

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Secondary Teacher Education Department)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM THE AWARD OF DEGREE/CERTIFICATE IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

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

Semester: Autumn, 2025

Please read the following instructions for writing your assignments. (AD, BS, B. Ed, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks but within a question the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the questions.
3. Avoid irrelevant discussion/information and reproducing from books, study guide or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded at LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on University LMS. The size of the file should not exceed 5MB.

Total Marks: 100

Pass Marks: 40

ASSIGNMENT No. 1
(Units: 1–5)

Note: Attempt all questions. All questions carry equal marks.

- Q. 1 Critically analyze the aims and objectives of teacher education in Pakistan. Highlight how they differ and complement each other in preparing competent teachers. (20)

- Q. 2 Elaborate on the key instructional, and spiritual responsibilities of a teacher in Islamic education. (20)
- Q. 3 Compare the effectiveness of Pakistan's Pre-service and In-service teacher training programs with appropriate examples. (20)
- Q. 4 Recommend policy measures to enhance the quality and relevance of teacher education programs in Pakistan. (20)
- Q. 5 Identify and explain major gaps in Pakistan's teacher education system with examples of their impact on teacher quality. (20)

Total Marks: 100

Pass Marks: 40

ASSIGNMENT No. 2

(Units: 6–9)

- Q. 1 Examine the evolution and impact of distance education in the 21st century. Explain technological, pedagogical, and administrative factors that contribute to its success or failure. (20)
- Q. 2 Suggest strategies to enhance teacher competence through pre-service and in-service training programs. (20)
- Q. 3 What aspects of Japan's system could benefit other countries? Explain in detail. (20)
- Q. 4 Identify and explain five key components of a modern teacher's toolkit. (20)
- Q. 5 Define cooperative teaching and Suggest strategies for successful collaboration among teachers. (20)