**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code |  |
| Course Title | Education System in Pakistan |
| Resource Person(s) |  |
| Semester | S 2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites |  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

The education system in Pakistan is a critical area of study due to its profound impact on national development and social equity. Despite efforts to improve access and quality, Pakistan's education system faces persistent challenges such as inadequate funding, regional disparities, gender inequality, and a lack of trained teachers. Understanding these issues is essential for anyone seeking to contribute meaningfully to educational improvement and policy-making in Pakistan. This course is designed to equip students with the knowledge and analytical skills necessary to critically assess and engage with these challenges.

"Education System in Pakistan," a foundational course designed for undergraduate students pursuing degrees in education, social sciences, public policy, and related fields. This course provides a comprehensive overview of the structure, challenges, and opportunities within Pakistan’s education system. By examining historical, socio-economic, and political influences, students will gain a deep understanding of the current state of education in Pakistan and explore potential pathways for reform and improvement.

**Course Learning Outcomes**

By the end of semester, the students will be equipped with skills

1. To understand the historical development of education in Pakistan. C2
2. To analyze the socio-economic, political, and cultural factors influencing education in Pakistan.C4
3. To identify and critically assess the major challenges facing Pakistan’s education system.C2
4. Evaluate how regional diversity impacts educational access and quality across different areas of Pakistan.C6
5. Apply problem-solving skills to propose innovative solutions for improving educational access, quality, and equity.C3
6. Understanding and analyzing the admirative structure of education system in Pakistan C2
7. Present findings and recommendations from the capstone project to peers, educators, and policymakers, demonstrating the ability to synthesize and apply course learnings effectively. C6

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

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| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations  | 15% |
| Final Exam | 35% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction to the Education System in Pakistan*** Overview of the course objectives and structure
* Introduction to the historical development of education in Pakistan
* Current structure of the education system (public, private, and madrassas)
* Roles of federal and provincial education bodies
 | Chapter-1 | Assignment Aquiz-1 | 1,2 |
| 2.  | **Historical Development of Education in Pakistan*** Key milestones in the development of Pakistan's education system
* Evolution of educational policies since independence
* Major educational reforms and their impacts
 | Chapter-2 | Class ActivityGroups | 1, 2 |
| 3. | **Socio-Economic Factors Influencing Education*** Analysis of socio-economic factors affecting education
* Impact of poverty, income inequality, and employment on education
* Case studies of socio-economic challenges in different regions
 | Chapter-3 | Pair WorkClass Activity | 2 |

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| 4. | **Political Influences on Education*** Role of politics in shaping educational policies
* Influence of political instability and governance on education
* Examination of education budgets and funding decisions
 | Chapter-4 | Quiz-2 | 2 |
|  5. | **Cultural Factors and Regional Diversity*** Impact of cultural norms and values on education
* Regional disparities in educational access and quality
* Case studies of educational practices in various provinces
 | Chapter-5 | Quiz-2 | 2 |
| 6 | **Major Educational Policies and Reforms (Part-I)*** Review of significant educational policies and reforms
* Analysis of the National Education Policy, provincial policies, and their implementation
* Comparison with educational policies from other countries
 |  |  | 3 |
| 7 | **Major Educational Policies and Reforms (Part-II*** Review of significant educational policies and reforms
* Analysis of the National Education Policy, provincial policies, and their implementation
* Comparison with educational policies from other countries
 | Chapter-6 | Marked Discussion  | 3, |
| 8 | **Curriculum Development and Pedagogy*** Overview of the curriculum development process in Pakistan
* Analysis of current curricular and pedagogical practices
* Discussion on curriculum reforms and innovative teaching methods
 | Chapter-7 | DemonstrationGroup Task | 4 |
| 9 | **Mid Exams** |  | Topics  |  |
| 10 | **Teacher Training and Professional Development*** Importance of teacher training and continuous professional development
* Current state of teacher education programs
* Strategies for improving teacher quality and retention
 | Chapter-8 | Group Presentations | 4 |
| 11 | **Educational Access and Equity*** Barriers to educational access for marginalized communities
* Gender disparities in education
* Policies and programs promoting educational equity
 | Chapter-9 | Group Presentations | 5 |
| 11 | **Governance and Management in Education (Part-1)*** Structure of educational governance in Pakistan
* Roles of federal, provincial, and local authorities
* Strategies for effective school management and leadership
 | Chapter-10 | Quiz 3  | 6 |
| 13 | **Governance and Management in Education (Part-II)*** Structure of educational governance in Pakistan
* Roles of federal, provincial, and local authorities
* Strategies for effective school management and leadership
 | Chapter-11 | Case Study Presentation | 6 |
| 14 | **Sustainable Educational Reforms*** Key components of sustainable reforms
* Role of policy in educational change
* Workshop: Designing a sustainable reform initiative
 | Chapter-12 | Presentation | 7 |
| 15 | **Capstone Project Presentations & Recap of the semester** |  | **Class Activity** | 7 |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ | ✔ |  | ✔ |  |  |  |  |
| 2 |  |  |  | ✔ |  | ✔ | ✔ |  |
| 3 | ✔ |  | ✔ |  |  | ✔ | ✔ |  |
| 4 |  | ✔ |  |  |  |  |  | ✔ |
| 5 |  |  |  |  | ✔ |  |  | ✔ |
| 6 |  |  |  |  | ✔ |  |  | ✔ |
| 7 |  |  |  |  |  |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

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| --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  |  | **✔** |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** |  |
| **PLO 5: Students’ Assessment-** |  |  |  |  |
| **PLO 6**: **Learning Environment** |  |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |

**Recommended Text Books:**

**The New Meaning of Educational Change" by Michael Fullan (5th Edition, 2020)**

**Recommended Reference Books:**

1. **The New Meaning of Educational Change" by Michael Fullan (5th Edition, 2020)**
2. **Education in Pakistan: Learning from Research Partnerships" by Sajid Ali, Rashida Qureshi, and Roger Openshaw (2017)**

**Internet Resources**

* THE POLITICS OF EDUCATION REFORMS
* **Critical Analysis of the Educational Policies of Pakistan**

**M. Hameed-ur-Rehman∗ & Salima Moosa Sadruddin Sewani**

* [**https://www.mofept.gov.pk/**](https://www.mofept.gov.pk/)
* [**https://www.unesco.org/en/countries/pk**](https://www.unesco.org/en/countries/pk)
* [**https://www.worldbank.org/404\_response.htm**](https://www.worldbank.org/404_response.htm)
* **The Pakistan Education Statistics by the National Education Management Information System (NEMIS)**
* [**https://sdpi.org/alif-ailaan-district-education-ranking/project\_detail**](https://sdpi.org/alif-ailaan-district-education-ranking/project_detail)

**http://aserpakistan.org/index.php**