

The purpose of this study was to find out the characteristics of both the Islamic and existentialist paradigms of education and it was also aimed to find out the commonalities and differences between both the paradigms. The nature of this study was narrative and comparative. Data was collected from the primary and secondary sources. The Holy Quran and Sunnah were the basic sources for the Islamic paradigm of education.

This study will open a new dimension of research in paradigms of education and will also introduce a comprehensive comparison between the Islamic and Existentialist paradigms of education. It will also provide opportunity to all those who have an interest in understanding both the Islamic and existentialist paradigms of education. It has also potential to guide educational philosophers and curriculum developers to decide whether only the existentialist paradigm of education can fulfil the educational needs of the modern era, or the Islamic paradigm of education has also potential to meet the educational needs of the modern era.

This study declared that there were more differences than commonalities between both the paradigms. The Islamic paradigm of education was broader than the existentialist paradigm of education; because existentialism was learner centered paradigm and its focuses were only on the individual. The Islamic paradigm of education placed it focuses on the whole education system rather than any single element. According to existentialist paradigm of education, the whole education should be revolved around the need, interest and ability of the students. But in the Islamic paradigm of education all components are important, especially the role, status and responsibilities of the teacher are very important along with the status, role and responsibilities of the student.

The existentialist paradigm of education preferred student centered teaching methods more, but the Islamic paradigm of education suggested to use all effective teaching methods. Basic religious education was compulsory in the Islamic paradigm of education and all other fields of education were elective. The existentialist paradigm of education placed more emphasis on humanities as compared to other subjects