آغا خان یونیورسٹی

THE AGA KHAN UNIVERSITY

Institute for Educational Development, Pakistan

PROSPECTUS 2027 - 2028

AKU-INSTITUTE FOR EDUCATIONAL DEVELOPMENT

TABLE OF CONTENTS

Message from the Dean 3
Message from the Programme Directors 4
Institute for Educational Development, Pakistan 5
Degree Programmes 6
Research 6
Development Projects 6
Professional Development Centres 7
Life in Karachi 8
Life at AKU-IED 10
Bachelor of Education 9
Aims and Learning Outcomes of the Programme 12
Programme Structure and Design 13
Curriculum Structure 13
Coursework 14
Specialisations 15
Research Work 15
Practicum 15
Admission Criteria 15
Admission Test 15
MPhil in Education 16
Coursework 17
Elective Courses 18
Research Work 19
Admission Criteria 19
Programme Structure 19
Admission Test (MPhil) 19
PhD in Education 20
Coursework 21
Research Work 23
Schedule of Semesters 23
Eligibility Requirements 23
Admission Test 23
Short Listing and Interviews 23
Selection Process 23
Validity of Test Scores 24
Identification of Supervisor

TABLE OF CONTENTS

Guidelines for Research Proposal 24
Fees and Funding 25
Application Process Summary 25
Shortlisting and Interviews 26
Validity of Test Scores 26
Admit Card 26
Disability 27
Apply Online 27
Mode of Payment 28
Photograph Specification 28
Curriculum Vitae Specification 28
Students on Sponsorship from External Agencies 29
Accommodation 29
Contested Decisions 29
Key Dates for 2027-2028 Admission 30

MESSAGE FROM THE DEAN

Dr Farid Panjwani

Professor and Dean at the AKU Institute for Educational Development

Thank you for your interest in AKU-IED.

This prospectus provides information about our programmes, policies, facilities, and student life. Yet, a university is much more than the sum of these parts. When you enter a university, you become part of a community dedicated to inquiry, reflection, and discovery. It is a place where ideas are tested through dialogue, where evidence and reason guide understanding, and where curiosity opens pathways to new possibilities. University education offers an opportunity to develop intellectual depth, moral purpose, and the confidence to engage thoughtfully with complex questions. It is a privilege that carries with it both opportunities and responsibilities.

In the field of education, these responsibilities are especially significant. Education is not only about the acquisition of knowledge and skills; it is also about nurturing human potential and contributing to the wellbeing of society. It is a profession that calls for both vision and action, imagination and practicality. As you progress through your studies, I hope you will continue to appreciate education as both a transformative ideal and a meaningful practice that can enrich lives and communities.

You will enter your studies during times that are marked by multiple challenges. There is much surface-level analysis which leads to cliched recommendations and solutions. Few other times in history have demanded such critical and courageous exploration of the deeper causes of these maladies. A good university education should prepare students for this purpose. We will work with you with this consciousness.

For more than three decades, AKU-IED has worked alongside thousands of educators, leaders, and professionals through its degree programmes, diplomas, and professional development courses. Each student who joins our community brings unique aspirations, experiences, and strengths, and each is valued as an important part of our institution. We are committed to providing an environment that supports your growth and enables you to make the most of your time with us. In return, we will look to you for dedication, perseverance, and enthusiasm for learning. As I encourage you to apply, I reaffirm our commitment to advancing quality education and expanding opportunities for those who seek to make a meaningful difference through education.

With best wishes,
Dean, AKU-IED

MESSAGE FROM PROGRAMME DIRECTORS

Dr Munira Amirali

Associate Professor & Director, Master's Programme

At AKU-IED, the MPhil in Education is our flagship programme, offering a transformative journey for educators, researchers, and aspiring leaders. Recognised for academic rigour and relevance, it encourages critical inquiry, reflective practice, and meaningful engagement with educational issues.

Through coursework, seminars, professional dialogue, and collaborative research, students deepen their understanding of educational realities while developing expertise in areas of interest. The programme strengthens research skills through qualitative, quantitative, and mixed-methods approaches.

For those from non-education backgrounds, the Bridging Programme provides essential foundations for success. Ultimately, the MPhil experience prepares thoughtful, research-informed professionals to lead positive educational change across diverse contexts.

Dr. Rabia Nauman

Assistant Professor & Director B.Ed Programme

At AKU-IED, we see the B.Ed. as more than a degree. It's a journey that changes how you understand your place in education. You begin to question familiar ideas, reflect on your own experiences, and slowly see the classroom with new eyes. We hope to nurture educators who care deeply about their students and the communities around them.

As you move through the programme, you'll find yourself connecting theory to what you see and feel in real classrooms. Over time, you start to notice that change doesn't always come from big ideas, but it begins quietly, with a shift in how you understand and teach others. In a nutshell, the B.Ed experience at AKU-IED is about becoming more aware and more grounded in your purpose as a teacher.

Dr. Nazim Aman

Assistant Professor & Director PhD Programme

Welcome to the PhD Programme in Education at the Aga Khan University, Institute for Educational Development (AKU-IED).

Our PhD is not merely the acquisition of a qualification. It is an intellectual endeavour into the transformation of self and society, a process of being and becoming. It is a journey of promoting thought leadership; of posing and reposing perennial questions of human interest across shifting contexts of time and space; an invitation to rethink unthought assumptions; and an endeavour to advance a cross-cutting research agenda underpinned by an interdisciplinary approach that brings empirical evidence and theoretical insights into dialogue while combining critical thinking with hope.

We look forward to welcoming you to the intellectual ambience of AKU-IED, a learning community of hope, intellectual excellence and thought leadership.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT, PAKISTAN

The mission of the Aga Khan University (AKU) is to improve the quality of life in countries with developing economies and beyond through world-class teaching, research and healthcare delivery. We are a private university with a public mindset of furthering the common good. We educate contributors in various fields, generate life-saving knowledge and set an example that raises standards in the societies in which we work. We empower women and the disadvantaged, strengthen pluralism and partner with like-minded institutions to address problems that affect millions of people.

A non-denominational and not-for-profit institution, AKU was founded in 1983 by His Highness the Aga Khan as Pakistan's first private university. In the early 2000s, the University expanded to Kenya, Tanzania, Uganda, Afghanistan, and the United Kingdom.

At AKU, students flourish in a supportive environment that embraces diversity, demands excellence, and encourages leadership and direct engagement with real-world challenges. Our graduates go on to study and work at eminent universities and organizations around the world, and to make a difference in their home countries.

