**Write up script for Pre-Orientation on**

**11th, 12th and 13th of January 2017**

1): Welcome new students of batch 2017 and make them to feel how luckier they are for being a part of SSUET.

2): Highlight the efforts done by their parents.

Congratulations to you and to your parents, you are one of those luckiest persons who got enrolled in this university this is all because of your hard work and determination. So feel proud and say thanks to Almighty Allah, who helps you to succeed this opportunity after that thanks to your parent who trust you and guide you to take better decision. They have invested and investing everything onto you to make your life in a better track.

3): What kind of opportunity they have got which they don't know.

University life is totally different from your collage and school life. Learning process is totally different in university as compare to collage and school, here you will learn how to think, how to express yourself , how you going to convey your idea to other person . As you all know university offers BS degree (Bachelor of Science) which consists time period of four year. In Sir Syed University we have some great faculty staff who ever ready to help there student regarding to their studies and encourage you to do some theoretical work + application work as well. If you are willing to do something different go for it university will help you and provide you platform to do so. There are some few things which you have to keep in mind that from now on you’re a university student so you should need to work over your attitude and your behavior .Always have a positive attitude with your class mates specially with your teacher it is very important for you to respect your teacher for their trust on you. Last but not the least don’t forgot your target which you’re here for, be brave and determinant for what you are up to. Work hard fight for your dreams until unless you make it true.

**Departmental wise:**

**CS** (Computer science) is one of the largest departments of Sir Syed University. CS department consist of highly qualified teacher. Courses that are included are well meet to current world technology. Every teacher is specialized in its own field. There is vast opportunity for a computer science student for example if you are good in networking and data handling world of data communication and networking waiting for you, if you are a gamer make your own games, if you like graphic and designing and have a little knowledge of back head languages(server side language) then web world is for you, if you are good in debugging the error you better be a developer these are the few field which I have mentioned to you guys there are many field which you guys can chose. So be brave to become the best in your field be passionate and enthusiasm.

Thank you.

.

Dear Peer Group Members, each peer member has to perform an individual write up task for the preparation of Pre-Orientation which will be be held on 11th, 12th and 13th of January 2017.  
(Its Schedule is uploaded).

The task should cover the following agenda in your own words:  
1): Welcome new students of batch 2017 and make them to feel how luckier they are for being a part of SSUET.  
2): Highlight the efforts done by their parents.  
3): What kind of opportunity they have got which they don't know.

Each member has to write it separately for each orientation type:  
1): General (cover all aspects of SSUET).  
2): Departmental (explain departmental/field wise).

Note:  
Both write ups should be in printout form and submit in next meeting which will be held on Monday (09-01-2017) by 10 AM, venue Conference Room 1st Floor SSUET F-Block.

All the peer members have to come in proper uniform along their university ID cards.

Thank you!

Regards,  
Guidance Center-SSUET.

**Education in**[**Pakistan**](https://en.wikipedia.org/wiki/Pakistan) is overseen by the Federal Ministry of Education and the [provincial governments](https://en.wikipedia.org/wiki/Government_of_Pakistan#Provincial_governments), whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of [Constitution of Pakistan](https://en.wikipedia.org/wiki/Constitution_of_Pakistan) obligates the state to provide free and compulsory quality education to children of the age group 3 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law".[[3]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-3)

The education system in Pakistan is generally divided into six levels: [Preschool](https://en.wikipedia.org/wiki/Preschool) (for the age from 3 to 5 years); [primary](https://en.wikipedia.org/wiki/Primary_education) (grades one through five); [middle](https://en.wikipedia.org/wiki/Middle_school) (grades six through eight); [high](https://en.wikipedia.org/wiki/Secondary_education) (grades nine and ten, leading to the [Secondary School Certificate](https://en.wikipedia.org/wiki/Secondary_School_Certificate) or SSC); [intermediate](https://en.wikipedia.org/wiki/Secondary_education) (grades eleven and twelve, leading to a [Higher Secondary (School) Certificate](https://en.wikipedia.org/wiki/Higher_Secondary_(School)_Certificate) or HSC); and [university](https://en.wikipedia.org/wiki/University) programs leading to [undergraduate](https://en.wikipedia.org/wiki/Undergraduate) and [graduate](https://en.wikipedia.org/wiki/Graduate_school) degrees.[[4]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-4)

The literacy rate ranges from 96% in [Islamabad](https://en.wikipedia.org/wiki/Islamabad) to 28% in the [Kohlu District](https://en.wikipedia.org/wiki/Kohlu_District" \o "Kohlu District).[[5]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-statpak.gov.pk-5) Between 2000 and 2004, Pakistanis in the age group 55–64 had a literacy rate of almost 38%, those ages 45–54 had a literacy rate of nearly 46%, those 25–34 had a literacy rate of 57%, and those ages 15–24 had a literacy rate of 72%.[[6]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-6) Literacy rates vary regionally, particularly by sex. In tribal areas female literacy is 9.5%.[[7]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-fata.gov.pk-7) Moreover, English is fast spreading in Pakistan, with more than 92 million Pakistanis (49% of the population) having a command over the English language,[[8]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-8) which makes it one of the [top English-speaking nations](https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population#List_in_order_of_total_speakers) in the world. On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year.[[9]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-9) Despite these statistics, Pakistan still has one of the highest illiteracy rates in the world[[10]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-10) and the second largest out of school population (5.1 million children) after [Nigeria](https://en.wikipedia.org/wiki/Education_in_Nigeria).[[11]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-EFA-11)

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**Primary education**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=2" \o "Edit section: Primary education)]

[](https://en.wikipedia.org/wiki/File:Back_to_school_after_six_months_interruption.jpg)

A primary school in a village in the [Sindh](https://en.wikipedia.org/wiki/Sindh) region

