

**SEMINAR REPORT**

**NATIONAL SEMINAR ON**

**CURRICULUM: THEORY AND PRACTICE IN PAKISTAN**

**March 8<sup>th</sup> & 9<sup>th</sup>, 2018**

**Allama Iqbal Auditorium, Faisal Masjid Campus**



**DEPARTMENT OF EDUCATION**

**FACULTY OF SOCIAL SCIENCES**

**INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

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## **SCOPE OF THE SEMINAR**

This research seminar is based on deliberation on national needs and curriculum of educational institutions. This two days seminar will provide an open forum for discussion to identify national suggestions and experts' views about how to bridge gap between national needs and curriculum to meet future demands. It will open the new horizons in the field of curriculum and will help to align the curriculum with national needs and priorities in a shortest possible span of time. This event will provide a platform for deans, directors, policy makers, curriculum developers, teachers and students to share their knowledge and experiences regarding curriculum reforms. The themes of national seminar include exploration of various ways to bridge these gaps.

## **GUEST SPEAKERS**

### **Prof. Hashim Abbasi**

Former Senior Joint Educational Advisor,  
MoE Islamabad

### **Ch. Munir Ahmed**

Former Joint Educational Advisor, MoE  
Islamabad

### **Prof. Dr. Nisar Hamdani**

Director, Kashmir Institute of Economics,  
AJK University

### **Prof. Dr. Haroona Jatoi**

Former Joint Educational Advisor, MoE  
Islamabad

### **Prof. Dr. Razaqat Ali Akbar**

Director IER  
University of the Punjab, Lahore

### **Dr. Muhammad Saleem**

Former Joint Educational Advisor, MoE  
Islamabad

### **Prof. Dr. Muhammad Khan**

Professor, Department of Politics &  
International Relations, IIUI

## National Seminar on “Curriculum: Theory and Practice in Pakistan”

08-09 March, 2018

### Program Schedule

Arrival of the Guests and Key Note Speakers	09.00 – 09.30
Arrival of the Chief Guests	09.30 – 09.45
Recitation of Holy Quran	09.45 – 10.00
Welcome Speech by Prof. Dr. Samina Malik	10.00 – 10.15
Brief Description of Seminar by Prof. Dr. N. B. Jumani	10.15 – 10.30
Speech by Worthy President	10.30 – 11.00
Tea Break	11.00 – 11.30
<b>Keynote Speeches</b>	
Prof. Hashim Abbasi Curriculum Reforms	11:30 –12.10
Question Answer Session	12.10 – 12.30
Lunch & Prayer Break	12.30 – 02.00
Ch. Munir Ahmed Planning for Prioritizing the Educational Needs of Pakistani Nation	02.00 – 02.40
Prof. Dr. Razaqat Ali Akbar Importance of Need Based Curriculum	02.40 – 03.20
Dr. Muhammad Saleem Curriculum Framework for 21 <sup>st</sup> Century Skills	03.20 – 04.00
Question Answer Session	04.00 – 04.30
Evening Tea for Guests	04.30 – 05.00

### **Day 2 Program**

Guests to be seated	09.00 – 09.30
Summary of Day 1 Activities by Ms. Alina Raza & Ms. Sehrish Javed	09.30 – 10.00
<b>Keynote Speeches</b>	
Prof. Dr. Nisar Hamdani Issues and Challenges of Value Based Curriculum and National Education System	10.00 – 10.40
Question Answer Session	10.40 – 11.00
Tea Break	11.00 – 11.30
Prof. Dr. Haroona Jatoi Educational Problems and Challenges of Pakistani Society	11.30 – 12.15
Lunch & Prayer Break	01.10 – 02.30
Prof. Dr. Muhammad Khan National Priorities for Curriculum	02.30– 03.10
Closing Remarks by Prof. Dr. N.B. Jumani	03.10 – 03.30
Souvenir Presentation	03.30 – 04.10
Vote of Thanks by Prof. Dr. Samina Malik	04.10 – 04.30
Evening Tea for Guests	04.30 – 05.00

## Seminar Proceedings Day 1

### The Welcome Speech

Prof. Dr. Samina Malik  
Professor of Education/ Dean Faculty of Social Sciences,  
International Islamic University Islamabad, Pakistan



Honorable President Dr. Ahmed Yousaf Ahmed Al Darawesh, Professor Dr. Nabi Bux Jumani, the highly eminent keynote speakers: Dr. Muhammad Saleem, Prof. Hashim Abbasi, Prof. Dr. Rifaqat Ali Akbar, Prof. Dr. Nisar Hamdani, Prof. Dr. Haroona Jatoi, Prof. Dr. Muhammad Khan and Ch. Munir Ahmed, Deans, Chairpersons, faculty members and dear students, "Assalam o Alaikum".

I welcome you all to this prestigious seminar entitled *Curriculum: Theory and Practice in Pakistan* organized primarily to brainstorm and share the need to modify the current curricula in the light of contemporary developments in the field of science and technology as well as alterations in educational requirements, theories and philosophies. We felt it obligatory to organize an event that harnesses the insights of eminent educationists in our country and to re-think curriculum requirements at a time when the world is headed in an entirely new direction. The plethoric rise of new technologies that are monumentally altering not only our modes of existence but also the epistemic paradigms through which we read and learn the world that we inhabit, makes it mandatory to think about both current and future possibilities of improvement in education. We also need to keep in mind our own unique demographics, where despite a low literacy rate, there is a 79% penetration of cell-phones within Pakistan's population. In addition, laptops have been extensively distributed among numerous university students. It is this unique characteristic that can be harnessed for furthering the cause of education and for that reason, meticulous revisions in the current curriculum of our country are required.

I hope that this event would be beneficial in opening new avenues of thought and that you would benefit greatly from the expertise of our illustrious presenters who, I am sure, have brought vital insights in the domain. As teachers, our learning process never ends and it is for this reason, that such important researchers are required to help us all in channeling our professional expertise in the right direction. They have taken time out and preparing for this event has earned our respect and warmest regard.

Not only that, credit also goes to the Higher Education Commission for supporting this venture and acknowledging the need for a seminar based on this theme since it not only adds to the faculty development but also addresses the current needs of the education sector. It is also necessary to highlight the efforts of Prof. Dr. Jumani for investing his energies and time in the materialization of this event. His efforts in contacting and corresponding with the speakers and ensuring their comfort, deserves a special mention. In addition, other than my faculty members the contributions of my Teaching Associates cannot be ignored at this moment. They have worked diligently in organizing this seminar. At the end, I wish all of you a very enjoyable academic experience ahead and I hope that such events will remain a regular feature of this faculty. Thank you

## Description of the Seminar

Prof. Dr. N. B. Jumani  
Professor of Education  
Director, Directorate of Distance Education  
International Islamic University Islamabad, Pakistan



Dr. N. B. Jumani welcomed the guests and said that it is really a matter of privilege for the Department of Education to arrange series of the seminar and conferences, which is a sort of different activity that has some different purposes and different level of the involvement for different set of outcomes. The seminars are not taken in a way we have taken up. The seminar has been arranged in a way that students and future researchers will get an opportunity to get in contact with renowned experts of the field. Most important thing is the selection of very vibrant and timely needed theme that is essential in terms of the acquisition of the knowledge by the future researchers and students. This is very common theme which we have selected for today's seminar that "**Curriculum Theory and Practice**". A large number of books are written on this specific theme but the context of this theme is unique in Pakistan. We think that theory is something else and is taught differently while requirement for the practical demand is different. I have very little experience working in Ministry of Education with Prof. Dr. Hashim Abbasi Sab. During that period I realized that it requires a different lens to acquire knowledge about curriculum while getting degree in the universities while the curriculum is implemented in schools, colleges and universities. There are gaps between both theory and practice paradigms, so in this seminar we have very tactfully selected some academicians who have very abandoned of knowledge of theory of the curriculum and rich experience in implementation.