AKU is open to all, regardless of race, religion, gender or geographic origin. Two-thirds of students and half of faculty members are women. Admission is based on merit, and our needs-sensitive financial assistance programme ensures that those who need financial assistance to pursue their studies receive it, allowing individuals from lower-income backgrounds to attend.

Established in 1993, the Institute for Educational Development (AKU-IED), Pakistan, is an academic entity of the Aga Khan University. AKU-IED is mandated to make valuable and relevant contributions towards improving the quality of education in Pakistan and other developing contexts. Though we work in a range of educational areas, teacher and school leadership development have been the main foci of our work. Below you will find details of our teaching, research, student life, and other initiatives that may be of interest to you.

DEGREE PROGRAMMES

Students and faculty are our reason for existence. Degree programmes are where they come together and create the magic of high-quality teaching and learning. We offer the following programmes for aspiring and in-service professionals.

- Bachelor of Education (BEd)
- Master of Philosophy (MPhil) in Education
- Doctor of Philosophy (PhD) in Education

Further along in this document, you will find details about each of these programmes.

RESEARCH

Research at AKU-IED is not a technical exercise but a way of being. It is a mindset our faculty nurtures among themselves and the students. It aims to advance the understanding of core educational challenges and foster solutions with a focus on countries with developing economies, particularly Pakistan. Our faculty members ensure that teaching is informed by the field and current scholarship.

To date, AKU-IED researchers have completed over 180 research projects across a wide range of themes, contributing to significant educational reforms in Pakistan and informing the Institute's policies, practices, and school improvement initiatives.

Research is an essential part of all degrees, as students both acquire research capacities and apply them in the areas of their interest. Many find this to be the most exciting part of their journey.

For more information about the research that we do, please visit:
https://www.aku.edu/iedpk/research/pages/home.aspx

DEVELOPMENT PROJECTS

We design and implement contextualized educational development projects aimed at fostering quality reforms in schools and enhancing the capacity of governmental and private not-for-profit educational systems and networks. Over the past three decades, we have successfully executed a diverse range of projects, spanning one to six years in duration, across Pakistan and Afghanistan. These initiatives have primarily benefited underprivileged communities and marginalized groups, including women and children, particularly in areas challenged by limited resources, social and cultural barriers, low literacy rates, and difficult geographical terrains.

Our projects focus on addressing these critical constraints by:

- Ensuring that marginalized populations, especially women and children, have access to quality education.
- Enhancing the capabilities of government and private educational institutions through capacity building initiatives.
- Introducing and sustaining educational reforms that improve teaching methodologies, curriculum standards, and administrative practices.
- Developing innovative solutions to provide education in remote and resource-constrained areas, thereby bridging the gap between different social strata.

Through these efforts, we aim to create sustainable improvements in educational access and quality, ultimately contributing to the socio-economic development of the regions we serve. Our long-term commitment to educational excellence ensures that our projects not only address immediate challenges but also lay the foundation for enduring positive change in the educational landscape.

For more information about our development projects, please visit
https://www.aku.edu/iedpk/projects/Pages/home.aspx

PROFESSIONAL DEVELOPMENT CENTRES

Our Professional Development Centres, located in Karachi, North, and Chitral, are dedicated to rigorously addressing the diverse professional learning needs of educators across Pakistan. Through these, we offer a wide range of continuing professional courses designed to enhance professional expertise and foster educational excellence. These courses vary in duration, from short workshops spanning 1–3 days to extensive programmes lasting up to 16 weeks.

Our offerings include:

Short Courses: Focused programmes targeting specific skills or knowledge areas.

Certificate Courses: In-depth, structured learning opportunities designed for professional advancement.

Customized, Need-Based Courses: Tailored programmes developed to address the unique requirements of organizations or individuals.

For more information about our professional development centres, please visit https://www.aku.edu/iedpk/outreach/Pages/home.aspx

AKU-IED - Professional Development Centre Karachi

AKU-IED - Professional Development Centre North

AKU-IED - Professional Development Centre Chitral

LIFE IN KARACHI: A CITY LIKE NO OTHER

Karachi, often dubbed the City of Lights, is the embodiment of urban life in Pakistan. While the flickering of electricity and the shadow of political upheavals occasionally cast doubt on the city's vibrancy, there is an undeniable magic to Karachi that captivates those who call it home. For Karachiites, despite the fractured systems, the pothole-ridden roads, and the occasional chaos, this city holds a special place in their hearts—its charm is intrinsic, and its spirit, undeterred.

Nestled on the coastline of the Sindh province, Karachi serves as a haven for millions, offering shelter, livelihood, and a sense of belonging to a diverse population. People from all corners of Pakistan find solace here, making it a city where people from every imaginable background, culture, and social strata converge. Walk down any street, and you'll witness a melting pot of traditions, languages, and customs—an environment where acceptance is the norm, and diversity is celebrated. Whether you're in a bustling market, a quiet park, or a fast-paced business district, Karachi continuously surprises you with its blend of contrasts and harmonies.

There is much to be seen and absorbed in Karachi, from museums to historical sites and from art performances to innovative ways people juggle their lives. There is as much to learn from the city as from the classroom.

And then, of course, there's the food. Karachiites are notoriously passionate about their food, and it is, without a doubt, the heart of this city. Food in Karachi is more than just sustenance; it is a love language. From home-cooked meals that remind you of family to street-side stalls offering some of the most unique and flavourful cuisines in the world, Karachi's food scene is unparalleled.

In the end, Karachi is not just a city; it's an experience. It is a place where contradictions coexist, where chaos and harmony find a delicate balance, and where the warmth of its people makes even the most challenging days feel worthwhile.

LIFE AT THE AKU-IED

"My time at AKU-IED shaped me into the educational researcher I am today. I began working part-time on various research projects during my MPhil, and this experience set my career trajectory toward working as a professional researcher on national and international projects. I currently work as a Research Associate on a multi-country project at AKU-IED. I owe my knowledge and skills as a researcher to graduate research courses, routine research discussions with faculty and students in both formal and informal settings on campus, and the insightful supervision of Dr. Sadia Bhutta, who cultivated in me a love for research."

Nimarta Wadhwani
Alumni AKU-IED
MPhil, Class of 2024

Education, at its core, is not just about academic excellence or critical thinking. It is equally about fostering values that shape morally grounded, reflective individuals, because education is a holistic process that intertwines intellectual growth with the cultivation of empathy, respect, and humility.

None of this would be possible without the exceptional faculty at AKU-IED. Our educators not only embody these values but also strive to instill them in their students. With decades of experience, rich academic expertise, and a commitment to research-based teaching, AKU-IED faculty ensure that students are equipped to become leaders of change.

