childhood Education (ECE)              | <ul style="list-style-type: none"> <li>• ADE (ECE)</li> <li>• B.Ed. 4 years (ECE)</li> <li>• AD (other subjects) + One year diploma in ECE</li> <li>• Matric/ AD + 6 months Certificates with specialization in drawing, physical training, music art and craft skills, and non-formal education (These will be only for specialized seats of drawing teacher, physical education teacher etc.)</li> <li>• One year and Six months diploma or certificate in ECE after AD or BS in any subject</li> </ul> |
| 3     | Elementary (Grades 1–8)                      | <ul style="list-style-type: none"> <li>• B.Ed. 4 Years (with relevant specialization)</li> <li>• AD (other subjects) + B.Ed. 2.5-year (with relevant specialization)</li> </ul> <p>Note: Any International Equivalent Degree</p>                                                                                                                                                                                                                                                                          |
| 4     | Secondary and Higher Secondary (Grades 9–12) | <ul style="list-style-type: none"> <li>• BS (Subject) + B.Ed. (1.5 years)</li> <li>• BS (Subject) + M.Ed. / M.A. Education (2-year degree)</li> <li>• Double-major / Integrated Degree Programs</li> </ul> <p>Note: BS (Subject) + Any International Equivalent Degree</p>                                                                                                                                                                                                                                |

## Appendix F

### The Concept Map of NTLF



# **PARTICIPANTS OF CONSULTATIVE SESSIONS**

## Participants of Consultative Sessions

Following Five consultative meetings were held — one in each provincial headquarters and a fifth in Islamabad covering the Federal Area, AJK, and GB to facilitate structured discussion, gather stakeholder input on key reform areas, and build collective ownership of upcoming teacher education initiatives.

1. Sindh: 07th January 2026 at STEDA Karachi
2. Lahore: 19th January 2026 at IER Punjab Lahore
3. Balochistan: 04th February 2026 at Quetta Sarena Hotel
4. Federal: 11th February 2026 at AIOU Islamabad
5. Peshawar: 12th February 2026 at IER Peshawar

Following members actively participated in these five consultative meetings and have deliberations on each concept paper.

1. Dr. Ameer Ali Abroo, University of Sindh, Hyderabad
2. Dr. Amjad Reba, University of Peshawar
3. Dr. Abdul Wadood Sarhad University of Information and Science Technology (SUIT) Peshawar
4. Prof. Dr. Azhar Mahmood, International Islamic University (IIU), Islamabad
5. Dr. Abida Nasreen IER, University of Punjab
6. Dr. Amna Arif, University of Management and Technology (UMT) Lahore
7. Dr. Aminah Qayuum ,Government College Women University (GCWU), Faisalabad
8. Mr Abdul Khaliq, Representator of Secretary of secondary Education Govt of Balochistan.
9. Dr. Ateeq Ahmad, University of Chitral
10. Mr. Abdul Hanan Sheikh, SE&LD, Govt. of Sindh
11. Dr. Aneela Alam, Allama Iqbal Open University (AIOU), Islamabad
12. Dr. Farid Panjwani, Agha Khan University (AKU), Karachi
13. Dr. Farah Khan, Women University Mardan
14. Dr. Fouzia Khan, Curriculum Wing, SE&LD, Govt. of Sindh
15. Ms. Fizza Aslam, Assistant National Accreditation Council for Teacher Education (NACTE)
16. Dr. Gul Taj, Qurtaba University Peshawar
17. Dr. Ghazala Noureen, Lahore College for Women University (LCWU)
18. Dr. Humaira Bano, IER, University of Punjab, Lahore
19. Dr. Hafiz Muhammad Irshad Ullah, Abdul Wali Khan University Mardan