Only 87% of Pakistani children finish primary school education.[[12]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-12) The standard national system of education is mainly inspired from the [British system](https://en.wikipedia.org/wiki/Education_in_England). [Pre-school](https://en.wikipedia.org/wiki/Pre-school) education is designed for 3–5 years old and usually consists of three stages: Play Group, [Nursery](https://en.wikipedia.org/wiki/Nursery_school) and [Kindergarten](https://en.wikipedia.org/wiki/Kindergarten) (also called 'KG' or 'Prep'). After pre-school education, students go through [junior school](https://en.wikipedia.org/wiki/Junior_school) from grades 1 to 5. This is followed by [middle school](https://en.wikipedia.org/wiki/Middle_school) from grades 6 to 8. At middle school, [single-sex education](https://en.wikipedia.org/wiki/Single-sex_education) is usually preferred by the community, but [co-education](https://en.wikipedia.org/wiki/Co-education) is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are [Urdu](https://en.wikipedia.org/wiki/Urdu_language), [English](https://en.wikipedia.org/wiki/English_language), [mathematics](https://en.wikipedia.org/wiki/Mathematics), [arts](https://en.wikipedia.org/wiki/Arts), [science](https://en.wikipedia.org/wiki/Science), [social studies](https://en.wikipedia.org/wiki/Social_studies), [Islamic studies](https://en.wikipedia.org/wiki/Islamiyat) and sometimes [computer studies](https://en.wikipedia.org/wiki/Computer_science) (subject to availability of a [computer laboratory](https://en.wikipedia.org/wiki/Computer_laboratory)). Provincial and regional languages such as [Punjabi](https://en.wikipedia.org/wiki/Punjabi_language), [Sindhi](https://en.wikipedia.org/wiki/Sindhi_language), [Pashto](https://en.wikipedia.org/wiki/Pashto_language) and others may be taught in their respective provinces, particularly in language-medium schools. Some institutes give instruction in foreign languages such as [Turkish](https://en.wikipedia.org/wiki/Turkish_language), [Arabic](https://en.wikipedia.org/wiki/Arabic_language), [Persian](https://en.wikipedia.org/wiki/Persian_language), [French](https://en.wikipedia.org/wiki/French_language) and [Chinese](https://en.wikipedia.org/wiki/Chinese_language). The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school.

As of 2009, Pakistan faces a net primary school attendance rate for both sexes of 66 percent: a figure below estimated world average of 90 percent.[[13]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNESCO_Institute_for_Statistics-13)

Pakistan's poor performance in the education sector is mainly caused by the low level of public investment. Public expenditure on education has been 2.2 percent of GNP in recent years, a marginal increase from 2 percent before 1984-85. In addition, the allocation of government funds is skewed towards higher education, allowing the upper income class to reap majority of the benefits of public subsidy on education. Lower education institutes such as primary schools suffer under such conditions as the lower income classes are unable to enjoy subsidies and quality education. As a result, Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and socio-economic situations.[[14]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Rasool_Memon_2007_47.E2.80.9355-14)

**Secondary education**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=3" \o "Edit section: Secondary education)]

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| [https://upload.wikimedia.org/wikipedia/en/thumb/9/99/Question_book-new.svg/50px-Question_book-new.svg.png](https://en.wikipedia.org/wiki/File:Question_book-new.svg) | This section **does not**[**cite**](https://en.wikipedia.org/wiki/Wikipedia:Citing_sources)**any**[**sources**](https://en.wikipedia.org/wiki/Wikipedia:Verifiability). Please help improve this section by [adding citations to reliable sources](https://en.wikipedia.org/wiki/Help:Introduction_to_referencing_with_Wiki_Markup/1). Unsourced material may be challenged and [removed](https://en.wikipedia.org/wiki/Wikipedia:Verifiability#Burden_of_evidence). *(June 2013)* *(*[*Learn how and when to remove this template message*](https://en.wikipedia.org/wiki/Help:Maintenance_template_removal)*)* |

Secondary education in Pakistan begins from grade 9 and lasts for four years. After end of each of the school years, students are required to pass a national examination administered by a regional Board of Intermediate and Secondary Education (or BISE).

Upon completion of grade 9, students are expected to take a standardised test in each of the first parts of their academic subjects. They again give these tests of the second parts of the same courses at the end of grade 10. Upon successful completion of these examinations, they are awarded a [Secondary School Certificate](https://en.wikipedia.org/wiki/Secondary_School_Certificate) (or SSC). This is locally termed as '[matriculation certificate](https://en.wikipedia.org/wiki/Matriculation_in_Pakistan)' or 'matric' for short. The curriculum usually includes a combination of eight courses including electives (such as Biology, Chemistry, Computer and Physics) as well as compulsory subjects (such as Mathematics, English, Urdu, Islamic studies and Pakistan Studies).

Students then enter an [intermediate college](https://en.wikipedia.org/wiki/Junior_college) and complete grades 11 and 12. Upon completion of each of the two grades, they again take standardised tests in their academic subjects. Upon successful completion of these examinations, students are awarded the [Higher Secondary (School) Certificate](https://en.wikipedia.org/wiki/Higher_Secondary_(School)_Certificate) (or HSC). This level of education is also called the FSc/FA/ICS or 'intermediate'. There are many streams students can choose for their 11 and 12 grades, such as pre-medical, pre-engineering, humanities (or social sciences), computer science and commerce. Each stream consists of three electives and as well as three compulsory subjects of English, Urdu, Islamiat (grade 11 only) and Pakistani Studies (grade 12 only).

Alternative qualifications in Pakistan are available but are maintained by other [examination boards](https://en.wikipedia.org/wiki/Examination_board) instead of BISE. Most common alternative is the [General Certificate of Education](https://en.wikipedia.org/wiki/General_Certificate_of_Education) (or GCE), where SSC and HSC are replaced by [Ordinary Level](https://en.wikipedia.org/wiki/Ordinary_Level) (or O Level) and [Advanced Level](https://en.wikipedia.org/wiki/Advanced_Level) (or A Level) respectively. Other qualifications include [IGCSE](https://en.wikipedia.org/wiki/International_General_Certificate_of_Secondary_Education) which replaces SSC. GCE and GCSE O Level, IGCSE and GCE AS/A Level are managed by British examination boards of [CIE](https://en.wikipedia.org/wiki/University_of_Cambridge_International_Examinations) of the [Cambridge Assessment](https://en.wikipedia.org/wiki/Cambridge_Assessment) and/or [Edexcel International](https://en.wikipedia.org/w/index.php?title=Edexcel_International&action=edit&redlink=1" \o "Edexcel International (page does not exist)) of the [Pearson PLC](https://en.wikipedia.org/wiki/Pearson_PLC). Generally, 8-10 courses are selected by students at GCE O Levels and 3-5 at GCE A Levels.