The environment here, both physical and emotional, plays a pivotal role in shaping its community. Surrounded by lush greenery and meticulously maintained gardens, the campus offers a serene and inspiring atmosphere that promotes both learning and well-being. The indoor courtyard and garden provide spaces where students can study, reflect, or simply unwind over a cup of tea.

At AKU-IED, we are committed to providing students with rich, memorable academic experiences that extend beyond the classroom. Our curriculum emphasizes real-world engagement, ensuring that students not only learn theories but also experience their practical implications. Through school visits, museum trips, and attendance at cultural events such as plays, students are encouraged to connect their learning to the contextual realities of the world around them. Additionally, we actively involve our students in research projects, offering them the opportunity to engage with pressing educational issues and develop a nuanced understanding of diverse perspectives. These hands-on experiences prepare them to re-enter the world with a sense of purpose, equipped with practical knowledge and real-life exposure. The saying, "You build the environment, and the environment builds you back," perfectly encapsulates life at AKU-IED.

BACHELOR OF EDUCATION

The first significant influence in a child's life, after their parents, is often their teachers. In classrooms around the world, teachers wear many hats: educators, mentors, counsellors, and role models. They nurture not just minds but also hearts, guiding children to grow into compassionate, capable, and contributing members of society.

The role of a teacher has evolved significantly over time. No longer confined to simply delivering a set curriculum, teachers today are at the forefront of innovation, shaping how knowledge is applied in real-world contexts. They go beyond academics, fostering critical thinking, creativity, and emotional intelligence in their students. Recognizing the transformative power of teachers, our Bachelor of Education (BEd) programme is designed to prepare educators for this dynamic and impactful profession.

AIMS AND LEARNING OUTCOMES OF THE PROGRAMME

The programme aims to nurture empathetic and socially responsible teachers who will have the knowledge, skills, values and dispositions required to teach well and to aspire and to contribute to an increasingly just and sustainable society for our children.

After successful completion of all aspects of the programme, our graduates will be able to:

- Demonstrate a comprehensive understanding of teaching and learning processes, including in-depth pedagogic and subject matter knowledge.
- Practice active learning, incorporating technology where appropriate, to foster holistic child development, promoting responsible and pluralistic citizenship.
- Reflect critically on one's own and others' teaching practices, thereby creating a community of reflective teachers, supporting each other's growth.
- Be a mentor and support for their students, helping them negotiate ups and downs in life with confidence and emotional maturity.
- Work with parents and community at large to provide a social environment to students which will help them lead flourishing lives.

PROGRAMME STRUCTURE AND DESIGN

The BEd degree programme sits within the HEC's National Qualification Framework (NQF) Level 6 and can be completed in a minimum of 18 months (3 semesters) and a maximum of 3 years. Student Teachers (STs) will be required to take 15 courses in all, including a practicum and a research project.

Programme Duration: Min. 1.5 – Max. 3 Years		
Semester 1	**Semester 2**	**Semester 3**
4 Courses	5 Courses	5 Courses
Practicum		
1 Course (seminar-based)		Research Project

We offer two pathways to complete the BEd, catering to your professional and personal commitments.

Full-Time Programme (1.5 Years)

- Schedule: Classes will be held throughout the week from 3:00 PM onwards and may also be scheduled on Saturdays.
- Practicum: Students will complete their practicum either at their own schools or at one of our partner schools.

Extended Time Programme (Up to 3 Years)

- Schedule: The schedule will remain the same as that of the full-time students, but the learning pace can be customized since they can choose the number of courses they take each semester. Enrolling in one specialisation course per semester is mandatory.
- Practicum: The practicums for extended time students will run parallel to those of full-time students.

CURRICULUM STRUCTURE

There are 10 core courses, mandatory for all the student teachers (STs). Additionally, each ST will choose one specialisation out of the five on offer: Mathematics (secondary), Science (secondary), English (secondary), Social Studies (secondary) and Early Childhood Education and Development (ECED). Each specialisation comprises three courses.

Type of Courses	Number of Courses	Numbers of credit hours
Core Courses	10	30
Fahm-e-Quran I & II	2	2
Specialisation	3	9
Research Project	1	3
Practicum	1	3
Total	**17**	47

COURSEWORK

CORE COURSES (3 CREDITS EACH)

Curriculum Development

The course focuses on the design, implementation, and evaluation of curriculum in educational settings. This course guides students through key models and principles of curriculum planning, helping them develop contextually relevant and learner-centered curricula. It emphasizes alignment between educational goals, content, instruction, and assessment.

Pedagogy and Assessment

Pedagogies are at the heart of teaching and learning. Strongly connected with the first course, this exploration introduces participants to diverse pedagogies, helping them explore effective teaching methods for various learners in formal and non-formal settings. Rooted in the idea of assessment for and as learning, the course will also engage with the challenges and importance of making sound judgments.

Educational Psychology

This course explores how students learn and develop within educational settings. This course examines key theories of learning, motivation, and individual differences, and equips future educators with insights to create supportive and effective learning environments. It bridges foundational psychology with practical classroom applications.

Foundations of Education

The practice of education is within a context where it is related to other social practices, such as economics and politics. In this course, STs will engage in philosophical explorations about the purpose of education, the role of institutions, and the moral dimension of teaching. Familiarisation with the historical trajectory of educational institutions will also be part of the course.

Teaching, Learning, and Assessment in a Digital World

This course offers a critical, evidence-based exploration of technology's expanding role in education, equipping students with the knowledge and skills to navigate digital learning environments.

Teaching Profession

A good teacher is always a student. This course will help STs learn the ways to keep developing themselves through ongoing self-directed reflection and development.

School Management

Classroom practices take places within the contexts of schools. It is thus helpful for teachers to have a good sense how the school is organised and how that shapes their work. This course introduces STs to the practices of school leadership and administration.

Inclusive Education

This course will help STs develop an understanding of equity and inclusion in education, focusing on gender and ability/disability issues. It covers discrimination, policy analysis, and strategies for integrating inclusive practices in schools and classrooms.

Research Methods in Education

This course aims to develop ST's abilities to read and understand research and conduct their own classroom-based research. It introduces basic principles of classroom research and engages STs in planning, designing, and conducting practitioner inquiries to become effective reflective practitioners.

Contemporary Issues and Trends in Education

This seminar-based course explores current national and international educational issues, debates, and trends.

Note: Course offerings may vary slightly based on the availability of faculty.