When we talk about the implementation at one hand and the theory at the other hand, this need more qualified and experienced professionals who could enlighten us with the repository of information, knowledge and skills. The professors attending the event are the philosophers and on the other hand we have selected the galaxy of renowned joint educational advisors who are very competent and very renowned in the field of curriculum development at national level. Prof. Hashim Abbasi is very known person in the curriculum designing, developing and implementing in Pakistan. Ch. Munir Ahmed is very popular personality in the area of policy development, policy framing and implementing curriculum in the Pakistan. Dr. Haroona Jatui is another prominent figure in the curriculum designing and curriculum development in Pakistan. Then we have Dr. Muhammad Saleem, he is very known figure in the curriculum revision and implementation in Pakistan, so this is very important thing that on one hand you will interact with these professors who have enormous knowledge in the field of curriculum and theories of the curriculum and the ways and means how curriculum can be designed, developed and implemented, and on the other hand, we have very popular renowned expert and officers from the line of bureaucracy who have not only implemented the curriculum in Pakistan but they have been part of parcels of developing National Education Policies of Pakistan. Simultaneously, they have worked on the basic frameworks of the curriculum for Pakistani Nation.

Significance of today's seminar is that on one hand you have opportunity for interaction with the professors' academia, in the field of education and curriculum and on other hand the practitioners and the policy makers. I am confident that by this interaction our students will have more insight in to what basically curriculum is and what are the basic issues in the implementation and designing of curriculum in Pakistan. Recently the Govt. of Pakistan has developed a National curriculum framework for school level i.e. K-12 to meet the national needs in the context of 18<sup>th</sup> of constitutional amendment. As a university teacher, no matter what subject we are teaching, we need to study and understand the spirit of this curriculum framework which will fill the gaps in the absence of a national curriculum in the country. As professors, we have to look into it what are the other basic documents in the policy provisions in Pakistani context and what initiatives as a nation, as a government, as a state, what kind of document of the initiative have been taken by the government and other organizations of the state. I am confident that with the interaction of the academicians and speakers today, you will be definitely changing rather modifying for the reconstructing of your own frame of references and your own frame of knowledge as a teacher, as a researcher or as a student.

Thank you.

## Speech of Worthy President

Prof. Dr. Ahmed Yousif Ahmed Al Draiweesh  
President, International Islamic University Islamabad, Pakistan



He welcomed all and said, “We are blessed on this day as we are conducting seminar on this very important topic because we cannot afford to go by year old curriculum if we want to prepare our generation for 21<sup>st</sup> century challenges. Curriculum is something that keeps on changing. That is very important feature of curriculum that enables the curriculum developers and policy makers to align with the technological changes in the world”. He stated that curriculum not only within university needs to be changed; instead at all levels it needs to be improved and strengthened so that we can be successful. He stressed that every curriculum should impart Pakistani cultural identity and its national identity as we are giving in Pakistan. There should be nothing against the integrity of this country and as our identity is that we are Muslims, so there should be nothing in our curriculum against Islam. Everything that we need, that we study, and that we teach our children, should learn ethical values and principles that is in Islam, should be integrated in our curriculum, so that textbooks should be practical and in life with the spirit of curriculum.

The students should know civic responsibilities that they have to perform as grownups citizens to contribute in the development of this country. There is need to introduce personalities of national and international fame, especially, from Muslim past for character building. Teachers should be aware of learning needs of different level of the students and the curriculum should be made accordingly, so the curriculum should not be for one level but at different levels according to the levels of students. There should be different methods of teaching and different modes of motivation for students towards learning that are used in education theory.

He further said, capacity building of the student is one of the most important element of the curriculum, so that students must realize their potential. Teachers should help their students to achieve their objectives, being presented through curriculum by the eminent scholars and educational experts, and individuals in the field of curriculum development. Our curriculum should be useful, needful and practical in our own context and social needs. At the end, he said that Quranic studies and memorization of the Quran is one of the basic things that helps students to expend their capacity to learn more. A number of famous scholars used to start their studies by memorizing Quran that opened the gates of latest knowledge. He said that anyone who cannot operate the technology is illiterate and he cannot survive in this era. Anything in our curriculum should be co-existence. There should be nothing that invites extremism and tourism. Anything that is inducted in the curriculum should be based on their universal norms, our universal principles that promote peaceful coexistence and promote peace.

He thanked the organizers of the seminar and experts for their efforts and time, and believed that seminar will achieve its objectives.

**1<sup>st</sup> Keynote Speaker**  
**Prof. Hashim Abbasi**

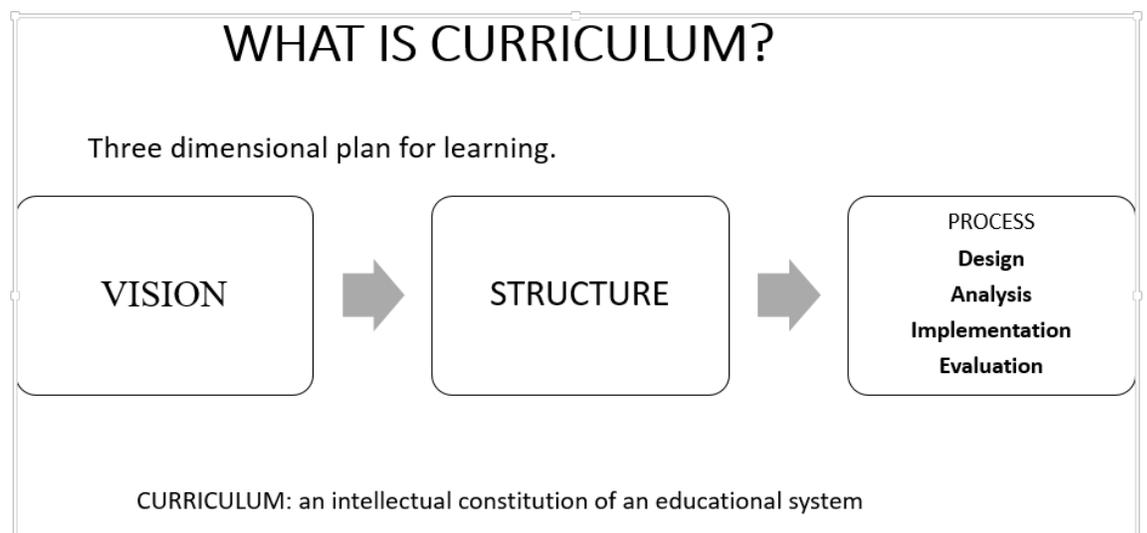
**“Curriculum Reforms: Case of Pakistan in Global Perspective”**

*He had been working as Senior Joint Educational Advisor for 12 years. He got his Training in Teacher Education at University of Sindh (Pakistan) and University of Oxford (England), Textbook Development from New Zealand, Educational Planning from Macquarie University, Australia and International Institute of Educational Planning (IIEP) Paris and Education Policy Analysis from Harvard Institute for International Development (HIID). Undertaken the work in professional development of teachers, curriculum design and development (including textbooks, teacher manuals, and student assessment), implementation, monitoring and evaluation at Federal level. He traveled many countries for education, training and professional undertakings in a variety of educational institutions and organizations.*

Prof. Hashim Abbasi introduced his topic with some questions such as:

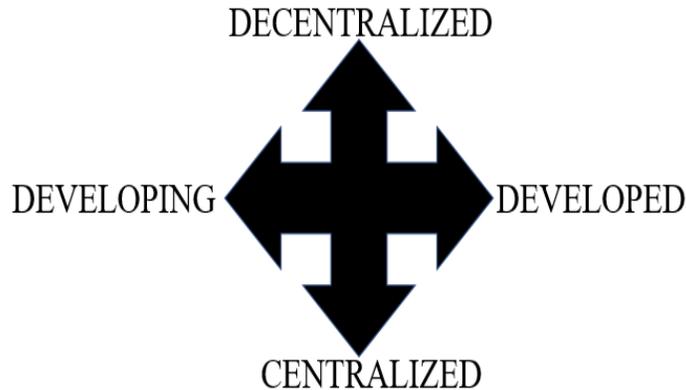
- What are the values of education? (Vision; Criteria)
- Why schools exist? (Rationale)
- What are the vital subjects? (Content)
- How material organized and taught? (Delivery)
- How broad or depth? (Magnitude)
- How much time for each course? (Time, Period)
- What work load for learners? (Weight-age)
- Do learners struggle with the curriculum? (Difficulties)
- Curriculum affected, resulted, shaped, structured, directed.....by these questions.
- BRIGG’s work spread over 60 years research, addressed a range of such questions.

He explained with the help of slides about the concept of curriculum as an intellectual constitution of education system and showed:



He was of the view that quality of education is a process which stands on four pillars which are:

1. Curriculum
2. Instructional Material
3. Training of Teachers
4. Students' assessment



**Chronology of National Institutions: Curriculum Changes in Global Context**

Countries	Year	
Australia	1975	(CDC, now integrated into state departments)
Indonesia	1950	(Running parallel systems; General and Madrasah streams)
India	1961	(NCERT)
Japan	1949	(NIER)
Korea	1952	(KEDI)
Malaysia	1970	(NCC, MOE)
Pakistan	1967	(NBCT, MOE, Decision taken by Cabinet at Ziarat, Baluchistan)
Singapore	1973	(NCC, MOE)
UK	1987	

**Curriculum Changes in Pakistan: National Scenario**

Three major curriculum reforms have emerged in national state:

1. With the emergence of National Educational Policy (1959-1971)
2. National Education Policy (1972-80: Curriculum existed up to 2006)
3. National Education Policy (1998- 2010: Curriculum commenced from 2007)

**National Perspective 1947-1957**

**Prelude**

Pakistan gained independence in 1947

**First Education Conference (1947)**

Critical issues and priorities; Message of Quaid-e-Azam

**Vision**

- Right type of education
- Suit the genius of our people
- Consonant to our history and culture
- Critical issues and priorities; Message of Quaid-e-Azam

### **First Major Cycle of Curriculum Reform (1959-1971)**

- First major uniform policy at national level
- Both wings integrated through curriculum network
- During mid-60's complete reform in curriculum for class 1-12 launched
- Key characteristics included: General Science, General Math, Social Studies
- Specialized committees constituted: level wise and subject wise

### **Second Cycle of Curriculum Reform (1972-2006)**

- Fall of Dacca necessitated immediate change in curriculum
- New institutional curriculum structures instituted (National, Provincial, boards etc.)
- Centers for in-service educational created
- Multidimensional strategic curriculum planning evolved
- At organizational level, distribution of draft curriculum courses formation and dissemination
- Wider circulation and group discussion on the draft proposals
- Pilot testing of critical units in selective subjects (Math, Science, Social studies) conducted
- New curriculum in Maths (set theory), Spiral approach in science curriculum initiated and implemented
- New courses such as Biology at secondary level, Agro-tech at middle vocational and at secondary level introduced
- First time Islamiyat and Pakistan studies were made compulsory subjects up to graduation level
- Full financial support of curriculum development to the provincial curriculum centers provided

### **The Era of Other Interventions (1980-2006)**

#### **Policy (1979)**

- Islamization and infusion of ideological contents
- Compulsory courses of Islamiyat and Pak-studies, across the levels

#### **Policy (1992)**

- Inducting private sector in text-book adaptation, multiple text books (1998)
- Introduction of Integrated Curriculum and Text-Books (Classes 1 & 2)
- Reforms in curriculum and learning material
- Integrating technical stream with general education with selected technologies

### **3<sup>rd</sup> Cycle of Curriculum Reforms**

#### **Commenced in academic session 2007**

- Learner focused
- Inquiry based (Constructivism)
- Outcome focused (Student assessment)
- Conceptual map (Sequential content organization/treatment)
- Process oriented

#### **Criteria for Content Selection**

- Content strands, standards, competencies and benchmarks defined
- Students' Learning Outcomes (SLOs)
- SLOs and Benchmarks achievement outcomes
  - Contents translated into grade wise courses

- Units and SLOs determined

### Some Models/Types Used

- |                                                                                                                                                                                                      |                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Classic/Prescriptive (Tyler model)<br>Cascade approach                                                                                                                                            | In First curriculum reform (1967)                                                                                                                                                                    |
| 2. Interactive (Taba Model)<br>Spiral approach                                                                                                                                                       | In science curriculum (1972)                                                                                                                                                                         |
| 3. Wheeler's Cyclic Model                                                                                                                                                                            | In Middle school Project (6-8) (English language situational, analysis, Science, Math, Social studies & Skill development)<br>Identifying aims and Objectives, content selection                     |
| 4. Process model<br>(Focus on essential principles & Features, critical scrutiny of concepts & contents, grounded in practice, visible to teachers and community, increasing Level of specification) | Used in Social & Islamic studies, Languages and other descriptive courses                                                                                                                            |
| 5. Constructivist approach                                                                                                                                                                           | Applied in current curriculum change, (2006) demands new ways of curriculum delivery, Expects Meta-cognitive teacher, using multiple methods of Teaching (problem solving, projects, portfolios etc. |

### Curriculum Innovations/Projects

- |                                     |                                                |
|-------------------------------------|------------------------------------------------|
| 1. Integrated curriculum/text-books | (Class 1-3)                                    |
| 2. Skill development.               | (Class 6-8) (agro-tech)                        |
| 3. Science education projects       | Phase 1 (6-8), Phase 2 (2-9)                   |
| 4. Pak-Bristol University           | Professional development of curriculum planner |
| 5. Curriculum development project   |                                                |

### Programs of 2009 Education Policy

- Reflection on social issues
- Developing capacity for self-directed learning, spirit of inquiry, critical thinking, problem solving and team work
- Standardization of curriculum
- Involvement of Professional councils, professional groups
- Promoting use of ICT
- Ongoing feedback & evaluation mechanism
- With the emergence of 18<sup>th</sup> Constitutional Amendments, National curriculum body exists no more.
- Provincial curriculum centers empowered to design, implement & evaluate their initiatives.
- Recently, National Curriculum Council has emerged to initiate a new role through Inter-Provincial Education Ministers Forum.
- Academically its role will be limited to **dissemination** and **marketing** its **commodity**.