[Advanced Placement](https://en.wikipedia.org/wiki/Advanced_Placement) (or AP) is an alternative option but much less common than GCE or IGCSE. This replaces the secondary school education as 'High School Education' instead. AP exams are monitored by a North American examination board, [College Board](https://en.wikipedia.org/wiki/College_Board), and can only be given under supervision of centers which are registered with the College Board, unlike GCE O/AS/A Level and IGCSE which can be given privately.

There is another type of education in Pakistan which is called "Technical Education", gathering technical and vocational Education. The vocational curriculum starts at grade 5 and ends on grade 10.[[15]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNEVOC-15) Three boards, Punjab Board of Technical Education, NWFP Board of Technical Education, and Sindh Board of Technical Education, provide facilities of technical education. PBTE (Punjab Board of Technical Education) offering Matric tac. and D.A.E. ([Diploma of Associate Engineering](https://en.wikipedia.org/wiki/Diploma_of_Associate_Engineering)) in technologies like Civil, Chemical, Architecture, Mechanical, Electrical, Electronics, Computer Sciences and many more technologies. This is three years program and combines Physics, Chemistry, Islamic study, Pakistan Study and other more than 25 books related to their Technology. After matric and then three years diploma is equal to 12th grade, and diploma holder iscalled Associate Engineer. Either they can join their respective field or can take [admission](http://www.learningall.com/category/admisssions/) in [B.Tech.](https://en.wikipedia.org/wiki/B.Tech." \o "B.Tech.) or [BE](https://en.wikipedia.org/wiki/Bachelor_of_Engineering) in their related technology after D.A.E.

**Tertiary education**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=4" \o "Edit section: Tertiary education)]

[](https://en.wikipedia.org/wiki/File:June21-2004-ThePunjabUniversity-OldCampusBuilding-1.jpeg)

The [University of the Punjab](https://en.wikipedia.org/wiki/University_of_the_Punjab), established 1882 in Lahore, is the oldest university of Pakistan.

According to the UNESCO's 2009 Global Education Digest, 6% of Pakistanis (9% of men and 3.5% of women) were university graduates as of 2007.[[16]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNESCO_2009-16) Pakistan plans to increase this figure to 10% by 2015 and subsequently to 15% by 2020.[[17]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-17) There is also a great deal of variety between age cohorts. Less than 6% of those in the age cohort 55-64 have a degree, compared to 8% in the 45-54 age cohort, 11% in the 35-44 age cohort and 16% in the age cohort 25-34.[[16]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNESCO_2009-16)

[](https://en.wikipedia.org/wiki/File:LOGIK_Top_image.jpg)

[GIK Institute](https://en.wikipedia.org/wiki/GIK_Institute) from the Clock Tower

[](https://en.wikipedia.org/wiki/File:Quaid-i-Azam_University_Entrance.JPG)

Quaid-i-Azam University entrance

After earning their [HSC](https://en.wikipedia.org/wiki/Higher_Secondary_(School)_Certificate), students may study in a professional college for [Bachelor's degree](https://en.wikipedia.org/wiki/Bachelor%27s_degree) courses such as [engineering](https://en.wikipedia.org/wiki/Bachelor_of_Engineering) (B.Engg/BS Engg.), B.Tech Hons/BS Engg.Tech [medicine](https://en.wikipedia.org/wiki/Bachelor_of_Medicine,_Bachelor_of_Surgery) (MBBS), [dentistry](https://en.wikipedia.org/wiki/Dental_degree) (BDS), [veterinary medicine](https://en.wikipedia.org/wiki/Veterinary_medicine) (DVM), [law](https://en.wikipedia.org/wiki/Bachelor_of_Laws) (LLB), [architecture](https://en.wikipedia.org/wiki/Bachelor_of_Architecture) (B.Arch), [pharmacy](https://en.wikipedia.org/wiki/Doctor_of_Pharmacy#Pakistan) (Pharm-D) and [nursing](https://en.wikipedia.org/wiki/Nursing) (B.Nurs). These courses require four or five years of study. There are some councils and boards that will handle all the education matters in these cases; they are the PMDC, Pakistan pharmacy council and Pakistan nursing council. Students can also attend a university for [Bachelor of Arts](https://en.wikipedia.org/wiki/Bachelor_of_Arts) (BA), [Bachelor of Science](https://en.wikipedia.org/wiki/Bachelor_of_Science) (BSc), [Bachelor of Commerce](https://en.wikipedia.org/wiki/Bachelor_of_Commerce) (BCom) or [Bachelor of Business Administration](https://en.wikipedia.org/wiki/BBA) (BBA) degree courses. These all are the courses that are done in Pakistan and are really common. These days doctor of pharmacy is also gaining much reputation. The pharmacy council of Pakistan is doing huge struggle to make the pharmacy education better. Polytechnics and colleges of technology offers technical education.[[15]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNEVOC-15)

There are two types of Bachelor courses in Pakistan: Pass or Honors. Pass degree requires two years of study and students normally read three optional subjects (such as [Chemistry](https://en.wikipedia.org/wiki/Chemistry) or [Economics](https://en.wikipedia.org/wiki/Economics)) in addition to almost equal number of compulsory subjects (such as [English](https://en.wikipedia.org/wiki/English_studies) and [Pakistan Studies](https://en.wikipedia.org/wiki/Pakistan_Studies)). Honours degree requires three or four years of study, and students normally specialize in a chosen field of study, such as [Biochemistry](https://en.wikipedia.org/wiki/Biochemistry) (BSc Hons. Biochemistry).

