

Teacher training is a lynchpin of teaching learning process. Curriculum of teacher training programme plays a vital role in its success. The study was undertaken to compare Secondary School teachers' education programmes in Pakistan and Turkey. The study pinpointed the points of congruence and incongruence in teacher education programmes of both the countries. The study was carried out to achieve set objectives and research questions. Major objectives of the study were to highlight the procedure which is being used to monitor and evaluate the model lessons; to investigate the similarities and differences in teacher education programmes of both the countries, teaching practice facilities, curriculum, comparison of teaching methodology, teaching faculties of Pakistan and Turkey, foreign professional training, duration of teacher training course, monitoring and evaluation, assigning of projects, comparison of education facilities available in both the countries and to suggest possible plan for teacher education based on best practices of both the countries.

Research questions were framed to achieve the objectives of the study. 25 teacher trainers (13 Turkish and 12 Pakistani) and 200 prospective teachers (100 Turkish and 100 Pakistani) were taken as sample for the study. Two survey questionnaires were developed: one questionnaire for teacher trainers and one for prospective teachers from Pakistan and Turkey. Survey Questionnaires were used as an instrument for data collection and data was analyzed by using percentage and mean score. Majority of Turkish teacher educators received foreign professional training while majority of Pakistani teacher educators did not receive any foreign professional training. Teacher educators of both the countries had attended seminars, workshops and conferences. Teacher educators as well as prospective teachers of both the countries had consensus that supervision and evaluation of model lessons should be done by a panel of examiners rather than head of institution or an individual teacher. Turkish teacher educators were satisfied with the number of teaching staff, working conditions, funds for research, internet facilities and gadgets whereas Pakistani teacher educators and prospective teachers were dissatisfied with the number of teaching staff, working conditions, funds for research, internet facilities and gadgets. Turkish prospective teachers and teacher trainers mostly used demonstration method whereas most of Pakistani teacher educators used lecture method. The researcher also recommended that duration of B.Ed. should be increased to two years instead of one year.

On the basis of findings, major conclusions were drawn. The researcher gave his findings and recommendations to attain maximum benefit of teacher training programmes in Pakistan and Turkey..