20. Dr. Hussain Ali shah. Representator of Secretary of Higher Education Govt of Balochistan
21. Mr. Hafiz Muhammad Kamran, Admin and Accounts officer, National Accreditation Council for Teacher Education (NACTE)
22. Dr. Ibtasam Thakur, Lahore College for Women University (LCWU)
23. Dr. Irfan Allah, University of Lakki Marwat
24. Dr. Itbar khan, University of Malakand
25. Dr. Irsa Zahoor, Allama Iqbal Open University (AIOU), Islamabad
26. Dr. Javed Iqbal, Ghazi University DG Khan
27. Dr. Jan Alam, University of Wah
28. Ms Jamila Javed, Allama Iqbal Open University (AIOU), Islamabad
29. Dr. Khadija Karim, Sardar Bahadur Khan Women University (SBKWU), Quetta
30. Ms Khalida Durrani, Balochistan university of Information Technology and Management Sciences (BUIITEMS)
31. Dr. Khusbakht Hina, National Univeristy of Modern Languages (NUML), Islamabad
32. Madam Rana Hussain, Ziauddin University Karachi
33. Prof. Dr. Muhammad Nafees, Alhamd University, Islamabad
34. Dr. Muhammad Tanveer Afzal, Allama Iqbal Open University (AIOU), Islamabad
35. Prof. Dr. Muhammad Rauf, Qurtaba University of Science & Information Technology
36. Prof. Dr. Mumtaz Akhter, University of Lahore
37. Prof. Dr. Muhammad Sarwar, Superior University Lahore
38. Prof. Dr. Malik Ghulam Behlol, Fatima Jinnah Women University RWP
39. Prof. Dr. Muhammad Imran Yousuf, PMAS, Arid Agriculture University, RWP
40. Mr. Muhammad Usman, IT Expert National Accreditation Council for Teacher Education (NACTE)
41. Dr. Nadia Nazir, Muslim Youth University, Islamabad
42. Dr. Najamonissa, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology University (SZABIST) Karachi
43. Prof. Dr. Naseer-Ud-din, Kohat University of Science and Technology (KUST)
44. Dr. Nasreen Akhter, Islamia University Bahawalpur
45. Dr. Niqab Ullah, University of Sheringal
46. Dr. Noor Marwat, Gomal University, DI Khan
47. Dr. Nasir Ahmed, University of Swat
48. Dr. Nusrat Rizvi, Shifa Tameer-e-Millat University, Islamabad

49. Dr. Qurratulain Rehan, Kinnaird College, Lahore
50. Dr. Riffaqt Ali Akbar, Leads University Lahore
51. Prof. Dr. Rizwan Akram Rana, Mukabbir University of Science and Technology, Lahore
52. Dr. Rehman Ullah Shah, University of Science and Technology, Bannu
53. Dr. Razia Fakir, Iqra University Karachi
54. Dr. Samia Rehman Dogar, Federal College of Education (FCE) Islamabad
55. Dr. Sadaf Zamir, Air University, Islamabad
56. Dr. Saeed Khan, Hamdard University Islamabad Campus
57. Dr. Shahzad Qaisar, University of Education
58. Dr. Shazia Hamayun, Beaconhouse National University (BNU) Lahore
59. Dr. Sher Khokhar, Formal Christian (FC) College Lahore
60. Dr. Shokat, Government College (GC) University Lahore
61. Dr. Shafqat Ali, Minhaj University, Lahore
62. Dr. Sher Zaman University of Gujrat
63. Dr. Syed Abdul Waheed, University of Okara
64. Dr. Sajid Ali. Agha Khan University (AKU), Karachi
65. Prof. Dr. Shahid Farooq, IER, University of Punjab, Lahore
66. Ms. Salma Alam, CEO Durbeen
67. Mr. Shuhabuddin Mallah, DG, PITE
68. Dr. Sana Qaisar, Allama Iqbal Open University (AIU), Islamabad
69. Dr. Sumbul Akhtar, Virtual University of Pakistan
70. Dr. Uzair-ul-Hassan, University of Sargodha
71. Dr. Wilayat Bibi, Shaheed Benazir Bhutto Women University (SBBWU) Peshawar
72. Dr. Waqar un-Nisa Faizi, Islamia University Peshawar
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74. Dr. Zahida Javed, University of Education, Jauharabad Campus
75. Mr. Masum Ali, Allama Iqbal Open University

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