Pass Bachelors is now slowly being phased out for Honours throughout the country.[*[citation needed](https://en.wikipedia.org/wiki/Wikipedia:Citation_needed" \o "Wikipedia:Citation needed)*]

[](https://en.wikipedia.org/wiki/File:Comsats-isb.jpg)

COMSATS Institute of Information Technology is the Pakistan's #1 ranked university in COMPUTERS & IT Sector by HEC2012 & HEC2013

**Quaternary education**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=5" \o "Edit section: Quaternary education)]

Most of [Master's degree](https://en.wikipedia.org/wiki/Master%27s_degree) programs require two years education. [Master of Philosophy](https://en.wikipedia.org/wiki/Master_of_Philosophy) (MPhil) is available in most of the subjects and can be undertaken after doing Masters. [Doctor of Philosophy](https://en.wikipedia.org/wiki/Doctor_of_Philosophy) (PhD) education is available in selected areas and is usually pursued after earning a MPhil degree. Students pursuing MPhil or PhD degrees must choose a specific field and a university that is doing research work in that field. MPhil and PhD education in Pakistan requires a minimum of two years of study.

**Non formal and informal education**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=6" \o "Edit section: Non formal and informal education)]

Out of the formal system, the public sectors runs numerous schools and training centres, most being vocational-oriented. Among those institutions can be found vocational schools, technical training centres and agriculture and vocational training centres. An apprenticechip system is also framed by the Pakistanese State.[[15]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNEVOC-15) Informal education is also important in Pakistan and regroups mostly school-leavers and low-skilled individuals, who are trained under the supervision of a senior craftsman.[[15]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNEVOC-15)

Gender disparity[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=7" \o "Edit section: Gender disparity)]

*See also:*[*Women's education in Pakistan*](https://en.wikipedia.org/wiki/Women%27s_education_in_Pakistan)

In Pakistan, gender discrimination in education occurs amongst the poorest households but is non-existent amongst rich households.[[11]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-EFA-11)Only 18% of Pakistani women have received 10 years or more of schooling.[[11]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-EFA-11) Among other criticisms the Pakistani education system faces is the gender disparity in enrollment levels. However, in recent years some progress has been made in trying to fix this problem. In 1990-91, the female to male ratio (F/M ratio) of enrollment was 0.47 for primary level of education. It reached to 0.74 in 1999-2000, showing the F/M ratio has improved by 57.44% within the decade. For the middle level of education it was 0.42 in the start of decade and increased to 0.68 by the end of decade, so it has improved almost 62%. In both cases the gender disparity is decreased but relatively more rapidly at middle level.[[18]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-TasnimKhan-18)

The gender disparity in enrollment at secondary level of education was 0.4 in 1990-91 and 0.67 in 1999-2000, showing that the disparity decreased by 67.5% in the decade. At the college level it was 0.50 in 1990-91 and reached 0.81 in 1999-2000, showing that the disparity decreased by 64%. The gender disparity has decreased comparatively rapidly at secondary school.[[18]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-TasnimKhan-18)

There is great difference in the rates of enrollment of boys, as compared to girls in Pakistan. According to UNESCO figures, primary school enrolment for girls stand at 60 per cent as compared to 84 percent for boys. The secondary school enrolment rate stands at a lower rate of 32 percent for females and 46 per cent males. Regular school attendance for female students is estimated at 41 per cent while that for male students is 50 per cent.[[13]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-UNESCO_Institute_for_Statistics-13)

Qualitative dimension[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=8" \o "Edit section: Qualitative dimension)]

In Pakistan, the quality of education has a declining trend. Shortage of teachers and poorly equipped laboratories have resulted in the out-dated curriculum that has little relevance to present day needs.[[14]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Rasool_Memon_2007_47.E2.80.9355-14)

Achievements[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=9" \o "Edit section: Achievements)]

**International Praise**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=10" \o "Edit section: International Praise)]

Since the HEC's reforms have been carried out in 2002, HEC has received praise from the international higher education observers. Prof. Atta-ur\_Rahman, founding Chairman of HEC, has received number of prestigious international awards for the remarkable transformation of the higher education sector under his leadership.[[19]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Dawn_area_studies.2C_2008-19) German academic, Dr. Wolfgang Voelter of [Tübingen University](https://en.wikipedia.org/wiki/T%C3%BCbingen_University" \o "Tübingen University) in Germany over viewed the performance of HEC under the leadership of Prof. Atta-ur-Rahman and described the reforms in HEC as "A miracle happened." After teaching and visiting in 15 universities of Pakistan, Voelter wrote that the "scenario of education, [science and technology](https://en.wikipedia.org/wiki/Science_and_technology_in_Pakistan) in Pakistan has changed dramatically, as never before in the [history](https://en.wikipedia.org/wiki/History_of_Pakistan) of the country.[[19]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Dawn_area_studies.2C_2008-19) The chairperson of the Senate Standing Committee on Education recently announced the first 6 years of HEC under Prof. Atta-ur-Rahman as "Pakistan's golden period in higher education".[[20]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-20) Recently ThomsonReuters in an independent assessment of Pakistan's progress in international publications has acknowledged that in the last decade there has been a fourfold increase in international publications and a tenfold growth in highly cited papers, statistics that were better than the BRIC countries [[21]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-21)

American academic Prof. Fred M. Hayward has also praised the reform process undertaken by Pakistan, admitting that "since 2002, a number of extraordinary changes have taken place."[[22]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Pakistaniaat.2C_California-22) Hayward pointed our that "over the last six years almost 4,000 scholars have participated in PhD programs in Pakistan in which more than 600 students have studied in foreign PhD programs."[[22]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Pakistaniaat.2C_California-22) The HEC instituted major upgrades for scientific laboratories, rehabilitating existing educational facilities, expanding the research support, and overseeing the development of one of the best digital libraries in the region.[[22]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Pakistaniaat.2C_California-22) Seeking to meeting the international standard, a quality assurance and accreditation process was also established, of which, ~95% of students sent abroad for training returned, an unusually high result for a developing country in response to improved salaries and working conditions at universities as well as bonding and strict follow-up by the commission, Fulbright, and others."[[23]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-23)

