

Pakistan has undergone numerous education policy reforms to develop and improve its curriculum. Here are some key measures taken:

National Education Policy (1972)

1. Establishment of Curriculum Wing: The Curriculum Wing was set up at the Ministry of Education to oversee curriculum development.
2. National Curriculum Committee: A committee was formed to review and revise the curriculum.

National Education Policy (1992)

1. Incorporating Islamic values: The policy emphasized the inclusion of Islamic values and principles in the curriculum.
2. Vocational and technical education: The policy introduced vocational and technical education to equip students with practical skills.

National Education Policy (2009)

1. Curriculum reform: The policy aimed to revise the curriculum to make it more relevant, inclusive, and competency-based.
2. Incorporating modern subjects: The policy introduced modern subjects like computer science, mathematics, and science.

Pakistan Vision 2025

1. National Curriculum Framework: A framework was developed to guide curriculum development and ensure uniformity across provinces.
2. Competency-based education: The framework emphasized competency-based education to focus on skills and knowledge acquisition.

Single National Curriculum (SNC) 2020

1. Uniform curriculum: The SNC aimed to introduce a uniform curriculum across all provinces and schools.
2. Incorporating STEAM education: The SNC included STEAM education (Science, Technology, Engineering, Arts, and Mathematics) to promote critical thinking and problem-solving skills.

Other initiatives

1. Provincial curriculum reforms: Provinces like Punjab, Sindh, and Khyber Pakhtunkhwa have introduced their own curriculum reforms.
2. Teacher training programs: Teacher training programs have been initiated to equip teachers with the skills and knowledge required to implement the new curriculum.

These measures demonstrate Pakistan's efforts to develop and improve its curriculum, focusing on Islamic values, modern subjects, competency-based education, and uniformity across provinces.

Pakistan has implemented various measures to develop and improve teacher training, aligning with different education policies. Here are some key initiatives:

National Education Policies

1. National Education Policy (1972): Emphasized teacher training as a crucial aspect of education reform.
2. National Education Policy (1992): Introduced in-service training programs for teachers.
3. National Education Policy (2009): Focused on pre-service and in-service teacher training, including induction programs.

Teacher Training Initiatives

1. Pakistan Teacher Education Project: A USAID-funded project aimed at improving teacher education and training.
2. National Teacher Education Project: Focused on developing teacher education programs and materials.
3. Teacher Education and Training Program: A program launched by the Ministry of Education to provide in-service training to teachers.

Institutional Reforms

1. Establishment of Teacher Education Institutions: Institutions like the National Institute of Teacher Education (NITE) and the Allama Iqbal Open University (AIOU) were established to provide teacher education and training.
2. Upgradation of Teacher Training Colleges: Existing teacher training colleges were upgraded to improve infrastructure and training facilities.

Capacity Building

1. Training of Master Trainers: Master trainers were trained to provide training to teachers and other educators.
2. Development of Training Materials: Training materials, including manuals and guides, were developed to support teacher training programs.

Recent Initiatives

1. Single National Curriculum (SNC) Training: Teachers are being trained on the new SNC to ensure effective implementation.
2. Online Teacher Training Platforms: Online platforms, such as the Pakistan Education and Research Network (PERN), are being used to provide teacher training and professional development opportunities.

These measures demonstrate Pakistan's efforts to improve teacher training and education, recognizing the critical role teachers play in shaping the country's education system.

The National Education Policy 2017, also known as the National Education Policy 2017-2025, was formulated by the Ministry of Federal Education and Professional Training in Islamabad, Pakistan ¹. This policy outlines the government's vision for education in Pakistan, focusing on key areas such as Islamic education, early childhood care, primary education, secondary education, literacy, and non-formal basic education.

Key Objectives:

- Character Building: Focus on developing students' moral character and values.
- Meeting Learning Needs: Ensure students receive a quality education that meets their learning needs.
- Pakistani Nationhood and National Integration: Foster a sense of national identity and unity among students.
- Right to Education: Ensure all children have access to quality education ².

Priority Areas:

- Early Childhood Care and Education: Expand access to quality early childhood education.
- Primary Education: Improve the quality of primary education and increase enrollment rates.
- Secondary Education: Enhance the quality of secondary education and increase access to higher education.
- Literacy and Non-Formal Basic Education: Improve literacy rates and expand access to non-formal basic education.

The policy also emphasizes the importance of teacher training, curriculum development, and assessment and examination systems ³. Overall, the National Education Policy 2017 aims to transform Pakistan's education system and ensure that all children have access to quality education.

The medium of instruction has been a contentious issue in Pakistan's education system. Here, I'll present arguments from both perspectives and offer my opinion on the medium of instruction at the secondary level.

Perspective 1: English as the Medium of Instruction

Arguments in favor of English as the medium of instruction:

1. Global competitiveness: English is the language of international business, science, and technology. Students who study in English are better equipped to compete globally.
2. Access to international resources: English-language educational resources, including books, journals, and online materials, are abundant and easily accessible.
3. Improved employability: English-language proficiency is a highly valued skill in the job market, increasing students' employability prospects.

Perspective 2: Urdu or Regional Languages as the Medium of Instruction

Arguments in favor of Urdu or regional languages as the medium of instruction:

1. Cultural and linguistic identity: Using Urdu or regional languages as the medium of instruction helps preserve Pakistan's cultural and linguistic heritage.
2. Better understanding and comprehension: Students may find it easier to understand and comprehend complex concepts when taught in their native language.
3. Increased accessibility: Using Urdu or regional languages can make education more accessible to students from diverse linguistic backgrounds.

My Opinion

After considering both perspectives, I believe that the medium of instruction at the secondary level should be a combination of English and Urdu/regional languages. Here's why:

1. Practicality: English is an essential language for global competitiveness, and students should be proficient in it. However, using Urdu or regional languages as a medium of instruction can help students understand complex concepts better.
2. Cultural relevance: Incorporating Urdu or regional languages into the curriculum can help preserve Pakistan's cultural and linguistic identity.
3. Gradual transition: Introducing English as a medium of instruction at the secondary level can be challenging for some students. A gradual transition, starting with Urdu or regional languages and gradually introducing English, can help students adjust.

In conclusion, a bilingual or multilingual approach to education, where both English and Urdu/regional languages are used as mediums of instruction, can provide students with the best of both worlds. This approach can help students develop English language proficiency while preserving their cultural and linguistic heritage.