### **Summary, Issues and Future Scenario of Curriculum Development**

- Up to 18<sup>th</sup> Amendment of Constitution, Federal Curricula regulated under Federal Act of 1976; designing curricula, approval of text-books and maintenance of standards of Education
- Curriculum: A hub of an educational system
- A vehicle of learning journey
- Full of struggle: Pains and Gains
- Pakistan developed its own model of curriculum development: Participatory approach
- Used a wide range of approaches and task forces, using objectives model for curriculum material, study groups, widely circulated curriculum guidelines and position papers; commissioned specialized committees for tough tasks

### **Issues (Push & Pull Factors)**

- Political directions, institutional leadership in strategic planning, organizational coordination
- Implementation and evaluation; a hard core undertaking
- Financial constraints and expertise
- Rapid technological, social mobility and cultural changes
- Commitment to EEO and QL processes
- Compensate disadvantaged groups
- Language load, medium of instruction and script
- Interventions of Donor Agencies

### **New Directions of Curriculum Change; Realities in the World**

We must think about the globalization on the following key points:

- Balancing **Core and Diversity**
- School based curriculum (integrating core & offering diversity)
- Thinking curriculum
- Digital curriculum
- Influence of US 2061 Science Education (USA is working on the curriculum of 2061)
- Initiatives in Global context

\*\*\*\*\*

## 2<sup>nd</sup> Keynote Speaker Ch. Munir Ahmed

### “Planning For Prioritizing the Educational Needs of Pakistani Nation”

*Ch. Munir Ahmad is Former Joint Educational Advisor, Ministry of education Islamabad. He got postgraduate diploma in Educational Administration from University of Leeds (UK), certificate course in the Leadership and Organizational development, Human Resource development and Personnel Management from University of Pittsburg, USA. He was the Member of the Regional Evaluation Mission under UNESCO, Vice President of Sir Syed Memorial Society Islamabad, Administrator of Best way Foundation Pakistan, Senior Joint Educational Advisor for Govt. of Pakistan, Senior JEA Curriculum, Text-Book, Teacher Training and Assessment/ Examination, Served as acting Federal Secretary of Education on a number of occasions, Advisor for Hamdard University Campus Islamabad, International Consultant, employed by the World Bank for quality improvement of secondary education in Bangladesh.*

Ch. Munir Ahmad started his formal speech by showing a slide containing a Quranic Ayah which is a Prayer of our Holy Prophet (S.W.) and said that in order to strengthen and develop Pakistan to achieve the key objectives, the first and foremost source of guidance is the Quran.



In this perspective the nation produced:

#### 10 Educational Policies of Pakistan

- Sharif Commission Report 1959
- Education Policy 1972
- Education Policy 1979
- Education Policy 1992
- Education Policy 1998
- Education Policy 1998-2010
- MDGs 2002-2015
- EFA 2000-2005
- Education Policy of 2009 (Dr. Khawaja Sabir Hussain revised)
- Draft of National Education Policy 2017-2025

### Factors for Low Achievement of the Target of Previous Policies

- Low Govt. commitment. Very low financial provision i.e. 2% of GDP or even less
- Restrictions and complicated release procedure- at times less expenditure besides the low resource, low quality and motivation of teachers besides their number being very short
- Non-existence of schools & colleges in far off areas
- Lack of proper monitoring of the implementation of the Plans/Policies, besides 18<sup>th</sup> Amendment adversely affected the implementation of NEP 2009

So it is the dire need arose to form a new Education Policy and assume that the main causes of failure of previous policies are not repeated.

- Hence in the 3<sup>rd</sup> IPEDC meeting held at Muzaffarabad on 14<sup>th</sup> of October 2014, it was decided to review the 2009 Education Policy in line with the post 18<sup>th</sup> Amendment, also Article 25-A of the constitution and Education vision of 2025 and Pakistan's International commitment to achieve Sustainable Development Goals i.e. SDGs.
- The Ministry of Education constituted an advisory committee to prepare the new

### Education Policy 2017-2025 (Extendable to 2030)

The committee comprises 17 experts from all over the country who made 13 presentations and prepared the new policy which comprises of 19 chapters as at slides (a) and (b) list.

S. No.	Name	S. No	Name
1.	Introduction	10.	Higher Education
2.	Aims and objectives of Education	11.	Information Technology
3.	Islamic Education	12.	Library and Documentation Services
4.	Early Childhood Education (ECE) / ECED / ECCD	13.	Physical Education, Sports / Games
5.	Literacy and Non-Formal Education (including Adult Literacy)	14.	Private Sector Education
6.	Primary Education	15.	Special Education and Inclusive Education
7.	Secondary Education	16.	Deeni Madaris
8.	Teachers Education	17.	Examination boards /Bodies and national Testing Services
9.	Technical and Vocational Education	18.	Guidance, Counselling and Character building) (Boy Scouts, Girls Guides, National Cadet Corps)
		19.	Financing of Education

### **Key Targets of NEP 2017-2025**

- Up-gradation of 50% existing public sector primary schools to middle level by 2025
- Up-gradation of 40% existing public sector middle schools to secondary/ high schools level by 2025
- Up-gradation of 20% existing high schools to higher secondary school level by 2025
- Increase the gross participation rate at middle level from 62% to 85% and net participation rate from 49 to 50% by 2025
- Increase the gross participation rate at secondary level from existing 58% to 70% and net participation rate from 27% to 40% by 2025
- 50% increase in gross and net enrolment rates at higher secondary education level.

### **Access (Situation at Present)**

- Despite all the above statements and large number of Education policies, Pakistan is yet ranked 147/176 in global analysis which wants special attention at the higher level to achieve major targets like UPE, maximum literacy, immediate advancement in scientific knowledge and technical and vocational skills.
- At Primary level i.e. 5-9 years, our age group NER is 77% and GER 96%.
- At Primary level 5-9 age group is 23.77 million, out of which 18.751 million are enrolled and yet almost 5 million of the age group are out of school. UPE target according to Quaid was to be achieved in 1962 which is yet a dream. Total number of Primary schools was 145, 829 in 2015-16, out of which 125, 573 are in the public sector and remaining in the private sector.
- In addition 30000 are non-formal basic Education schools and 45680 middle schools with Primary section 32,272 are Deeni Madaris.
- Gender Parity is 0.86. Survival rate at class 5 is 66%. Pupil teacher ratio is 32 and classroom ratio is 44.

### **Key Challenges**

- High population growth and inadequate facilities and services to cater to the needs of ever growing primary education age group population
- Low enrollment/participation rate and large number of out of school children due to poverty, high opportunity cost, child labor, non-availability of schools at accessible distance, security issues, parents illiteracy and social taboos etc.
- High dropouts and low completion/survival rate are due to lack of teacher's commitment, teacher's absenteeism, unattractive school environment, harsh treatment of children, missing basic facilities and services in school, natural calamities and disasters etc. Only 66% students finally reach class 5 that means 34% dropout from 1-5.
- Low quality of education due to teachers incompetence and lack of commitment, overburdened curriculum, use of foreign language as medium of instructions, archaic and obsolete teaching methodology, non-availability of teaching-learning and instructional material, low quality text-books, rote memorization instead of activity based learning for development of innate faculties of child, lack of monitoring and supervision, ineffective assessment and evaluation etc.
- Governance and management issues include lack of coordination amongst public,

private, formal or non-formal schools and Deeni Madaris, lack of community involvement and participation, ineffective school leadership, ghost and nonfunctional schools and human resource development issues etc.

