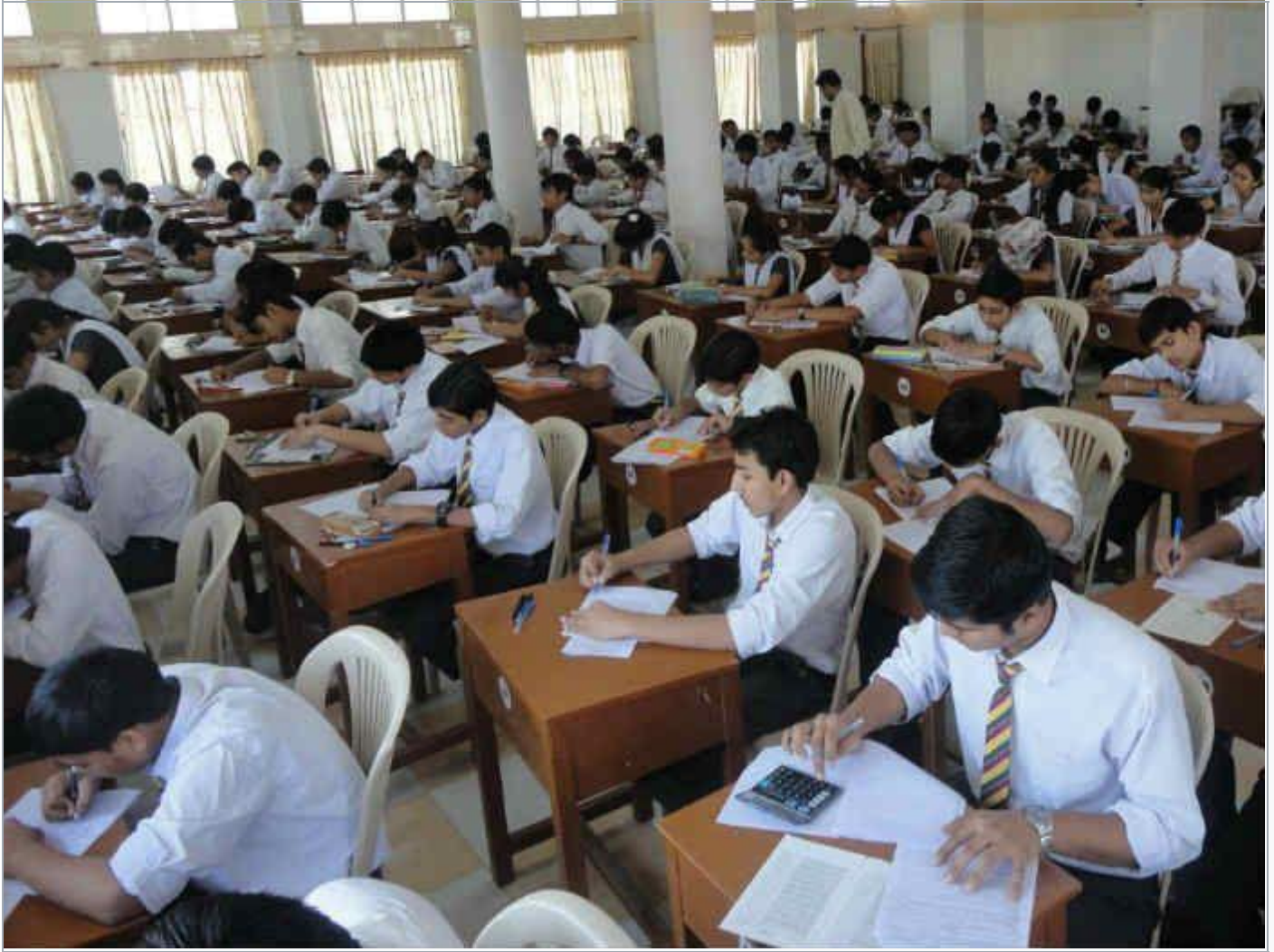


Education system of Pakistan



Minister of Education : Rana Tanveer Hussain

Primary languages : English, Urdu

System type : State, federal and private

Literacy (2023 Census)

Male : 68%

Female: 52.84%

Enrollment

Primary school : 67.57%

Secondary : 44.82%

Post secondary: 14.85%

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Education system of Pakistan title can be described as the education system in Pakistan is a complex and evolving structure, influenced by historical, cultural, political, and socioeconomic factors. It includes both public and private institutions, with a wide disparity in quality and access. Education is governed at both federal and provincial levels, especially after the 18th Amendment which devolved much of the authority to the provinces.

The education system in Pakistan is generally divided into six levels: preschool (from the age of 3 to 5), primary (years one to five), middle (years six to eight), secondary (years nine and ten, leading to the Secondary School Certificate or SSC), intermediate (years eleven and twelve, leading

to a Higher Secondary School Certificate or HSSC), and university programmes leading to undergraduate and graduate degrees. The Higher Education Commission established in 2002 is responsible for all universities and degree awarding institutes. It was established in 2002 with Atta-ur-Rahman as its founding chairman.