SPECIALISATIONS (3 CREDITS EACH)
(Students will choose one specialisation)

SOCIAL STUDIES (SECONDARY)

- Individual, Society and the State
- Teaching History and Geography
- Teaching Sociology and Economics

MATHEMATICS (SECONDARY)

- Numbers and Algebra in School Curriculum
- Shape, Space, and Geometry in School Curriculum
- Critical Issues in the Teaching and Learning of Mathematics

SCIENCE (SECONDARY)

- Teaching and Learning in the Science Classroom
- Pedagogical Content Knowledge for Enhancing Professional Practice in Science
- Contemporary Issues in Teaching and Learning Science

ENGLISH (SECONDARY)

- Methods and Approaches in Teaching English to Speakers of Other Languages (TESOL)
- Pedagogy and Assessment in TESOL
- TESOL in Context and Practice

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (ECED)

- Foundations of ECED
- Curriculum, Teaching, and Learning in ECED
- Diversity and Inclusion in ECED

INCLUSIVE EDUCATION

- Disability Inclusion and its Issues in Education
- Equity and Inclusion in Education: Responding to Diversity
- Neurodiversity Inclusion in Education

RESEARCH WORK

A 3-credit school-based research project has been integrated into the programme. From the outset, students are encouraged to be inquisitive and evidence-based practitioners and to think about research problems for their project. They also do a research methods course to become familiar with the theory and processes of educational research. Students are expected to design a systematic inquiry with the goals of gaining insights into teaching and learning, becoming more reflective practitioners, effecting change in the classroom or school, and improving the lives of children. The process culminates in a research report of 5,000 words.

PRACTICUM

A key feature of the programme is a school-based practicum. The practicum is divided into 12 placements across three semesters, with four placements per semester. Each placement lasts for one week, requiring students to complete an average of 10 hours of field-related tasks. This means that over each semester, students will complete 40 hours of fieldwork. In addition to fieldwork, each placement requires 2.5 hours for assignments, totaling 10 hours of assignment work per semester.

The practicum allows the students to apply the pedagogical skills they learn in their courses in real life settings. With a strong element of practicum in the programme, we expect the students to have a nuanced understanding of the classroom, the school setting, and the needs of the students.

The BEd programme offers two options for completing the practicum: in the student's own school or at one of AKU-IED's partner schools. Students who are already teaching can complete the practicum in the schools where they currently work. For students who are not affiliated with a school, practicum opportunities are available in AKU-IED partner schools.

ADMISSION CRITERIA

Admission to the programme is based solely on merit, which entails academic abilities, a passion for teaching, and the potential to improve the quality of education. The selection process involves an online application form, an admission test, and an interview.

Eligibility Requirements:

Minimum 16 years of qualification in any discipline.
NOTE: The applicants are required to submit HEC attested educational documents and/or 16 years of equivalence, if applicable, for their academic credentials from the Higher Education Commission (HEC).

ADMISSION TEST

NOTE: The test will be conducted onsite on computers.

The Admission Test comprises two components: English Language and Constructive Response Questions:

- The English Language component evaluates a candidate's competency in the English language.
- The constructive response questions will assess candidates' critical thinking, analytical, and writing skills.
- The sample test paper may be downloaded from our website:

https://www.aku.edu/admissions/bed/Pages/home.aspx

NOTE: The applicants are required to submit HEC attested educational documents and/or 16 years of equivalence, if applicable, for their academic credentials from the Higher Education Commission (HEC). For clarification, please refer to the Teacher Education Roadmap.

For more information and to apply to our BEd programme, click here

"AKU-IED empowered me not only as a learner but as an education professional, giving me the confidence, exposure, and opportunities to contribute to educational improvement even before graduation, and today, returning to the same campus as a teacher is the proudest full-circle moment of my journey."

Abid Ali, MPhil Class of 2025
Alumnus, AKU-IED

MPHIL IN EDUCATION

"AKU-IED's scholarship and financial assistance options have been invaluable in my academic journey. They have enabled me to focus entirely on my studies and research without the burden of financial stress. AKU-IED's commitment to empowering students from diverse backgrounds allowed me to pursue my educational goals with confidence."

- Habiba Iqbal
MPhil Class of 2024

Though teacher-student interaction is at the heart of education, it is shaped and mediated by much else, from policies to technology and from exam systems to socioeconomics. To serve in education is thus not restricted to teaching and learning. Our MPhil programme helps students build strong intellectual foundations enabling them to inquire and work on critical issues such as improving classroom practice, judicious integration of technology, generating evidence through research, analysing and improving policies, leading small and large educational initiatives, and thinking about the very purpose of education.

By the time of graduation, students are able to work as independent researchers with a sound understanding of research ethics and with general and specialist skills in research methodologies, academic writing and presentation. Under the supervision of our accomplished faculty, students develop first-hand experience of creating usable knowledge to bridge the gap between theory, policy and practice and engaging with a wide range of stakeholders in the education sector.

Graduates of this programme are working as researchers, heads of educational institutions, teachers and instructors in secondary and higher secondary schools, faculty and academic advisors in teacher education colleges and institutions, and managers, project leaders and education consultants in development organisations. Several of our graduates have used the MPhil degree as a stepping stone to pursue their doctoral studies at AKU-IED and other renowned international universities to fulfil their aspirations for senior academic roles in higher education institutions.

AIMS AND LEARNING OUTCOMES OF THE PROGRAMME

The MPhil programme is designed to prepare you as a competent educational researcher and practitioner, ready to address the unique challenges of the developing economies. Through this programme, you will:

- Gain a deep understanding of educational issues in countries with developing economies and learn how to critically analyse and address them through research.
- Build leadership skills to plan, implement, and share impactful research across various educational settings.
- Specialize in areas like education and development, teaching and learning processes, or other fields that align with your interests.
- Enhance your career prospects, as our graduates are highly sought after for top roles in educational institutions, universities, and NGOs.

PROGRAMME STRUCTURE AND DESIGN

The MPhil degree is accredited by the Higher Education Commission of Pakistan and can be completed in two years. The students will be required to take six core courses (18 credit hours), two electives (6 credit hours), and research (6 credit hours).

Programme Duration: 2 Years			
Semester 1	**Semester 2**	**Semester 3**	**Semester 4**
4 Courses (3 Core Courses, 1 Elective)	4 Courses (3 Core Courses, 1 Elective)	Research	Research

COURSEWORK

Core courses (3 credits each)

Qualitative Methods in Educational Research

This course explores the use of qualitative research methods to understand human behaviour within social contexts, addressing questions of "why" in the social world. It equips students with the skills to apply qualitative approaches, navigate ethical considerations, and comprehend the theoretical foundations of educational research.