- Financial issues include low allocation as compared to the needs and requirements for universalization of primary education, low allocation/expenditure for quality of education improvement and low absorptive capacity of the system.
- Missing facilities in existing schools is another serious issue which needs to be addressed on priority basis.
- To universalize primary education with determination and at a fast speed. A detailed plan with a firm deadline is needed to achieve the following objectives on successful implementation of the proposed Early Childhood Education and Care (ECEC) program, 4-5 years age group included in this policy:
  - Universalize access/enrollment by bringing all the ECE and primary age group children in school
  - Universalize retention/completion by ensuring 100% completion of primary education
  - Universalize achievement on the basis of minimum standards of learning outcomes
  - Medium of instruction will be Urdu or local language, depending upon the situation

### **Policy Provisions**

1. Primary Education age group will be 5 – 9<sup>+</sup> year i.e. five years and more but less than ten years.
2. Primary Education will be universalized in terms of universal access/enrollment, universal retention/completion and universal achievement latest by 2020 in case of boys and by 2025 in case of girls. Gender disparity will be constantly reduced.
3. A system of accountability and performance based incentives will be institutionalized through strict monitoring and supervision of schools and teachers.
4. School environment shall be made attractive, child friendly and inclusive in the light of Child Friendly School Standards, already developed.
5. Standardized physical facilities, infrastructure and services will be provided to each school, irrespective of gender, area and location.
6. School community relationships shall be strengthened.
7. School based planning and budgeting shall be ensured.
8. Allocations for primary education shall be minimum 40–45% of overall education budget.
9. Ratio of recurring and development budget for primary education shall be 70:30.
10. Existing primary education schools, facilities and services shall be rationalized. Teacher student ratio shall be improved, to improve the quality of education.
11. Multi-grade teaching will be assigned top priority both in pre and in-service teacher training.

### **College Education**

- Secondary Education 9-10 classes.
- Higher Secondary section covers 11-12 year classes.
- After 12 years schooling, children will move to Higher Education which interlaid will cover 4 years education labeled as graduate level. They could then go to post

graduate and higher degree levels.

- Pakistan has signed Agenda 2030 of Sustainable Development and committed to achieve 17 SDGs up to 2030. According to Target 4.1, Pakistan is expected to achieve 100% enrollment at Secondary level by 2030.

**Article: 37C “Make professional & technical Education generally available and Higher Education equally accessible to all”, based as;**

- Increase GER from 10% - 30% by 2025
- To expand world compatible TIER-I x II universities to 300 to expand H.E to district level by establishing 150 community colleges, tiled with skill universities.
- Enhance Ph.D. level % from 27% to 40%.
- Number of Public sector universities to be increased from 99 in 2015 to 195 by establishing 96 new universities.
- Private sector presents number of 76 universities to be increased to 105 to achieve a total of 300 universities in our country.
- Establish public sector university in each district and skill/Engineering university, one each at Divisional level.
- 72 new smart campuses of Tier-II universities in underserved large districts.
- 5 science & technology industrial parks.
- Integration of ICT in Education
- TIER-I Research universities shall be increased to 30.
- HEI’s shall be prepared and re-enforced to contribute significantly in China- Pak Economic Corridor.
- To prepare 10,000 Ph.D faculty in ten years through US-Pak Knowledge Economic Corridor.
- Search committees will be set up for selection of V.C.S. These will be non-political and comprise excellent scholars.
- Endowment fund shall be established for creating financial aid system to attract better quality students and nurture their talent.

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### **3<sup>rd</sup> Keynote Speaker**

#### **Prof. Dr. Rafaqat Ali Akbar**

#### **“Importance of Need Based Curriculum”**

*Prof. Dr. Rafaqat Ali is working in IER University of the Punjab, Lahore. He has completed his Ph.D (Edu) from University of Arid Agriculture, Rawalpindi and Post-Doctoral Fellowship from School of Education University of Birmingham, UK. He is Professor at Department of Elementary Education, Institute of Education and Research, University of the Punjab, Lahore since 2008 to date. He is member of Pakistan Universities Forum, 1994 to date. Furthermore, he is member of Pakistan Association for Science Education since 1996 to date.*

According to Prof. Dr. Rafaqat Ali, the word curriculum is derived from the Latin word “currere” which means **“Runway, or Race- course”** or the way to achieve objective of education. **“Curriculum is a set of courses, course work, topics and all other activities offered in schools”**.

After definition he discussed the process of implementation of the curriculum and for that purpose he defined the implementation process as:

- “Implementation is the process to put an idea into practice” (Tumposky & Adam, 2008). He added that curriculum implementation is associated with curriculum development, change and reform, and is a concern of policy matter. It means putting a plan, scheme, decision, proposal, intension, agreement, policy or idea into outcome. It is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitude to accept and participate in these activities. It may lead to valid actions in the execution of planned program or translating theory into action with a view of yielding expected results.
- It may be putting into practice of a curriculum plan or program (Esu, Enukoah and Umoren, 1998).
- Translation of the objectives of the curriculum from paper to practice (Okebukola, 2004)

#### **Factors affecting curriculum implementation**

There are lots of factors affecting curriculum implementation in Pakistan such as: Lack of professionalism, economic problems, political interference, inadequate evaluation, disapproval of society, curriculum more urbanized, lack of teaching material, lack of in-service training, and the most in these is teacher reluctant to accept change along with lack of commitment of National policy.

He said that after completion, the big task is its implementation which is a very difficult task itself for the following reasons:

- Unavailability of school facilities and equipment like classrooms, libraries, resource centers, offices desk, schools-hall or sections.
- The fact that the education sector is under-funded by the government means that the availability and quality of facilities in learning institutions is affected negatively. He demanded the fully equipped class-rooms from the Govt. to increase the quality of education. He added that there is limited procurement and supply of these resources in schools. Instructional material and equipment are all in short supply or may not be available, inadequate or out of-date library.

- Quality and quantity of teaching staff to meet the expectations of pupils and the society is another barrier. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers/planners. This implies that success of the curriculum depends on the teachers (Okello & Kagoire 1996). Poor condition of services for curriculum implementers is another challenge. Poor salaries, no housing, long distance placement and extra duties also demoralize the teachers.
- Poor time management by school administrators and teachers is another factor. Pupils' learning time is mismanaged by administrators and the class teacher. When it comes to classroom time management, the class teacher is the main player.
- A teacher who is not time conscious is not disciplined, is another drawback as far as curriculum implementation is concerned. Learner absenteeism from school also deprives the learner of learning time. Lack of command of teachers on content knowledge is a great concern in education especially curriculum implementation. Teacher content knowledge does influence classroom instruction and the richness of learners' experiences.
- Much of the work/learning is required through co-operative learning, activity based learning and discussion amongst learners while we do it through lecturing or rote learning. The emphasis of the curriculum needs to be placed on problem solving and on the power of learners to do/activity based.

He discussed that according to Schwartz and Cavener (1994), schools are culture systems of human relationships, traditions, ideas, attitudes and ways of doing things.

- To implement a curriculum the teacher has to face another challenge that is social beliefs, for we have not only had to deal with teachers' beliefs about teaching and learning, but also the beliefs of administrators, learners and parents.
- The teacher has a crucial role to play in the success of any educational program in the nation and as such should be in the center and take an active part in the planning and development of the curriculum. When teachers are not actively involved in the planning of the curriculum, a problem builds up, since it is these teachers that interact with the students, know what they need and in what proportion and actually make use of the curriculum.

For the sake of clarification he coded the information from Dare who stated that due to political consideration and the high rate of inflation, the realization of the objectives of education program in the country tends to be unrealistic.

- Globalization and insufficient Knowledge of ICT is another factor for the proper implementation of the curriculum (Osokoya, 2010). Teachers need to be trained and re-trained in ICT as the world is becoming a global village.
- Lack of sufficient finance for teacher trainings is another drawback for this purpose because workshops and seminars that are necessary to sensitize teachers and educationists across the country cost a lot of money.
- Frequent turnover of teachers is one factor that plays a primary role, is the excessive number of temporary, contract and or part time teachers. They teach for less than a year and a new set of core members replace them. There is no time to settle into the system and work with the curriculum properly.

**Lack of Review with Rapid Change in Worlds' Knowledge**

The world is growing at a tremendous rate when knowledge is concerned. Due to the development of science and technology, it has become more tasking for the curriculum development process, as knowledge becomes obsolete quickly hence the need for constant review for the curriculum, the method and material of instruction.