The HEC's reforms brought about by Prof. Atta-ur-Rahman were also applauded by the [United Nations Commission on Science and Technology for Development](https://en.wikipedia.org/w/index.php?title=United_Nations_Commission_on_Science_and_Technology_for_Development&action=edit&redlink=1) (UNCSTD) which reported that the "progress made was breath-taking and has put Pakistan ahead of comparable countries in numerous aspects."[[24]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-The_News_International.2C_2011-24) In limited time, the HEC established and provided free access to scientific literature by high-speed Internet for all universities, the upgrade of research equipment accessible across the country, and the programme of establishing new universities of science and technology, including science parks attracted the foreign investors, prove the efficiency and the long-term benefits for the country enabled.[[24]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-The_News_International.2C_2011-24) The [UNCSTD](https://en.wikipedia.org/wiki/Commission_on_Science_and_Technology_for_Development) has closely monitored the development in Pakistan in the past years, coming to the unanimous conclusion that HEC's program initiated under the leadership of Prof. Atta-ur-Rahman is a "best-practice" example for developing countries aiming at building their human resources and establishing an innovative, technology-based economy.".[[25]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-25) A number of institutions have been named after Prof. Rahman including the “Atta-ur-Rahman Institute of Natural Product Discovery” (RIND) at Malaysia’s largest university, Universiti Teknologi Mara [[26]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-26) and the Atta-ur-Rahman School of Applied Biosciences at National University of Science & Technology in Islamabad .[[27]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-27)

Prof. Atta-ur-Rahman has won four international awards for the revolutionary changes in the higher education sector brought in the HEC. The Austrian government conferred its highest civil award (“Grosse Goldene Ehrenzeischen am Bande") in recognition of his eminent contributions.[[28]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-28) Nature, a leading science journal, has also written a number of editorials and articles about the transformation brought about in Pakistan in the higher education sector under the HEC. In an article entitled "Pakistan Threat to Indian Science" published in the leading daily newspaper Hindustan Times, India, it has been reported that Prof. [C. N. R. Rao](https://en.wikipedia.org/wiki/C._N._R._Rao), Chairman of the Indian Prime Minister's Scientific Advisory Council made a presentation to the Indian Prime Minister at the rapid progress made by Pakistan in the higher education sector under the leadership of Prof. Atta-ur-Rahman, Chairman, Higher Education Commission. It was reported that as result of the reforms brought about in Pakistan " Pakistan may soon join China in giving India serious competition in science". "Science is a lucrative profession in Pakistan. It has tripled the salaries of its scientists in the last few years.".[[29]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-29) Prof. Atta-ur-Rahman was conferred the highest national Award of the Republic of China in September 2014 for his contributions to develop strong linkages between Pakistan and China in various fields of higher education, science and technology.[[30]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-30)

Dr [Javaid Laghari](https://en.wikipedia.org/wiki/Javaid_Laghari" \o "Javaid Laghari) the next Chairman continued the reforms initiated earlier. During his 4-year tenure, the world ranking of universities declined due to budgetary cuts and other problems faced by HEC, although seven Pakistan universities were ranked among the top 250 universities of Asia according to QS World University Rankings 2013. Research output out of Pakistan increased by over 50% within three years, which was the second highest increase worldwide. According to Scimago world scientific database, if Pakistan continues at the same pace, its ranking will increase from 43 to 27 globally by 2017.

**Abdus Salam**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=11" \o "Edit section: Abdus Salam)]

[](https://en.wikipedia.org/wiki/File:UET_Department_of_Electrical_Engineering.jpg)

University of Engineering and Technology, Lahore

*Main article: [Abdus Salam](https://en.wikipedia.org/wiki/Abdus_Salam" \o "Abdus Salam)*

[Abdus Salam](https://en.wikipedia.org/wiki/Abdus_Salam) was a Pakistani theoretical physicist and Nobel laureate in physics for his work on the electroweak unification of the electromagnetic and weak forces. Salam, Sheldon Glashow and Steven Weinberg shared the 1979 Nobel prize for this work. Salam holds the distinction of being the first Pakistani to receive the Nobel Prize in any field. Salam heavily contributed to the rise of Pakistani physics to the [Physics community](https://en.wikipedia.org/wiki/CERN) in the world.[[31]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-CERN_Courier-31)[[32]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-32)

**Ayub Ommaya**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=12" \o "Edit section: Ayub Ommaya)]

[Ayub Ommaya](https://en.wikipedia.org/wiki/Ayub_K._Ommaya) was a Pakistani neurosurgeon who heavily contributed to his field. Over 150 research papers have been attributed to him. He also invented the [Ommaya Reservoir medical procedure](https://en.wikipedia.org/wiki/Ommaya_reservoir" \o "Ommaya reservoir). It is a system of delivery of medical drugs for treatment of patients with brain tumours.

**Mahbub-ul-Haq**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=13" \o "Edit section: Mahbub-ul-Haq)]

[Mahbub-ul-Haq](https://en.wikipedia.org/wiki/Mahbub_ul_Haq) was a Pakistani economist who along with Indian economist [Amartya Sen](https://en.wikipedia.org/wiki/Amartya_Sen" \o "Amartya Sen) developed the [Human Development Index (HDI)](https://en.wikipedia.org/wiki/Human_Development_Index), the modern international standard for measuring and rating human development.