Foundations of Education

This course explores the foundational theories of education—philosophical, psychological, sociological, and political—enabling participants to critically analyse their implications for educational practices and policies.

Research Proposal Development

This course is designed to guide graduate students through the systematic development of a rigorous and ethically sound research proposal. The course provides opportunities for students to engage critically with the conceptual, theoretical, methodological, and ethical dimensions of educational and social science research while developing a proposal that can serve as the foundation for their thesis or dissertation work.

Quantitative Methods in Educational Research

The Quantitative Methods in Educational Research course introduces participants to the principles and practices of quantitative research in education, emphasizing survey and experimental designs. It equips participants to design, conduct, and analyse quantitative research while exploring its theoretical and practical underpinnings in both national and international contexts.

Theories of Education and Development

This course introduces key concepts and theories linking education and development, offering participants a critical lens to examine historical and contemporary perspectives. It explores the intersection of culture, politics, and economics with education, encouraging the development of frameworks to analyse education systems and assess their status in developing countries.

Comparative and International Education

The Comparative and International Education course introduces participants to the study of education as a global issue, emphasising the importance of an international perspective in the context of globalisation and inequalities. Participants will explore key concepts such as globalisation, policy borrowing, postcolonialism, and social justice, while gaining
insight into comparative methods and intercultural considerations in research.

ELECTIVE COURSES* (3 CREDITS EACH)

(Students will choose one course from each set)

Set 1

Inclusive Education

This course will help students develop an understanding of equity and inclusion in education, focusing on gender and ability/disability issues. It covers discrimination, policy analysis, and strategies for integrating inclusive practices in schools and classrooms.

Policy Studies for Education

This course examines educational policy processes and their implications at global, national, and local levels, fostering evidence-based decision-making. Participants will analyse, design, and advocate for effective policies through theoretical insights and practical assignments.

Teaching and Learning with Technology

This course empowers students to integrate ICT in education, focusing on teaching, learning, assessment, and management in developing contexts. Participants will explore ICT models, critique policies, design ICT-enhanced activities, address equitable access, and develop a personal framework for using ICT in education.

STEM Teaching and Learning

This course explores the evolution, global trends, and pedagogies of STEM education, focusing on its integration into Pakistan's curriculum. Participants will analyse interdisciplinary teaching, learning, and policies, culminating in proposing a STEM roadmap for K-12 schools in Pakistan.

Early Childhood Education and Development

This course explores early childhood development and education, emphasizing the critical role of nurturing care, quality environments, and active learning. Participants will gain theoretical insights and practical skills in child development, curriculum, assessment, and reflective practices to enhance early education outcomes.

Set 2

Pedagogical Content Knowledge in Science

This course aims to enhance participants' understanding of science content and pedagogy while fostering the integration of both to develop pedagogical content knowledge. Emphasizing lifelong learning, the course encourages reducing reliance on external "experts" and utilizing available school resources to improve teaching practices.

Learning Systems in English Language Teaching (ELT)

This specialisation prepares ELT teachers to analyse instructional challenges, develop contextual solutions, and design effective face-to-face and virtual learning environments. Participants will also integrate technology into language teaching and engage in reflective fieldwork.

Learning to Teach Social Studies

This course explores the interrelationship between school and society, fostering respect for diversity and promoting social justice. Participants will develop skills to integrate community service and pluralism into social studies, alongside pedagogical and assessment strategies like cooperative learning, inquiry, and performance assessment.

Teaching, Learning and Assessment of Mathematics

Teaching, Learning and Assessment in Mathematics offers participants hands-on experience in applying mathematical teaching strategies and theories within real classroom settings. Participants will plan, teach, and reflect critically on their practices while exploring diverse ways students learn mathematics and fostering mathematical thinking.

***Courses will be offered based on the availability of faculty and subject to a minimum number of enrolments.**

RESEARCH WORK

- Proposal Development
- Field Work, and Writing of Dissertation Writing and Defense

ADMISSION CRITERIA

Admission to the programme is based solely on merit and potential commitment to improving the quality of education. Merit will be evaluated through scholastic achievements and performance of candidates in the AKU Admission Test. The commitment of the candidate will be assessed through an interview with a panel of senior faculty at AKU.

Eligibility Requirements:

- Minimum 16 years of qualification in Education or any discipline.
- Minimum two years of work experience is required.
- Candidates applying with a degree in areas other than Education, and without a 1.5-year BEd degree, shall be required to complete bridging courses of a minimum of 18 credit hours at the University before the commencement of the MPhil in Education programme.

NOTE: Applicants are required to submit HEC-attested educational documents and/or proof of 16 years of equivalence from the Higher Education Commission (HEC), if applicable. For clarification, please refer to the Teacher Education Roadmap.

PROGRAMME STRUCTURE

Bridging Semester (August 2027 to December 2027) will be offered online.

Courses

(3 credit each course)

- Learner, Learning and Learning Spaces
- Knowledge and Curriculum
- Pedagogy and Assessment
- Teaching and Learning in the Digital Age
- Citizenship Education and Community Engagement
- Critical Thinking and Reflective Practices

ADMISSION TEST

NOTE: The test will be conducted onsite on computers.

HEC HAT Mandatory.

The Admission Test comprises three components: English Language, Quantitative Reasoning, and a Constructive Response Question.

- The English Language component evaluates a candidate's competency in the English language.
- The Quantitative Reasoning component assesses problem-solving and logical thinking ability.
- The Constructive Response Question assesses basic knowledge related to the specific specialty.

The sample test paper may be downloaded from our website:
www.aku.edu/admissions/Documents/sample-paper-MPhil-E.pdf

For more information and to apply to our MPhil programme, click here

In certain circumstances, waitlisted candidates for the MPhil programme may be offered an opportunity to join the BEd Programme.

PHD IN EDUCATION

Doctoral education is the pinnacle of academic achievement and is reserved for those with passion, love for ideas and desire to push the boundaries of thought and practice. The AKU-IED doctoral programme provides an opportunity for such individuals to advance their knowledge and practice in education. Our PhD in Education programme, recognized by the Higher Education Commission (HEC) of Pakistan, is highly selective, critical, and rigorous. Designed in collaboration with experts from the University of Toronto, Canada, and University of Oxford, UK, it is offered in a vibrant research environment where national and international scholars regularly share their findings and engage with students.