**Inflexibility and Unwelcoming Attitude to Change**

The inflexibility of curriculum in Countries makes it difficult for teachers and students to properly elevate them. Different regions have different conditions and when the curriculum cannot work in any of them, a problem starts up. Some teachers are so used to follow how they previously taught their subject. This makes it difficult to implement a new curriculum.

While talking about different exam bodies and methods, he was not satisfied with the concept and said that the difference of opinion in examination bodies have their different standards and techniques, those are in contrast with approaches to teaching.

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## 4<sup>th</sup> Keynote Speaker Dr. Muhammad Saleem

### “Curriculum Framework for 21<sup>st</sup> Century Skills”

*Dr. Muhammad Saleem is former Joint Educational Advisor in MoE, Islamabad. His area of expertise is Educational Development and Research. He completed his PhD from Teachers College, Columbia University, New York, USA. Major Emphasis of his work is on Educational Administration (Educational Planning and Management). Specific areas of his experience are Educational Planning and Management that include Project Formulation, Implementation, Monitoring and Evaluation, Financing/Budgeting and Research etc. Furthermore, he served as Joint Educational Advisor (Incharge) Curriculum and Text-book Development wing and supervised review of around 70 text-books. He developed National Curriculum Framework and also developed Adult Literacy Curriculum as team leader.*

Dr. Muhammad Saleem started his speech with the types of different teaching methodologies and was of the view that the best teaching methodology is that of Quran and the methodology of Prophet (S.W.).

Then he explained different terminologies frequently used in curriculum design which were: curriculum and curriculum framework, curriculum and text-books, SLOs and objectives, scheme of studies and syllabus, output and outcome, monitoring and evaluation, competencies and skills standards and benchmarks etc.

#### **Guidelines for Assessment of Components of Curriculum**

- SLOs
- Contents
- Guidelines for text-book writers and teaching learning material developers
- Guidelines for teachers

He explained about the new terms used in curriculum and content like, SLOs (student learning outcome) and explained about the difference in the meanings of objectives and SLO. Then he emphasized on the content matter along with the guidelines for text-book writers and teaching learning material developers, guidelines for teachers and guidelines for assessment. He gave the example of Bloom’s taxonomy.

#### **Bloom’s Taxonomy**

- Knowledge Or Remember
- Comprehension Or Understanding
- Application
- Analysis
- Evaluation
- Synthesis Or Creation

#### **Learning Needs**

##### **1. Learning Tools/Skills**

- A: Literacy (Reading and writing)
- B: Numeracy
- C: Problem solving
- D: Oral expression

## 2. Learning Contents

A: Knowledge      B: Skills      C: Value      D: Attitude

On the basis of these learning needs they must be provided with the learning content which is Knowledge, Skills, Values and Attitude about learning.

According to Dr. Saleem, the basic purpose of curriculum in 21<sup>st</sup> century is to attain the objectives according to their beliefs and for the purpose he gave examples from Quran and emphasized on the teaching methodology of Quran and the Holy Prophet (S.W.). He said that it is the responsibility of the teacher and the curriculum, to give them access to new and updated information, to enable them to analyze the given information on the bases of originality and purposefulness in their lives. To manage the given material in the form of syllabus and written detailed content, to enable them to synthesize the curriculum according to their needs and core believes, to enable the students to evaluate the curriculum, to enable the students to create new ideas in relation to the 21<sup>st</sup> century, to enable the students to evaluate their concepts on the bases of reality and truthfulness and last but not the least is to make them confident about their knowledge so that they can share their knowledge in the global perspective.

### 21<sup>st</sup> Century Skills

- Competencies in creativity
- Communication
- Collaboration
- Digital literacy
- Critical thinking
- Problem solving
- Reflection and feedback

He emphasized on the teachers to focus on 21<sup>st</sup> century skills such as competencies in creativity, communication, collaboration, digital literacy, critical thinking, problem solving, reflection and feedback.

After the speech of Dr. Muhammad Saleem, the 1<sup>st</sup> day proceedings of the seminar came to an end. Host invited the audience for the questions about the topics. After the question answer session, the guests were invited for the evening tea and the ending of the day one proceedings was formally announced.

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## Seminar Proceedings Day 2

The second day of the seminar was formally started with the recitation of the Surah **Al Qadar** of the Holy Quran. At beginning of the second day session, the summary of the first day activities was presented by Ms. Alina Raza. She shortly revised the message from President of IIUI and then described the topics and names of presenters and the main idea presented in their speeches. After that, she formally announced the starting of seminar day two proceedings.

**1<sup>st</sup> Keynote Speaker**  
**Prof. Dr. Nisar Hamdani**  
**“Issues and Challenges of Value Based Curriculum and National Education System”**

*Prof. Dr. Nisar Hamdani is Professor of Economics and Director Kashmir Institute of Economics at AJK University. He is Currently entrusted with HEC National Sub-Committee on Economics, member Board of Governors, AERC, Karachi University, member HEC Committee for Development of Social Sciences & Humanities in Pakistan, member HEC National Curriculum Committee [Economics], member HEC Committee on multi-disciplinary journals, evaluator of Research Grants Proposals, National Research Program for Universities, member HEC Special Committee for research journals, monitoring of research projects and development of SOPs for implementing HEC policies, Subject Specialist Public Service Commission, Chairman, Education Reforms & Integration Committee, constituted by the President of AJK for reforms in general, technical and madrasah education and member State Domestic Commerce Development Committee, Government of AJK.*

Prof. Dr. Nisar Hamdani started his speech with the verse (3:164) of the Holy Quran to clarify the role of the teacher in the society.

لَقَدْ مَنَّ اللَّهُ عَلَى الْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِّنْ أَنفُسِهِمْ  
يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِن كَانُوا مِن قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ

In these verses, he explained the meanings separately, “**Yatloo**” means “**to read**” that is the teacher must read the topic as it is to enable him to read as such. “**Toaleemohum**” means “**Practice**”. In the next step the teacher must help the student to practice and to develop a skill on the basis of knowledge gained and the third word “**Yozakeehim**” refers to the **behavioral changes** made and inculcated by the teachers, it involves values. He said that Muslim teachers have three responsibilities; the delivery of the contents, the shaping of the behavior and to demonstrate the life skills. Teachers should make the efforts for grooming around the ideology. Individuals should be helped to think, idealize and depict their ideas in their native/national language. He said that '**individual**' should be the focal point of the curriculum because these individuals form larger group- society and universe. Our universal values should be addressed through. He said that deciding about the ethics, '**Golden Rule of Ethics**' should be applied

**Major Issue**

- Which values to be in curriculum?
- My values vs Your values
- Local vs Regional values
- Material values vs Spiritual values

... What?

**“The Universal Values”**

Further Dr. Hamdani said that our universities failed to produce proper skilled people for the development of a country. He compared the instance of the construction of motorway and the high way constructed by latest facilities and the time of Sher Shah Suri. He said that in the past, Sher Shah constructed a long GT road in such difficult circumstances with the help of local expertise but the latest motorway was constructed with the help of foreign expertise, no single local engineer was hired, so what is the output of our 11

engineering universities and what they taught in their courses that not achieved their outcomes? In the current situation, the curricula and the evaluation systems must be revised accordingly.