**Atta-ur-Rahman**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=14" \o "Edit section: Atta-ur-Rahman)]

[Atta-ur-Rahman](https://en.wikipedia.org/wiki/Atta_ur_Rahman_(scientist)) is a Pakistani scientist known for his work in the field of [natural product](https://en.wikipedia.org/wiki/Natural_product) [chemistry](https://en.wikipedia.org/wiki/Chemistry). He has over 1052 research papers, books and patents attributed to him. He was elected as Fellow of Royal Society (London) in 2006 [[33]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-33) and won the UNESCO Science Prize in 1999.[[34]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-34)

Education expenditure as percentage of GDP[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=15" \o "Edit section: Education expenditure as percentage of GDP)]

Public expenditure on education lies on the fringes of 2 percent of GDP of this nation.[[35]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-35) However, in 2009 the government approved the new national education policy, which stipulates that education expenditure will be increased to 7% of GDP,[[36]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-dawn.com-36) an idea that was first suggested by the [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) government.[[37]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-37)

The author of an article,[*[citation needed](https://en.wikipedia.org/wiki/Wikipedia:Citation_needed" \o "Wikipedia:Citation needed)*] which reviews the history of education spending in Pakistan since 1972, argues that this policy target raises a fundamental question: What extraordinary things are going to happen that would enable Pakistan to achieve within six years what it has been unable to lay a hand on in the past six decades? The policy document is blank on this question and does not discuss the assumptions that form the basis of this target. Calculations of the author show that during the past 37 years, the highest public expenditure on education was 2.80 percent of GDP in 1987-88. Public expenditure on education as a percentage of GDP was actually reduced in 16 years and maintained in 5 years between 1972–73 and 2008-09. Thus, out of total 37 years since 1972, public expenditure on education as a percentage of GDP either decreased or remained stagnant for 21 years. The author argues if linear trend were maintained since 1972, Pakistan could have touched 4 percent of GDP well before 2015. However, it is unlikely to happen because the levels of spending have had remained significantly unpredictable and unsteady in the past. Given this disappointing trajectory, increasing public expenditure on education to 7 percent of GDP would be nothing less than a miracle but it is not going to be of godly nature. Instead, it is going to be the one of political nature because it has to be "invented" by those who are at the helm of affairs. The author suggests that little success can be made unless Pakistan adopts an "unconventional" approach to education. That is to say, education sector should be treated as a special sector by immunizing budgetary allocations for it from fiscal stresses and political and economic instabilities. Allocations for education should not be affected by squeezed fiscal space or surge in military expenditure or debts. At the same time, there is a need to debate others options about how Pakistan can "invent" the miracle of raising education expenditure to 7 percent of GDP by 2015.[[38]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-38)

Universities Rankings[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=16" \o "Edit section: Universities Rankings)]

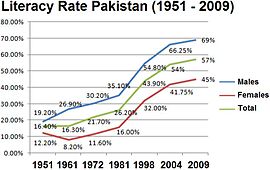
*Main article:*[*Rankings of universities in Pakistan*](https://en.wikipedia.org/wiki/Rankings_of_universities_in_Pakistan)

According to the Quality Standard World University Ranking for 2014, [QAU](https://en.wikipedia.org/wiki/Quaid-e-Azam_University), [PIEAS](https://en.wikipedia.org/wiki/Pakistan_Institute_of_Engineering_and_Applied_Sciences), [AKU](https://en.wikipedia.org/wiki/Aga_Khan_University), [NUST](https://en.wikipedia.org/wiki/National_University_of_Sciences_and_Technology,_Pakistan), [LUMS](https://en.wikipedia.org/wiki/Lahore_University_of_Management_Sciences), [CIIT](https://en.wikipedia.org/wiki/COMSATS_Institute_of_Information_Technology), [KU](https://en.wikipedia.org/wiki/University_of_Karachi), [Punjab University](https://en.wikipedia.org/wiki/University_of_the_Punjab), [UAF](https://en.wikipedia.org/wiki/University_of_Agriculture_(Faisalabad)) and [UET Lahore](https://en.wikipedia.org/wiki/University_of_Engineering_and_Technology,_Lahore) are ranked among top 300 universities in [Asia](https://en.wikipedia.org/wiki/Asia).[[39]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-39)

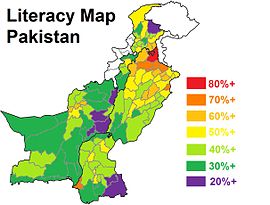
Religion and education[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=17" \o "Edit section: Religion and education)]

Education in Pakistan is heavily influenced by religion. For instance, one study of Pakistani science teachers showed that many rejected evolution based on religious grounds.[[40]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Asghar2013-40)However, most of the Pakistani teachers who responded to the study (14 out of 18) either accepted or considered the possibility of the evolution of living organisms, although nearly all Pakistani science teachers rejected human evolution because they believed that ‘human beings did not evolve from monkeys.’ This is a major misconception and incorrect interpretation of the [science](https://en.wikipedia.org/wiki/Science) of [evolution](https://en.wikipedia.org/wiki/Evolution), but according to the study it is a common one among many Pakistani teachers. Although many of the teachers rejected the evolution of humans, " all agreed that there is ‘no contradiction between science and Islam’ in general".[[40]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-Asghar2013-40)

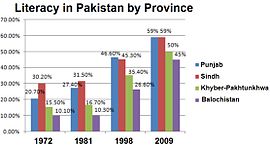
Literacy rate[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=18" \o "Edit section: Literacy rate)]

[](https://en.wikipedia.org/wiki/File:Literacy_Rate_Pak.jpg)

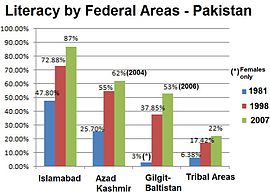
Literacy Rate - Pakistan

[](https://en.wikipedia.org/wiki/File:Literacy_Map_Pakistan.jpg)

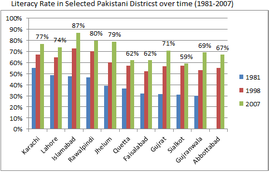
Literacy Map Pakistan

[](https://en.wikipedia.org/wiki/File:Literacy_Pak_Provinces.jpg)

Literacy by Province

[](https://en.wikipedia.org/wiki/File:Literacy_Federal_Areas_Pakistan.jpg)

Literacy by Federal Area

[](https://en.wikipedia.org/wiki/File:Literacy_Rate_in_selected_Pakistani_Districts_over_time_(1981-2007).png)