AIMS AND LEARNING OUTCOMES OF THE PROGRAMME

The PhD in Education programme aims to cultivate top-tier educationists in research, teacher education, curriculum, policy studies, and developmental studies. This programme equips students to:

- Carry out independent research and thus contribute to research-based knowledge;
- Acquire skills needed for leadership roles in planning, conducting, and disseminating research within or beyond academia;
- Build expertise in curriculum development, teaching, learning, and organizational management;
- Develop a critical, research-informed understanding of the role of education in addressing the challenges faced by countries with developing economies.

PROGRAMME STRUCTURE AND DESIGN

The PhD Education programme is based on a total of 18 credits of coursework to be covered in the initial phase of the programme, followed by a research project leading to an original contribution to knowledge in the field of choice. Upon completion of the coursework, confirmation for PhD candidacy is based on passing the comprehensive examination and successful defence of the research proposal. The PhD has a total of 58 credit hours: 18 for coursework and 40 for research.

The timeline and other details of the programme for full-time students are as follows:

Years 1 and 2

- Six courses (18 credit hours);
- Comprehensive examination (written and oral);
- Preparation of the research proposal;
- Proposal defence as part fulfilment for candidacy as a PhD researcher;
- Evaluation by the AKU-IED Committee;
- Oral presentation of the research proposal and its defence in an open forum;
- Confirmation of PhD candidacy based on obtaining a minimum CGPA of 3.0 in the PhD coursework; passing the comprehensive exam; successful thesis proposal defence.

Years 3 and 4

- Ethical Review
- Completion of data collection/desk research
- Publication from thesis in a peer-reviewed journal as per HEC guidelines.
- Thesis writing, according to AKU policy.

COURSEWORK

Core courses (3 credit each)

Advanced Quantitative Methods in Educational Research

This course equips PhD students with advanced skills in quantitative research and data analysis. It explores the nature of quantitative inquiry, approaches, and theoretical foundations while contextualizing research at national and international levels.

Advanced Qualitative Methods in Educational Research

This enhances skills in qualitative research to address educational challenges. Participants will explore theoretical foundations, master data collection and analysis methods, engage in diverse presentation techniques, and understand ethical considerations throughout the research process.

Education and Development

The Education and Development course introduces participants to education as a global issue, emphasizing the importance of an international perspective in the context of globalisation and inequalities. Participants will explore key concepts such as globalisation, policy borrowing, postcolonialism, and social justice, while gaining insight into comparative methods and intercultural considerations in research.

Studies in Educational Leadership

This course provides students with in-depth insights into educational leadership, connecting it to curriculum, teaching, learning, research, policymaking, and educational governance. It encourages critical reflection on leadership theories and models and engages participants with issues affecting access, quality, and policy in education.

Elective Courses* (3 credit each)

(Students will have to choose two elective courses from the list below)

Policy Studies for Education

This course focuses on the policy processes and politics that influence educational policy decisions, examining the implications of these policies at various levels (global, national, and local). Designed for educational governance professionals, it introduces the concept of governing through policy and emphasizes evidence-based decision-making.

Gender in Education

This course aims to raise awareness of gender issues in education and equip course participants (CPs) with the skills to address them in local classrooms and schools. The course covers two main themes: understanding gender theory and perspectives in educational policies and practice, and developing skills for observing, analysing, planning, implementing, and evaluating gender-based interventions.

Early Childhood Education and Development

The Early Childhood Education and Development (ECED) elective course focuses on both theory and practice, helping course participants develop an understanding of child development and effective teaching practices. Key outcomes include an improved understanding of child development, curriculum and assessment for early years, subject content knowledge, active learning techniques, and reflective practice.

Educational Assessment and Measurement

The Educational Assessment and Measurement elective course aims to deepen CPs' understanding of educational assessment theories and practices. It focuses on large-scale testing, addressing issues such as validity, reliability, and test bias. By the end, CPs will be able to critically analyse educational assessment systems, evaluate measurement credibility, and design, collect, and interpret assessment data effectively.

Teaching and Learning with Technology

This course aims to equip students with the skills and strategies necessary for integrating ICT into teaching, learning, assessment, and management, particularly in developing countries. Students will explore various models and approaches to ICT use in classrooms, critique relevant policies and practices, and identify barriers to ICT implementation.

Note: Students can take one of the two required elective courses from the doctoral-level programmes offered at other entities of the AKU.

RESEARCH WORK

The research work for the thesis will proceed in parallel with the core and elective coursework. Hence, at the time of enrolment, students will select a principal thesis supervisor and build on their initial research proposal during year 1/2.

Upon successful completion of coursework and comprehensive examination, the student will finalise the research proposal for further review. The final proposal will be sent for review and approval by the AKU Ethical Review Committee for Social Sciences, Humanities and Arts.

SCHEDULE OF SEMESTERS

The programme will have two regular semesters, each comprising 16 weeks and an 8-week summer semester.

ELIGIBILITY REQUIREMENTS

Candidates must have at least two-years of full-time teaching/research/leadership / educational development experience and have 18 years of qualification in any discipline, including a MS/MPhil or equivalent degree with the course and research work based on a minimum of 30 credits after 16 years of an undergraduate degree. A minimum CGPA 3.0 (out of 4.0 in the Semester System) or First Division – 60% (in the Annual System) in MPhil/ MS in Education/Equivalent degree is required.

The University may request for additional documents to better understand and evaluate applicant's eligibility as per university and regulatory body requirements.

Candidates applying with disciplines other than Education or with foreign qualifications are required to complete 6 to 9 credit hours as bridging semesters.

For clarification, please refer to the Teacher Education Roadmap.

PROGRAMME STRUCTURE

Bridging Semester (August 2027 to December 2027) will be offered.

Courses
(3 credit each course)

- Comparative & International Education
- Learning to Teach Social Studies

ADMISSION TEST

HEC HAT Mandatory.

NOTE: The test will be conducted onsite on computers.

The Test comprises three components:

English Language: This component tests English language competency. It serves as a qualifier. The qualifying score is determined by the University and may change each year.

Quantitative Reasoning: The Quantitative Reasoning component is designed to measure problem-solving skills, logical thinking, and quantitative aptitude.

Subject-specific component: The Subject Specific Exam will assess basic knowledge related to the education discipline.

A minimum passing score of 50% is required in each component, and a cumulative score of 60% is required to proceed further in the admission process.

For Sample Test Paper, click here.

The University does not provide any special preparation for the Admission Test, nor does it authorize any publication or preparatory classes for this purpose.