Stages of formal education

Primary education

Only about 67.5% of Pakistani children finish primary school education.[15] The standard national system of education is mainly inspired by the English educational system. Pre-school education is designed for the 3–5 years old and usually consists of three stages: Play Group, Nursery and Kindergarten (also called 'KG' or 'Prep'). After pre-school education, students go through junior school from years 1 to 5. This is followed by middle school from years 6 to 8. In middle school, single-sex education is usually preferred by the Pakistani community, but co-education exists in cities. The curriculum is usually subject to the institution. The eight commonly studied disciplines are:

- *Arts

- * Computer Studies and ICT

- * General Science (including Physics, Chemistry and Biology)

- *Modern languages and literature i.e. Urdu and English

- * Mathematics

- * Religious Education i.e. Islamic Studies

- *Social Studies (including Civics, Geography, History, Economics, Sociology and sometimes elements of law, politics and PHSE)

- *Pakistan Studies (including Civics, Geography, History, Economics, Sociology and sometimes elements of law, politics and PHSE of Pakistan)

Schools may also offer drama studies, music and physical education but these are usually not examined or marked. Home economics is sometimes taught to female students, whereas topics related to astronomy, environmental management and psychology are frequently included in textbooks of general science. Sometimes archaeology and anthropology are taught in textbooks of social studies. SRE is not taught at most schools in Pakistan, although this trend is being rebuked by some urban schools. Provincial and regional languages such as Punjabi, Sindhi, Pashto and others may be taught in their respective provinces, particularly in regional language-medium schools. Some institutes give instruction in foreign languages such as German, Turkish, Arabic, Persian, French and Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school.

Secondary education

Secondary education in Pakistan begins in year 9 and lasts for four years. After the 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 year 9, students are expected to take a standardised test in each of the first parts of their academic subjects (SSC-I). They take the tests of the second parts of the same courses at the end of year 10 (SSC-II). Upon successful completion of these examinations, they are awarded a Secondary School Certificate (or SSC). This is locally termed a matriculation certificate 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). The SSC exams consist of a

total of 1100 marks divided between 9th and 10th. The marks are divided in each year follows: 75 marks for Maths, English and Urdu, 50 marks for Islamic Studies (or ethics for Non Muslim students) and Pakistan Studies, 65 marks for Sciences (Biology, Chemistry, Physics). An additional 90 marks are allotted for practicals (30 for each science). Students then enter an intermediate college and complete years 11 and 12. Upon completion of each of the two years, they again take standardised tests in their subjects (HSSC-I and HSSC-II). Upon successful completion of these examinations, students are awarded the Higher Secondary School Certificate (or HSSC). This level of education is also called the FSc/FA/ICS or intermediate. There are many streams students can choose for years 11 and 12, such as pre-medical, pre-engineering, humanities (or social sciences), computer science and commerce. Each stream consists of three electives and three compulsory subjects of English, Urdu, Islamiyat (year 11 only) and Pakistan Studies (year 12 only).

Madrassas

Madrassas are Islamic seminaries. Most Madrasas teach mostly Islamic subjects such as Tafseer (Interpretation of the Quran), Hadith (sayings of Muhammad), Fiqh (Islamic Law), Arabic language and include some non-Islamic subjects, such as logic, philosophy, mathematics, to enable students to understand the religious ones. The number of madrassas are popular among Pakistan's poorest families in part because they feed and house their students. Estimates of the number of madrasas vary between 12,000 and 40,000. In some areas of Pakistan they outnumber the public schools.

Qualitative dimension

In Pakistan, the quality of education has a declining trend. A shortage of teachers and poorly equipped laboratories have resulted in the out-dated curriculum that has little relevance to present-day needs. The education is based solely on cramming and the students lack professional as well as communicational skills, when they graduate from an institution. Moreover, the universities are expensive, due to which the Pakistani students cannot afford higher education. The universities do not provide skills that are in demand in the market. Pakistani students still rely on photocopied notes and summaries without any major update in textbooks.

Teacher education

Teacher education reform is crucial in improving education in Pakistan. Teacher training programs at universities lack qualified professionals. Almost one-third of universities in Balochistan do not have professors in their teacher education departments and there was not a PhD in Education at any of the universities in Balochistan. Teachers are the focal point of establishing progressive education. Teacher preparation programs need funding and consistency to produce quality, effective teachers. Teacher reform needs to continue by establishing resources and investments. Time needs to be invested in updating curriculum and teacher education facilities. Investments must be made in updating building infrastructures, libraries, IT departments, and laboratories. Teacher education has an impact on the general education of the country. Within Pakistan there are many common problems within schools, this includes not having proper training facilities, small termed training period, lack of in-service training for teachers, and other issues.

Teachers Issues

Teachers in Pakistan face a range of challenges and issues that impact their ability to provide quality education to students. Here are some common issues faced by teachers in Pakistan:

Low pay: Teachers in Pakistan are often paid low salaries, which can make it difficult to attract and retain talented individuals in the profession.

Inadequate resources: Teachers in Pakistan often have limited access to resources such as textbooks, classroom materials, and technology, which can make it difficult to provide effective instruction.

Overcrowded classrooms: Many classrooms in Pakistan are overcrowded, which can make it challenging for teachers to provide individual attention to each student.

Gender discrimination: Female teachers in Pakistan may face discrimination and harassment in the workplace, as well as cultural barriers that limit their access to education and professional development opportunities.

Lack of training: Many teachers in Pakistan have limited training and professional development opportunities, which can make it difficult for them to develop new teaching strategies and stay up-to-date with developments in their field.

Limited job security: Teachers in Pakistan may have limited job security, which can lead to high turnover rates and a lack of motivation among teachers.

Societal and cultural issues: Teachers in Pakistan may face societal and cultural barriers that limit their ability to teach certain subjects or work with certain student populations.