Literacy over time in selected districts

From census to census the definition of literacy has been undergoing changes, with the result that the literacy figure has vacillated irregularly during the last 10 censuses. A summary of the censuses is as follows:[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-unesdoc.unesco.org-41)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year of census**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | **Male**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | **Female**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | **Total**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | **Urban**[[42]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org.2Fimages-42) | **Rural**[[42]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org.2Fimages-42) | **Definition of being "literate"**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | **Age group**[[42]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org.2Fimages-42) |
| 1951 | 19.2%[[43]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-pap.org.pk-43) | 12.2%[[43]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-pap.org.pk-43) | 16.4% | -- | -- | One who can read a clear print in any language | All Ages |
| 1961 | 26.9%[[43]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-pap.org.pk-43) | 8.2%[[43]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-pap.org.pk-43) | 16.3% | 34.8% | 10.6% | One who is able to read with understanding a simple letter in any language | Age 5 and above |
| 1972 | 30.2% | 11.6% | 21.7% | 41.5% | 14.3% | One who is able to read and write in some language with understanding | Age 10 and Above |
| 1981 | 35.1% | 16.0% | 26.2% | 47.1% | 17.3% | One who can read newspaper and write a simple letter | Age 10 and Above |
| 1998 | 54.8% | 32.0% | 43.9% | 63.08% | 33.64% | One who can read a newspaper and write a simple letter, in any language | Age 10 and Above |
| 2004 | 66.25% | 41.75% | 54% | 71%[[44]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-eurojournals.com-44) | 44%[[44]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-eurojournals.com-44) |
| 2009[[45]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-finance.gov.pk-45) | 69% | 45% | 57% | 74% | 48% |

Table below shows the literacy rate of Pakistan by province.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Province** | **Literacy Rate**[[41]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-unesdoc.unesco.org-41) | | | | |
| **1972** | **1981** | **1998** | **2012**[[45]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-finance.gov.pk-45) | **2015**[[46]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-46) |
| Punjab | 20.7% | 27.4% | 46.6% | 71% | 63% |
| Sindh | 30.2% | 31.5% | 45.3% | 69% | 60% |
| Khyber-Pakhtunkhwa | 15.5% | 16.7% | 35.4% | 60% | 53% |
| Balochistan | 10.1% | 10.3% | 26.6% | 50% | 44% |

Table below shows the literacy rate of Federally Administered Areas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Literacy Rate** | | |
| **1981** | **1998** | **2007** |
| Islamabad | 57.8%[[47]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-census.gov.pk-47)[[48]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-mpra.ub.uni-muenchen.de-48) | 72.88%[[47]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-census.gov.pk-47) | 96%[[5]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-statpak.gov.pk-5) |
| Azad Kashmir | 35.7%[[49]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-49) | 65%[[50]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-50) | 68%(2012)[[51]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-51) |
| Gilgit-Baltistan | 21% (female)[[52]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-dawn.com.2Fwps-52) | 57.85%[[52]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-dawn.com.2Fwps-52) | 62%(2012)[[52]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-dawn.com.2Fwps-52) |
| Tribal Areas | 6.38%[[47]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-census.gov.pk-47) | 17.42%[[53]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-53)[[54]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-54) | 22%[[7]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-fata.gov.pk-7) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literacy rate of Pakistani districts (2007)**[[55]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-statpak.gov.pk.2Fdepts-55) | | | | | | | | |
| [**Rank**](https://en.wikipedia.org/wiki/Ranking) | [**District**](https://en.wikipedia.org/wiki/District) | [**Province**](https://en.wikipedia.org/wiki/Province) | [**Literacy rate**](https://en.wikipedia.org/wiki/Literacy_rate) | [**Rank**](https://en.wikipedia.org/wiki/Ranking) | [**District**](https://en.wikipedia.org/wiki/District) | [**Province**](https://en.wikipedia.org/wiki/Province) | [**Literacy rate**](https://en.wikipedia.org/wiki/Literacy_rate) | * [view](https://en.wikipedia.org/wiki/Template:List_of_Pakistani_districts_by_literacy) * [talk](https://en.wikipedia.org/wiki/Template_talk:List_of_Pakistani_districts_by_literacy) * [edit](https://en.wikipedia.org/w/index.php?title=Template:List_of_Pakistani_districts_by_literacy&action=edit) |
| 2 | [**Abbottabad**](https://en.wikipedia.org/wiki/Abbottabad_District) | [Khyber Pakhtunkhwa](https://en.wikipedia.org/wiki/Khyber_Pakhtunkhwa) | 96% | 12 | [**Faisalabad**](https://en.wikipedia.org/wiki/Faisalabad_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 62% |
| 1 | [**Islamabad**](https://en.wikipedia.org/wiki/Islamabad_District) | [Capital Territory](https://en.wikipedia.org/wiki/Islamabad_Capital_Territory) | 98 | 11 | [**Quetta**](https://en.wikipedia.org/wiki/Quetta_District) | [Balochistan](https://en.wikipedia.org/wiki/Balochistan) | 62% |
| 3 | [**Jhelum**](https://en.wikipedia.org/wiki/Jhelum_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 97% | 13 | [**Mandi Bahauddin**](https://en.wikipedia.org/wiki/Mandi_Bahauddin_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 62% |
| 4 | [**Karachi**](https://en.wikipedia.org/wiki/Karachi_District) | [Sindh](https://en.wikipedia.org/wiki/Sindh) | 77% | 14 | [**Toba Tek Singh**](https://en.wikipedia.org/wiki/Toba_Tek_Singh_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 62% |
| 5 | [**Lahore**](https://en.wikipedia.org/wiki/Lahore_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 88% | 15 | [**Attock**](https://en.wikipedia.org/wiki/Attock_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 61% |
| 6 | [**Chakwal**](https://en.wikipedia.org/wiki/Chakwal_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 85% | 16 | [**Ziarat**](https://en.wikipedia.org/wiki/Ziarat_District) | [Balochistan](https://en.wikipedia.org/wiki/Balochistan) | 61% |
| 7 | [**Rahim Yar Khan**](https://en.wikipedia.org/wiki/Rahim_Yar_Khan_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 71% | 17 | [**Mianwali**](https://en.wikipedia.org/wiki/Mianwali_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 60% |
| 8 | [**Gujranwala**](https://en.wikipedia.org/wiki/Gujranwala_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 69% | 18 | [**Sialkot**](https://en.wikipedia.org/wiki/Sialkot_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 59% |
| 2 | [**Rawalpindi**](https://en.wikipedia.org/wiki/Rawalpindi_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 91% | 19 | [**Sheikhupura**](https://en.wikipedia.org/wiki/Sheikhupura_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 59% |
| 10 | [**Haripur**](https://en.wikipedia.org/wiki/Haripur_District) | [Khyber Pakhtunkhwa](https://en.wikipedia.org/wiki/Khyber_Pakhtunkhwa) | 63% | 20 | [**Dera Ghazi Khan**](https://en.wikipedia.org/wiki/Dera_Ghazi_Khan_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 59% |
| 21 | [**Layyah**](https://en.wikipedia.org/wiki/Layyah_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 59% | 22 | [**Bhakkar**](https://en.wikipedia.org/wiki/Bhakkar_District) | [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) | 56% |  |