SHORT-LISTING AND INTERVIEWS

Candidates will be shortlisted based on the Admission Test as per the shortlisting criteria. Following the test, the relevant academic entity will review the shortlisted candidates and their research proposals before finalizing candidates for interviews. Interviews will be conducted only for those shortlisted candidates whose applications are complete in terms of all required documents and reference letters. In addition to presenting the research proposal, the purpose of the interview is to assess a variety of attributes, including integrity, motivation and interest in the programme, maturity, social and cultural awareness, and evidence of initiative and commitment to the programme.

Interviews are conducted in Karachi. For candidates residing outside Karachi or overseas, interviews are conducted online via Zoom.

SELECTION PROCESS

- Applicants are required to submit a statement of purpose and research proposal that is an integral part of the application. Each applicant is expected to identify a potential research area based on their research interests. Furthermore, they are also expected to select a PhD supervisor from the list of supervisors available on our website. Each candidate is required to submit a statement of purpose (500 – 700 words) and also the research proposal which describes the reasons for the interest in the subject area and how it meets with his/her career objectives. This is an integral part of the application.
- The Admissions Committee shall use the information provided to ascertain the preparedness and interest of the candidate in pursuing doctoral studies. It will review applications and shortlist candidates based on Admission Test scores, prior research experience, applicant dossier and the availability of PhD Supervisors selected by the candidate.
- Candidates selected for interviews will be asked to present their proposed PhD research to a panel of assessors who will be able to make a recommendation for admission of the candidate.
- Admission is finalized after the candidate is able to meet all requirements of the programme including fees/fee-waiver if applicable, demonstrating full commitment to the programme, and confirming the feasibility of their proposed PhD study.

VALIDITY OF TEST SCORES

The AKU Admission Test scores are valid for a period of two years from the date the test is written.

IDENTIFICATION OF SUPERVISOR

In a PhD programme, selecting the right supervisor is crucial. Prospective candidates are strongly encouraged to review faculty profiles and identify a suitable supervisor aligned with their research interests before applying or beginning their research journey. We recommend reaching out to potential supervisors to discuss their research areas and gain insights into their work. This interaction will help you make an informed decision and provide the necessary information to include in your application.
Find our faculty here.

GUIDELINES FOR PRELIMINARY RESEARCH PROPOSAL

Your preliminary research proposal has a direct impact on the overall strength of your application to study at the doctorate level. The following advice may help you to strengthen your statement of intent. This is an integral part of the application.

- Write the title of your potential project.
- Clearly articulate your current understanding of the field and your ideas for a potential area of research that you would like to study.
- Conduct some initial research about the field or discipline you would like to study.
- Think about the impact you would like to achieve by researching this area.
- Why do you want to do it? Who might benefit from your work? Why is it important?
- Demonstrate your passion and enthusiasm for the area of research!

For more information and to apply to our PhD programme, **click here.**

FEES AND FUNDING

All admissions to our academic programmes are based solely on merit, without consideration of a student's financial background. If a student is admitted and faces financial challenges in funding their education, they are encouraged to apply for financial assistance. Through a range of tools – grants, scholarships and student loans – we ensure that students have an opportunity to complete their studies.
For more information on fee structures, financial aid, and fee-paying status, please visit: www.aku.edu/admissions/fees-and-funding

We are committed to supporting our students in every way possible to help them achieve their educational goals.

APPLICATION PROCESS SUMMARY FOR BEd AND MPHIL

Stage I	Online submission of application. Applications are reviewed and only eligible candidates are invited to write the AKU Admission Test. HEC-attested degrees/marksheets must be uploaded, **or** 16 years of HEC equivalence (If applicable or applying with foreign qualifications) **or** HEC attestation evidence that you have applied for it at the time of application.
Stage II	Candidates who are shortlisted based on the Admission Test will be required to: • submit relevant academic documents. • attend interviews with senior faculty members of the University.
Stage III	Final selection is based on an overall assessment of each candidate's dossier, which is formally approved by the University's Admission Review Committee.

SHORTLISTING AND INTERVIEWS

Candidates will be shortlisted for the interviews based on the Admission Test. The purpose of the interview is to assess a variety of attributes, including motivation, maturity, social and cultural awareness, knowledge of educational issues in developing nations and evidence of interest, and commitment to the programme. Interviews will be conducted in Pakistan. For all candidates who reside overseas, interviews will be conducted virtually.

VALIDITY OF TEST SCORES

The AKU Admission Test scores are valid for a period of two years from the date the test is written.
WWW.AKU.EDU/ADMISSIONS/DOCUMENTS/ADMISSION-PROCESS-SUMMARY.PDF

NOTE FOR ALL CANDIDATES

Candidates are requested to ensure they meet application eligibility requirements before applying. These are listed in the programme brochure. Moreover, candidates are responsible for completing the application and other requirements according to the published instructions and time schedule.

Aga Khan University reserves the right to deny or revoke admission and registration if an application contains inaccurate information, is incomplete, or includes fraudulent documentation. The University may also notify other institutions of applicants found to have submitted fraudulent documents.

Candidates may apply for multiple programmes simultaneously. Candidates who are shortlisted for interviews in multiple programmes will be required to provide their order of preference. This information will remain confidential with the Admission Office, and the candidates must attend interviews for all shortlisted programmes. If the candidate is accepted in more than one programme, the preference order provided by the Candidate will be considered by the University. However, the University reserves the right in its absolute discretion to offer the programme, which it determines to be the most suitable for the Candidate and the decision made by the University will be final.

ADMIT CARD

Candidates who apply online will receive their admit card on the applicant portal and/or by email.

In cases where the admit card is not received 12 days before the date of the test, candidates must email the Admission Office at ied.ro@aku.edu for the required information and application details.

If a candidate would like to write the test at a different test centre from the one originally noted in the application form, they must inform the Admission Office via email at least 72 hours before the test so that information can be sent to the Test Centre. Walk-in candidates are not encouraged.

Please Note: The University does not take responsibility to conduct the test for candidates who walk into a Test Centre without information.

Please Note

To be allowed into the Test Centre to write the Test, candidates must bring:

1. A legible printed hard copy of the admit card emailed to you by AKU.
2. Your National Identity Card (NIC).

Without these documents, AKU reserves the right not to allow you to write the Test.

DISABILITY

DISABILITY Candidates aspiring to apply to and attend AKU-IED must declare formally any disability (whether mental, physical or otherwise) on the online page of the application form (please add) with all evidence to the University.

APPLY ONLINE

Follow the steps below to apply for an academic programme online:

Please Upload the following Documents when Applying Online

Note: The photograph should be in JPEG format with 2 MB size and all other documents should be in PDF format with 5 MB file each.

