**UNIVERSITY OF SARGODHA**

**DEPARTMENT OF EDUCATION**

COURSE OUTLINE Winter 2019-2020

Course Title: **Education in Pakistan**

Course Code: EDU-605

Credit Hours: 03

Instructor:

Email:

DESCRIPTION AND OBJECTIVES

This course is designed to develop prospective teachers’ awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education. Keeping in view different stages like preprimary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied. Teacher educator will ensure that different components of education like management etc, and statistical awareness, major issues and challenges are also taken into consideration.

INTENDED LEARNING OUTCOMES

At the end of this course the students will be able to

* Understand schooling structure at different levels in Pakistan
* Decipher the nature and purpose of education in the pre and post-independence period
* Delineate the historic roots and subsequent development of pre service teacher education in Pakistan
* Evaluate education in Pakistan in the light of current educational policy
* Critically analyze educational development at different levels of education i.e. pre primary education, primary education, secondary education.
* Evaluate the issues and challenges in higher education.

COURSE CONTENTS

1. Structure of Education
2. Administration of Education and Decentralization
3. Management
4. Education in Pakistan :Pre and Post Independence
5. Policy Formulation in Pakistan
6. Technical and Vocational Education in Pakistan
7. Pre-Service Teacher Education in Pakistan
8. Statistical Overview of Education in Pakistan
9. Major issues and Challenges

 COURSE SCHEDULE

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| **Week**  | **Topics and Readings** | **Books with Page No.** |
| 1 | **1. Structure of Education**1.1. Preschool education 1.2. Elementary education1.3. Secondary education | Education in Pakistan by Pervez aslam shami,Page no. 1 to 12 |
| 2 | 1.4. Higher secondary Education 1.5. Tertiary education | Page no. 10 to 12 |
| 3 | 1.6. Religious education1.7. Technical and vocational education | Page no. 13 to 16 |
| 4 | **2. Administration of Education and Decentralization**2.1. Federal, Provincial and District | Page no. 24 to 30 |
| 5 | **3. Management** 3.1. Curriculum wing 3.2. Ministry of education3.3. Provincial curriculum bureaus | Page no. 38 to 41 |
| 6 | 3.4. Text book boards3.5. Staff development centers 3.6. Examinations (BISE,board of technical education) | Page no. 43 to 50 |
| 7 | 3.7. Schools management committees3.8. Models of Curriculum in Pakistan | Page no. 50 to 64 |
| 8 | **4. Education in Pakistan :Pre and Post Independence** 4.1. Pre-independence 4.2. Post independence 4.3. National Education Policies | Page no. 65 to 67 |
| 9 | **5. Policy Formulation in Pakistan** 5.1. Major objectives and progress of education with reference to current national education policy | Page no. 71 to 77 |
| 10 | **6. Technical and Vocational Education in Pakistan** 6.1. Status6.2. Key issues and Challenges | Page no. 78 to 83 |
| 11 | **7. Pre-Service Teacher Education in Pakistan**7.1. Policy perspectives from 1947 to recent7.2. Teacher training institutions and programs | Page no. 87 to 91 |
| 12 | 7.3. New trends in teacher education in Pakistan 7.4. Major issues and challenges | Page no. 94 to 98 |
| 13 | **8.** **Statistical Overview of Education in Pakistan** 8.1. Primary8.2. Secondary8.3. Tertiary | Page no. 32 to 41 |
| 14 | 8.4. Gender Parity8.5. Quality and expenditures | Page no. 104 to 108 |
| 15 | **9. Major issues and Challenges** 9.1. Globalization 9.2. Low enrollments and dropouts9.3. Illiteracy9.4. Female Education | Page no. 109 to 114 |
| 16 | 9.5. Physical Conditions of Social Educational Institutions 9.6. Quality of Education9.7. Investment of Education | Page no. 115 to 131 |

RESEARCH PROJECT /PRACTICALS /LABS /ASSIGNMENTS

At the mid of academic session, students will have to submit ONE assignment. Extensive reading of related literature is required from reference/ suggested books and internet. Assignment will improve writing skills of the students as it is practice for concept development and preparation for the written examination. Moreover, assignments should not be based on single source book/website and students must consult at least two different references (Books/Internet).

 ASSESSMENT CRITERIA

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| **Sr. No** | **Title** | **Marks** |
| 1 | Mid-Term Exam (paper pencil test)  | 20  |
| 2 | Final Term Exam (paper pencil test)  | 50 |
| 3 | **Sessional Marks**i. Assignment= 10ii. Class participation = 5iii. Attendance = 5iv. Presentation = 5v. Behavior/Attitude = 5  | 30 |
| 4 | Total | 100 |

READINGS

Recommended Book

Al-Naqib-Attas, Syed Muhammad (1979). *Aims and Objectives of Education*, Jeddah: King Abdul Aziz Univeristy

Iqbal, Muhammd (1999).*The reconstruction of religious thought in Islam*, Lahore: Sheikh Muhammd Ashraf

John, S. Brubacher (1987). *Modern Philosophies of Education*, New Delhi: McGraw hill

Mansoor, A.Qureshi (1983). *Some aspects of Muslim Education*, Lahore: Universal books

Shami, P. A. (2011) *Education in Pakistan*. Urdu Print.

Suggested Books

Education in Pakistan by Pervez aslam shami, Misbah Iqbal