**School attendance**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=19" \o "Edit section: School attendance)]

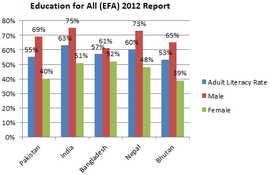
Population age 10 and over that has ever attended school, highest and lowest figures by region. [Islamabad](https://en.wikipedia.org/wiki/Islamabad_Capital_Territory) has the highest rate in the country at 85%, whilst Jhal Magsi has the lowest rate at 20%.[[56]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-56)

|  |  |  |
| --- | --- | --- |
| **Province** | **Highest** | **Lowest** |
| Punjab | [Rawalpindi](https://en.wikipedia.org/wiki/Rawalpindi_District) (86%) | [Muzaffargarh](https://en.wikipedia.org/wiki/Muzaffargarh_District) and [Rajanpur](https://en.wikipedia.org/wiki/Rajanpur_District" \o "Rajanpur District) (48%) |
| Sindh | [Karachi](https://en.wikipedia.org/wiki/Karachi_District) (78%) | [Jacobabad](https://en.wikipedia.org/wiki/Jacobabad_District) (44%) |
| Khyber-Pakhtunkhwa | [Abbottabad](https://en.wikipedia.org/wiki/Abbottabad_District) (88%) | [Upper Dir](https://en.wikipedia.org/wiki/Upper_Dir_District) (42%) |
| Balochistan | [Quetta](https://en.wikipedia.org/wiki/Quetta_District) (99%) | [Jhal Magsi](https://en.wikipedia.org/wiki/Jhal_Magsi_District) (28%) | [ Hunza District|Hunza] (97.9%) | [Diamir](https://en.wikipedia.org/wiki/Diamir_District) 45% |

**Comparison with other countries**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=20" \o "Edit section: Comparison with other countries)]

Source: UNESCO[[11]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-EFA-11)

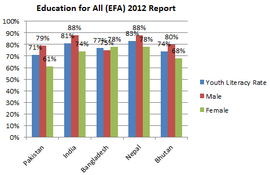
**Adult Literacy Rate**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=21" \o "Edit section: Adult Literacy Rate)]

[](https://en.wikipedia.org/wiki/File:Adult_Literacy_Rate_EFA_2012.png)

| **Country** | **Adult Literacy Rate** | **Male** | **Female** |
| --- | --- | --- | --- |
| Pakistan | 55% | 69% | 40% |
| India | 78% | 75% | 51[[57]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-57)% |
| Bangladesh | 57% | 61% | 52% |
| Nepal | 49% | 73% | 48% |
| Bhutan | 53% | 65% | 79% |

[[58]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-uis.unesco.org-58)

**Youth Literacy Rate**[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=22" \o "Edit section: Youth Literacy Rate)]

[](https://en.wikipedia.org/wiki/File:Youth_Literacy_Rate_EFA_2012.png)

| **Country** | **Youth Literacy Rate** | **Male** | **Female** |
| --- | --- | --- | --- |
| Pakistan | 71% | 79% | 61% |
| India | 90.2% | 92.9% | 87.2%[[58]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-uis.unesco.org-58) |
| Bangladesh | 68% | 75% | 78% |
| Nepal | 61% | 89% | 78% |
| Bhutan | 74% | 80% | 68% |

International education[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=23" \o "Edit section: International education)]

As of January 2015, the International Schools Consultancy (ISC)[[59]](https://en.wikipedia.org/wiki/Education_in_Pakistan" \l "cite_note-59) listed Pakistan as having 439 international schools.[[60]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-iscresearch.com-60) ISC defines an 'international school' in the following terms "ISC includes an international school if the school delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country, or if a school in a country where English is one of the official languages, offers an English-medium curriculum other than the country's national curriculum and is international in its orientation."[[60]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-iscresearch.com-60) This definition is used by publications including [The Economist](https://en.wikipedia.org/wiki/The_Economist).[[61]](https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-61)

See also[[edit](https://en.wikipedia.org/w/index.php?title=Education_in_Pakistan&action=edit&section=24" \o "Edit section: See also)]

* ***https://upload.wikimedia.org/wikipedia/commons/thumb/3/32/Flag_of_Pakistan.svg/32px-Flag_of_Pakistan.svg.png***[***Education in Pakistan portal***](https://en.wikipedia.org/wiki/Portal:Education_in_Pakistan)
* [List of Pakistani Districts by Human Development Index](https://en.wikipedia.org/wiki/List_of_Pakistani_Districts_by_Human_Development_Index)
* [List of special education institutions in Pakistan](https://en.wikipedia.org/wiki/List_of_special_education_institutions_in_Pakistan)
* [Lists of educational institutions in Pakistan](https://en.wikipedia.org/wiki/Lists_of_educational_institutions_in_Pakistan)
* [Pakistan Studies curriculum](https://en.wikipedia.org/wiki/Pakistan_Studies_curriculum)
* [Pakistani textbooks controversy](https://en.wikipedia.org/wiki/Pakistani_textbooks_controversy)
* [Catholic Board of Education](https://en.wikipedia.org/wiki/Catholic_Board_of_Education)

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