1	Photograph (see photograph specification section.
2	CNIC / NICOP (front & back copy) or relevant Passport pages (for foreign nationals)
3	Detailed curriculum vitae (see CV specifications section)
4	HEC-attested undergraduate marksheet/degree (16 years) or receipt from HEC as evidence that an application has been made. (front & back copy in PDF format)
5	Bachelor of Education (BEd) 1 or 1.5 years Mark Sheet / Degree, attested by (HEC) (front & back copy pdf) or HEC attestation evidence that you have applied for it. (if applying for MPhil in Education programme)
6	HEC equivalence of 16 years in Education or evidence that you have applied for it (If applicable or if applying with a foreign qualification)
7	For unattested documents, upload the HEC receipt as evidence. This is a mandatory requirement.
8	Minimum two years of work experience (Work Experience Letter/Certificate) Application Fee: - Applicants applying from AKU residential countries* – Rs. 9,000/= - Applying from AKU non-residential countries is US $160/= - See the Mode of Payment section for details. The application fee is non-refundable. Candidates must ensure eligibility before applying.

Documents Required Upon Shortlisting

1. SSC / O Level / equivalent mark sheet or certificate.
2. HSSC / A Level / equivalent mark sheet or certificate.
3. Consolidated mark sheet of undergraduate qualification / equivalent to 16 years - attested by Higher Education Commission (HEC), Pakistan
4. Degree of undergraduate qualification / equivalent to 16 years - attested by HEC.
5. Bachelor of Education (BEd) Degree Mark Sheet for 1 or 1.5 years - attested by HEC, if applying for MPhil in Education programme.
6. 16 years of HEC equivalence in the “Education” discipline / field for candidates applying with a foreign qualification, if applying for MPhil in Education programme.
7. Work Experience Letter (minimum requirement 2 years) and an explanation of current employment. This will be verified by issuing authority.
Detailed Curriculum Vitae (CV) – see CV Specifications section

MODE OF PAYMENT

Candidates may pay the application fee through any of the following modes. When the fee is paid, please upload the receipt on the online admission portal to complete the application.

FEE VOUCHER (FOR PAKISTANI CURRENCY ONLY)

Please follow these steps to pay the application fee through fee voucher:

1. On the application home page, please click on “Application Fee Information”
2. For payment options, select “Fee Voucher”
3. Click “Yes” to generate the voucher (make sure that your pop ups aren’t blocked)
4. Take the printed voucher to any branch of Habib Bank Ltd (HBL) and pay the fee. (Please do not transfer online)
5. Upload the paid voucher by clicking the “Upload Button” on the proof of payment section.

- ## ONLINE PAYMENT THROUGH DEBIT/CREDIT CARD (PAKISTANI & US$ CURRENCY)

Follow these steps to pay application fee online through a debit / credit card:

1. On the application home page, please click on “Application Fee Information”
2. For payment options, select “Online Payment” and click yes (make sure that your pop ups aren’t blocked)
3. Complete your payment details on online web portal: https://payonline.aku.edu/

4. Upload the payment acknowledgement email or screenshot by clicking the “Upload Button” on the proof of payment section.

In case you are unable to receive the payment acknowledgement, please notify the Finance Office by emailing your query along with tracking ID, name, and programme name at student.finance@aku.edu.

PHOTOGRAPH SPECIFICATION

Your photograph is a vital part of your application. Please follow these instructions carefully.

- Passport size coloured photograph with a plain background; taken within the last 1 week to reflect your current appearance.
- File size and format: 2 MB and JPEG format.
- The photo should show a clear front view; full face of the person.

If your photograph does not reflect your current appearance, the University will not allow you to write the Admission Test.

CURRICULUM VITAE (CV) SPECIFICATION:

Your CV must include the following:

- Qualifications with grades/percentage and passing year
- Work experiences with job responsibilities and duration
- Courses undertaken or completed at AKU (if applicable)
- Other Continuing Professional Development (CPD) courses
- List of publications (if any)
- Other additional information to support your application

STUDENTS ON SPONSORSHIP FROM EXTERNAL AGENCIES

Students expecting to receive sponsorships or scholarships from external agencies to complete the programme are requested to submit the relevant documents and an approval letter from the external agency when accepting the offer of admission.

For more details, please contact the Admission Office, Aga Khan University, Institute for Educational Development, Karimabad, Karachi 75950, Pakistan. Phone: +92 21 3634 7611-4, Ext: 8633.

ACCOMMODATION

Accommodation for outstation students is arranged in the hostels managed by the University. These are shared, non-air-conditioned, furnished accommodations. Hostel space is restricted to students from outside Karachi only and is offered to graduate programme students, when available. Accommodation is limited.

A fee is charged for all accommodation. Accommodation charges for the 2027-2028 session are available online along with the fee structure. Meals may be purchased separately from the University's cafeteria.

All students living in the university hostels are expected to conform to rules and regulations. Residence is conditional upon proper use and care of the property, considerate behaviour and periodic reappraisal of the student's need for such accommodation.

CONTESTED DECISIONS

In all matters pertaining to the selection of students, fees, grants, evaluation of scholastic performance, discipline and student affairs, the decision of the University shall be final. Appeals in matters of student selection will be considered within 15 days of the announcement of the new class only if the appeal cites circumstances suggesting that the University has violated provisions of its Charter or that there has been failure to comply with the admissions procedure as described in this document.

KEY DATES FOR 2027-28 ADMISSIONS

Admission Open:
October 4, 2026 – January 5, 2027

Apply online via www.aku.edu/apply-online

AKU Admission Test - Pakistan

Test Centres:
Chitral, Gilgit, Karachi, Islamabad

AKU Admission Test: Saturday, January 30th 2027

Overseas centres will be confirmed if there are at least 10 candidates to undertake the test.

Please note: Timings and address for the venue will be stated on the admit card. In case of a change, candidates will be notified through email.

Interviews - March 2027

Upon Shortlisting - May, 2027

- Consolidated Mark Sheet / Degree of Undergraduate qualification / equivalent to 16 years of Education attested by HEC
- HEC equivalence (if applicable)
- HEC HAT Mandatory
- HEC equivalence applicability: 16 years of HEC Equivalence (If applicable or applying with foreign qualification)

Commencement of Classes
Bridging and BEd Programmes - 3rd August 2027
PhD and MPhil Programmes - Mid-January 2028

DISCLAIMER

This booklet contains information about the programmes offered by Aga Khan University, Pakistan for the academic year 2027-28. The information provided is subject to change over time. Candidates aiming to apply for programmes in any other academic year are requested to get updated information about minimum eligibility requirement, application and admission process through the University Admission Office.

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