### Important Considerations for Curriculum

1. What are the human dimensions and domains of education?
  - a. Seven domains
2. What is the scope of *Education for All*?
3. What are the gaps in existing education and curriculum?
  - a. Lack of professional knowledge and skills ... DAWOO example
  - b. Lack of moral education ... corruption rank of Pakistan (134/176)
  - c. The way forward – conventional reforms along with promotion of Divine Capital ... i.e. the values

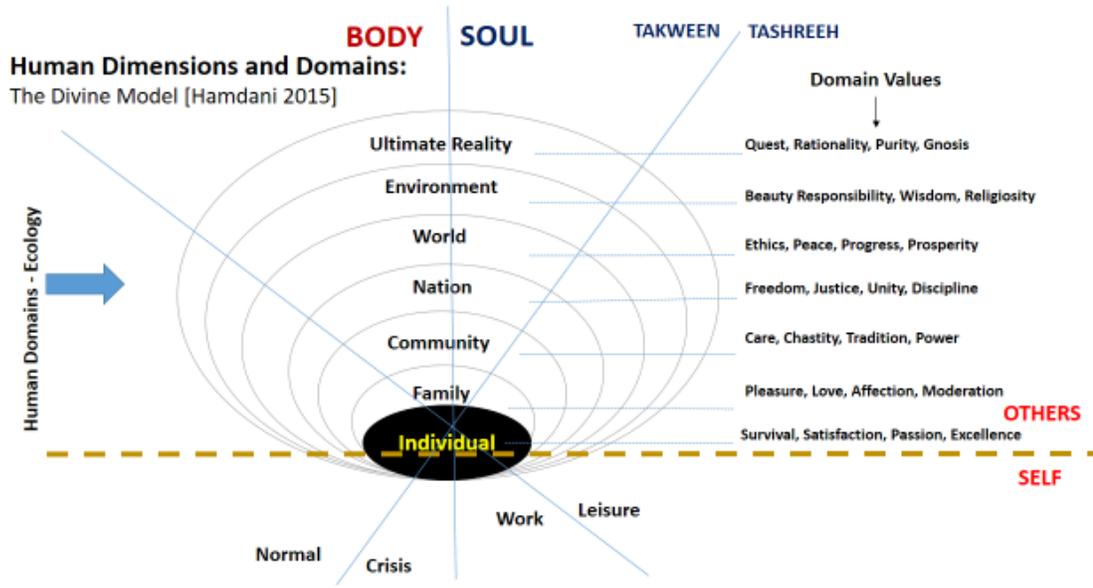
After that he explained about the domains of human being which are “body and soul” while talking about human domains, he said that these are “self & others”. Dr. Hamdani explained the relationship of individual and the universe in a beautiful way (slide above). Through this slide he emphasized that the whole universe is based on individual, so the whole emphasis should be focused on the upbringing and development of individual. The whole educational program should inculcate the values which the society wants him to show in future. Individual development is basically the development of the society at large. Poor content for development of human-self, but on the contrary, we have some gaps which hinders the proper inculcation of curriculum for better society which are:

- Lack of moral education ... good for one may be bad for others
- Negligible curriculum for family
- Negligible or null curriculum for society
- Unclear national goal and National standards
- Negligible content in global perspective
- Negligible content about the environment around individual – cosmos etc

### Human Dimensions and Domains:

The Divine Model [Hamdani 2015]





Mostly we create a quest for assignments and marks, not understanding the ultimate reality – the Creator.

At the end, he discussed the course outline of BS Economics that was based on ethics and values, which he suggested to be followed for other subjects.

Follow is the golden rule of ethics given by our Holy Prophet Mohammad (S.W.),

**“Like for others what you like for yourself”.**

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## **2<sup>nd</sup> Keynote Speaker**

### **Prof. Dr. Haroona Jatoi**

#### **“Educational Problems and Challenges of Pakistani Society”**

*Prof. Dr. Haroona Jatoi, Former Joint Educational Advisor, MoE, Islamabad. Professor Dr. Haroona Jatoi has done Doctorate of Education (Administration, Planning and Social Policy) from Harvard University, USA and Master's in Education (Comparative Educational Planning and Policy Analysis), from Harvard University, USA. She also has a Master's degree in Administrative Sciences from the University of Punjab. She has about 45 years of professional experience of management, administration, teaching and research with the Ministry of Education, Government of Pakistan, International development partners and universities. Presently, she is a member of the Advisory Committee for the Ministry of Federal Education and Professional Training and also teaching at the Centre of Excellence in Gender Studies at Quaid-i-Azam University, Islamabad. Highlighted the value of education, its targets and achievement level by addressing various reforms, she is also the writer of the two subjects; secondary education and evaluation of the NEP 2017-2025.*

While addressing the participants about the topic Prof. Dr. Haroona Jatoi introduced the context of her commitments and showed slides.

#### **The Context (Commitments)**

- Millennium Development Goals 2015
- Sustainable Development Goals (SDGs)
- Education Framework for Action 2030
- Under this Global Framework, SDG 4 on quality of education strives to ensure inclusive equitable quality education and promote lifelong learning for all.
- Universal declaration of Human Rights 1948, a right to quality education for improving human development and the means by which all other rights are realized.

She said that in her view,

#### **Education as the Mechanism is:**

- To know and use our rights
- Teach critical thinking
- Tolerance and appreciation for diversity
- Raise awareness about climate change and environmental stability

While we can use it as a tool for:

- Empowerment of individuals, communities and nations
- A portal through which economic, political and social progress takes place

But as on the other side, Education is key to transforming harmful social norms and behaviors and addressing unequal power relations. So, significant challenges remain in learning, quality, equity, governance and financing of education. Sustainable development agenda depends upon the transformative power of education. Yet despite major progress being globally made in access to education and reducing the number out-of-school children, world has planned MDGs 2015 and now SDGs, but we are very far from achieving these goals.

The following need to be considered for coordinated effort:

- SDG 4 on quality education and lifelong learning
- SDG 5 on Gender equality and empowerment of women and girls

- SDG 13 on combating climate change
- SDG 16 on Peaceful and inclusive societies for sustainable development

Education can be used to know and use our rights and helpful in developing critical thinking in students. It is also helpful in creating tolerance and appreciation for global diversity and raise awareness about climate change and environmental stability. As education is considered to be a tool for creating manpower, education can produce progressive nation in all aspects.

### **The Main Challenges**

We are facing the main challenges as a nation can be classified as:

- Quality
- Equity
- Governance
- Financing of Education for better learning

### **Key Issues**

It includes parallel system of education, poverty, gaps in quality, lack of innovation and non-realistic educational statistics etc. She said that the government was committed to develop the rules in following context:

- Millennium Development Goals 2015
- Sustainable Development Goals (SDGs)
- Education Framework for Action 2030

She said that under the Global Framework, SDG 4 on quality of education strives to ensure inclusive equitable quality education and promote lifelong learning for all which was based on universal declaration of Human Rights 1948- a right to quality education for improving human development and the means by which all other rights are realized, so the main task for education is to enable the students to know and use their rights, teach critical thinking, tolerance and appreciation for diversity to raise awareness about climate change and environmental stability. Whereas we can say that education is a tool for empowerment of individuals, communities and nations. It is a portal through which economic, political and social progress takes place.

Education is also a key to transforming harmful social norms and behaviors and addressing unequal power relations, so we have to adopt the proper strategies to improve our quality and quantity of education. Also, the infrastructure needs improvement along with good governance for quality education. Despite the recent plans to accelerate achievement toward the Millennium Development Goals, we will most likely not meet the set targets.

A basic recap of key figures reminds us that out of a population of 182 million, 54 million have had less than two years of schooling and 6.7 million have never been to school. The overall participation rate at the primary level is 68% and the dropout rate is about 45 %. We are education poor. Access is not the only issue, as the latest EFA global monitoring report tells us. I quote:

*“Poor quality is holding back learning even for those who make it to school”.*

She added that one third of primary school age children, are not learning the basics whether they have been to school or not. The other issues are the implementation of 18<sup>th</sup> amendment, which devolution education to the provinces. Despite devolution, the provinces are following the National education Policy of 2009.

