

EDUCATION IN PAKISTAN

Course Code:ED303

Credit Hours: 3

Course Description

This course is designed to develop prospective teachers towards knowledge of education of the development of education in Pakistan. Prospective teachers will develop their knowledge about different phases of development of education keeping in view different stages like pre-primary education, primary education, elementary education, secondary education and higher education. In this process different policies and plans will also be studied. Teacher educator will ensure that different components of education like curriculum, teacher education, school buildings, and physical facilities are also taken into account during the enactment of the course.

Learning Outcomes

At the end of this course, the student will be able to:

1. Understand role of Islamic values and ideology of Pakistan in education.
2. Decipher the nature and purposes of education in the Mughal Empire, the British period and post-independence period.
3. Delineate the historic roots and subsequent development of the madrasah education.
4. Evaluate education in Pakistan in the light of different policies and plans.
5. Critically analyse educational development at different levels of education i.e. Pre-primary education, Primary education, Elementary education, secondary education and higher education.

Contents

1. **Education, its meaning and types**
 - 1.1 Definitions and meaning of Education
 - 1.2 Types of education
 - 1.2.1 Formal
 - 1.2.2 Non Formal
 - 1.2.3 Informal
 - 1.3 Education as a process
 - 1.4 Aims of education as stated in National Educational policy 2009
2. **Education in sub-continent Indo-Pak Since 712 A.D**
 - 2.1 Education in sub-continent Indo-Pak during Muslim period since 712A.D
 - 2.2 Education in sub-continent Indo-Pak during Mughal period
 - 2.3 Education in sub-continent Indo-Pak during British rule.
 - 2.4 Comparison of characteristics of Education system between Muslim period and British rule.
3. **Education in Pakistan after independence**
 - 3.1 First Educational Conference 1947.
 - 3.2 National Education Commission 1959.
 - 3.3 Education Commission for Welfare of students 1962.
 - 3.4 Education policy 1972.
 - 3.5 National Education Policy 1978.
 - 3.6 Education policy 1992-2010
 - 3.7 Education Sector reforms 2001
 - 3.8 Education policy 2009
 - 3.9 Comparison of characteristics of different education policies and their role indevelopment of education in Pakistan.

4. Status of Formal Traditional System of Education

- 4.1 Pre-primary education
- 4.2 Primary Education
- 4.3 Elementary Education
- 4.4 Secondary Education
- 4.5 Higher Education
- 4.6 Vocational Education
- 4.7 Technical Education
- 4.8 Teacher Education

5. Madrassah Education

- 5.1 Madrassah Education During Mughal Period
- 5.2 Madrassah Education During British Period
- 5.3 Madrassah Education after independence
- 5.4 Study of "Muslim educational movements", contribution of Deoband, Aligarh, Jamia Millia, Anjuman-e-Himayatul Islam, and Sindh Madersat-ul-Islam.

6. Education as an agent of Change

- 6.1 Meaning and factors of social change
- 6.2 Education as tool for social change
- 6.3 Education as conservative and creative force.
- 6.4 Education for peace and universal brotherhood.

7. Salient Features of Education Policies

- 7.1 All Pakistan Educational Conference 1947
- 7.2 The Commission on National Education 1959
- 7.3 The Education Policy 1972-80
- 7.4 National Education Policy 1979
- 7.5 National Education Policy 1992
- 7.6 National Education Policy 1998-2010
- 7.7 National Education Policy 2009

Teaching-learning Strategies

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities.

Assessment and Examinations

The students will be assessed according to the following criteria.

Examination	Marks Distribution
Sessional work	25 %
Mid Semester	35%
Final Semester	40%

Suggested Readings

- Al-Naqib-al-Attas, S. M. (1979). *Aims and learning outcomes of education*. Jeddah: King Abdul Aziz University.
- Iqbal, M (1999). *The Reconstruction of Religious thought in Islam*. Stanford California: Stanford University Press.
- John. S. B. (1987). *Modern philosophies of education*. New Delhi: TATA McGraw Hill
- Mansoor, A. Q. (1983). *Some aspects of Muslim education*. Lahore: Universal Books.