### **Suggested Strategies**

They were also discussed by her and she said that the extent to which policy is implemented is also questionable. However, the provinces have opportunity to develop their contexts in capacity building of education professionals, involve communities and civil societies, improve inter-provincial coordination, sharing of good practices, awareness of all stakeholders, multi-disciplined and coordinated approach to deal with issues of curriculum and textbooks, improved financing of education. She also suggested to relate education to other social sector issues such as climate change, anti-terrorism, health and population development, gender equity and equality, increase enrollment and control dropout, provide quality education, making it relevant and meaningful, improve infrastructure and governance mechanisms.

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**3<sup>rd</sup> Keynote Speaker**  
**Prof. Dr. Muhammad Khan**  
**“National Policies for Curriculum”**

*Prof. Dr. Muhammad Khan is working as a professor of IR department in IIUI and has been Head of International Relation Department, in the National Defense University Islamabad. He completed his Ph.D in International Relations from University of Karachi. He is the founding member of Faculty of Contemporary Studies and pioneer of the International Relations Dept, Department of Strategic Studies, Department of Peace and Conflict Studies and Department of Government and Public Policy in the National Defense University, Islamabad. Dr. Khan has been on the Panel of Federal Public Service Commission of Pakistan and AJK. He has a vast experience of administration, security, management, human resource development, teaching and research in Security Studies, International Relations, Defence Studies, Strategic Studies, Peace and Conflict Studies, Social Sciences and Humanities. In recognition of his academic distinction, he was awarded “The Best University Teacher Award” for year 2011-2012 by Higher Education Commission (HEC) and a Civil Award “Tamghai-a-Imtiaz” by President of Pakistan on Augusts 14, 2014 for his contributions in academic and institution building. While talking about “National policies for curriculum” Prof. Dr. Muhammad Khan emphasized on the importance of education in the light of Islam and constitution of Pakistan. He said that if we look at the Islam, Constitution and the Quaid’s views, there is a close alignment regarding education. We have strong basis, beliefs and guidelines for shaping our curriculum. He further pointed out what should be our curriculum consist of?*

**Central Argument**

- Education is the key factor in safeguarding the national independence and moulding the character of a nation.
- The system of education must be truly national in order to meet the needs and aspirations of its masses.
- It must safeguard permanent guarantee of national security & national strength.
- The curriculum of academic institutions must have national priorities to have a nationalist generation.
- Curriculum: The Conceptual Aspects
- Curriculum consists of all the planned experiences which an institution offers as part of its educational responsibility.
- Curriculum includes not only the planned, but also the unplanned experiences as well.
- Incidents of violence, taking place in academic instructions are not planned component of the curriculum.
- Measures against such incidents (before, during and after) become part of curriculum.
- Curriculum refers to the means and materials with which students will interact for the purpose of achieving **identified educational outcomes**.

To know about means and materials, diligence is needed about:

- A prior decision as what curriculum to yield?
- What will constitute the "educated" individual in our society?
- In summary, what purpose does the curriculum serve?

While discussing the curriculum he suggested that all curriculum constitutes of:

- **Explicit curriculum:** Subjects that will be taught, as identified mission of educational institution & the knowledge and skills that institution expects its successful students to acquire.
- **Implicit curriculum:** Lessons that arise from the culture of institution, society and the behaviours, attitudes and expectations that characterize that culture.
- **Null curriculum:** Topics or perspectives that are specifically excluded from the curriculum.
- **Extra curriculum:** Educational institutions sponsored programs that are intended to supplement the academic aspect of the school experience.

He added that the Prophet Muhammad (PBUH),

- As the Supreme Head of the first Islamic State, he (S.W.) decreed Education as incumbent on all people, male and female. He declared it compulsory almost immediately after the establishment of the city state of Madina through a law regarding compulsory Education
- He (S.W.) orders to take the good from everywhere one gets it and further counsels that knowledge is the loss of wealth of a believer and commands to acquire it whatever its source-the Curriculum development.

So long as the Muslims kept up this breadth of vision, they were the torchbearers of light and learning and were considered the norm to judge the various grades of cultures and civilizations of the world.

#### **National Priorities of Curriculum**

- 25A. Right to education—The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.
- The era of information technology and globalization has turned the whole scenario of almost every walk of life.
- Education is now recognized to be the only key to moral, cultural and socio-economic development in any country around the world.
- The need for innovative approaches and use of e-system in education is increasingly felt in the tasks of educational development.
- National priorities in all educational systems must form as its essence.

After discussing priorities, he supported his thoughts and information by added the Quaid's message for the Nation in this regard:

*“You must concentrate on gaining knowledge and education. It is your foremost responsibility. Political awareness of the era is also part of your education. You must be aware of international events and environment. Education is a matter of life and death for our country”.*

Quaid-e-Azam Muhammad Ali Jinnah said:

*We must earnestly bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture, with regard to the modern conditions and vast developments that have taken place all over the world. There is an immediate and urgent need for training our people in scientific and technical education in order to build up our future economic life and we should see that our people undertake science, commerce, trade and particularly well-planned industries. But do not forget that we have to compete with the world which is moving very fast in this direction.*

So according to him, the National priorities are weaved around the noble thoughts of the founder of Pakistan and these are:

- Apart from taking into account the national aspirations, in the era of globalization, an academic curriculum has to be in line with global academic standards.
- At domestic level, curriculum must take into account the societal and individual needs.
- In order to remain relevant, curriculum must have the capacity to benefit from the new developments, taking place at international level, particularly the technological advancement and their practical applications.
- National curriculum facilitates learning in an environment that captures diversity and inclusiveness.
- This leads the students to work towards personal growth through understanding of the values of solidarity and social justice, providing formal qualifications and employability.
- As a consensus document, opinions of all stakeholders including those who have made previous contributions must be taken into account.
- The element of flexibility in a curriculum would enable adjustments of new developments, while it is in the implementation phase.

Then talking about the curriculum document he suggested that as a policy document, curriculum must demonstrate the implementation strategy, which includes:

- Actions and benchmarks for implementation
- Monitoring and evaluation
- Response to the changing demands of individuals
- Society & rapid changes in our education system

This all is driven by:

- Element of globalization
- Technological development

### **“Way Forward”**

Then he used the term **“Way Forward”** for things to do in curriculum and said,

- Conformity with the values enshrined in religion and the constitution
- All round development of students
- Building up students’ knowledge, potentiality and talent
- Development of physical and mental abilities
- Learning through activities, discovery, exploration and innovations

- Easily understandable medium of instruction, without fear and anxiety for a frank and free views of students
- Comprehensive and continuous evaluation with applications of theoretical knowledge

At the end while concluding his speech, he gave three steps for curriculum development which are:

- Nationalism and national interests
- Social and cultural values
- The global acceptability

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## **Closing Ceremony**

In the closing ceremony, Prof. Dr. N. B. Jumani, the co-chair of the seminar, summarizes the two days speeches. He said that in these two days, we have highlighted the strengths and weaknesses of the system and get in touched with the issues and problems that intensively influence the curriculum development and its implementation in the country. He appreciated and acknowledged all the speakers for their extraordinary knowledge and experience. He further added that two days seminar gave us an overview of curriculum and its both facet; theory and practice.

Prof. Dr. Samina Malik, chairperson of the seminar, thanks to the worthy president, speakers for their participation time and sharing their valuable thoughts through discussion on the theme which are paramount of the education system. She also acknowledged the efforts of the young scholars and students to organize this seminar successfully.

At the end, shields and certificates were distributed among the organizers of the seminar to acknowledge their efforts.

## PHOTO GALLERY



