

Unit-9

**PROBLEMS AND ISSUES IN
PAKISTANI EDUCATION**

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INTRODUCTION

The Education system in Pakistan suffers from multiple deficiencies, and shortcomings of different nature. Most of our schools, particularly in rural areas, do not have proper learning and physical facilities. Teacher absenteeism coupled with harsh treatment by school teachers encourages drop-out which affects seriously the whole education system in the country. In this unit; we have outlined the following as the major problems and issues of Pakistani education:

- Foreign Language
- Education and Politics
- Universalization of Primary Education
- Literacy
- Population Education
- Environment Education
- Drug Education
- Female Education
- Islamization
- Special Education

OBJECTIVES

Having studied this unit intensively you are expected to be able to:-

1. Enlist the implications of foreign language on our educational system.
2. Describe the impact of politics on education.
3. Prescribe the significance of universalisation of primary education for Pakistan.
4. Discuss literacy situation in Pakistan and its impact on socio economic development of the country.
5. Discuss the rationale for population education.
6. Appreciate the need for environmental education.
7. Develop the actual insertions of drug related concepts in the school textbooks.
8. Identify the causes and demands for integration of drug education in the existing school curricula.
9. Highlight importance of female education in the overall development process of Pakistan.
10. Describe the needs of special education with specific reference to the prevailing situation in Pakistan.

1. FOREIGN LANGUAGE

The problems of teaching English are rooted in the over-all policy of determining the place and scope of English in our system of education.

The teacher at the school is burdened with the idea that the teaching of English is a long term plan and that there is no need to be in hurry about it. So the foundations are never properly laid. English suffers further neglect at the Intermediate level where the student is already too busy doing his major subjects and has neither time nor aptitude for English. The teaching of English at the degree level becomes really embarrassing. Students are too old to be taught English primers. Tables of tenses and the practice of writing are all that the majority need. English is in fact, never taken seriously. This is the real problem which becomes only too obvious at the degree level.

1.1 Aims of Foreign Language Learning

When English as a Foreign Language is taught to children at the primary and early secondary levels of education, it is generally taught with a general educational aim in mind that is, it is regarded as a 'good thing' for them to learn a foreign language as a part of a broad education. There is usually no immediate and specific requirement for such children to make use of the language in any communicative situation. The purpose of learning the language is essentially a 'deferred' purpose, deferred till the tertiary level of education, normally at university, where, it is agreed, knowledge of English would be helpful in their academic studies. Immediate aims of learning English are defined by the requirements of examinations. Consequently what is taught to primary and secondary level children is not a communicative knowledge of English language.

What the thousands of children succeed in learning in this way is what is necessary in order to pass examinations. Adults on the other hand are generally highly conscious of the use to which they intend to put it. That use is frequently associated with an occupational, vocational, academic or professional requirement; without knowledge of the foreign language.

1.2 Problems in English

It may sound very strange, but the fact is that our problem with English is that we are having too much of it. We are caught in a deluge of English. Consequently, all our energies, efforts and talent are going waste. The output is a mere fraction of the input.

90% wastage is itself a major reason of deterioration in standards, since it makes the whole activity appear so meaningless. In fact the general educational climate has otherwise improved over the past years. The number of educational institutes has increased. There is a better teacher-student ratio. The libraries have been modernized. In the extra-curricular field the role of mass communication media, such as Radio, TV and the press, has been unprecedented enlarged. Nevertheless our problems with the teaching of English are only becoming more acute with each passing day.

There is also the question of great academic loss. By retaining English as a compulsory subject we are only catering for the mediocrity. No one can pursue higher education unless he passes in the subject of English in B.A. Thus, someone very good in Mathematics, Urdu, Persian or Islamiyat, for example, will never enter the university if he fails in English. On the other hand, someone having only a little knowledge of one of these subjects and a little good luck in English will be eligible for admission in MA. The best students thus find the doors of higher education' closed on them while the mediocre have all the opportunities. English in this way becomes a hindrance in the pursuit of higher education. Also, since the best students join professional institutions after Intermediate, the teacher, particularly the English teacher, has no option but to teach the mediocre, the majority of whom have neither aptitude nor any use of English. The main question therefore is do we need English at the degree level?

1.3 Why Do We Need English?

The layman is made to believe that we cannot exist without it. The educationists tell us that we need it only as a stop-gap arrangement. Regarding the Medium of Instruction, National Educational Policy of 1979 states:-

The constitution of Pakistan provides a specific framework for the introduction of Urdu as the National Language. According to this framework:-

1. The National Language of Pakistan is Urdu and arrangements should be made for its being used for official and other purposes within 15 years from the commencing day.

One wonders if the 'commencing day' has dawned or are we still waiting for it. Almost a decade of the stipulated interim period since the promulgation of the constitution has already gone but there has been practically no progress in the policy of switching over to the National Language.

The Education Policy Further Elaborates:-

The study of English as a second language is necessary to keep in touch with the modern knowledge. At present there is a serious shortage of books written in Urdu in scientific and professional fields. Immediate adoption of Urdu as the medium of instructions at all levels would in fact become nearly impossible for students of medicine, engineering and similar other professions. Inadequate availability of books translated in Urdu would become a great problem. It is, therefore, necessary to phase out the change-over and accomplish it in about 5 years at the Intermediate and degree college level. The decision to introduce the National Language as medium of instruction at the professional and university education level should be based on the experience gained in the meantime particularly in relation to availability of textbooks written in the National Language.

The Education Policy then gives the Programme:-

- a. English will be taught as a compulsory second language from class VI onward in all the schools and
- b. Teachers in the existing English medium schools will be permitted to teach through the medium of Urdu or an approved provincial language.

The fundamental fact of our education is that a good knowledge of English is absolutely necessary for us. We must therefore have good English but not more than sufficient for us. Actually English has become in our society a term synonymous with education. Good English means good education, while a man with poor English is considered uneducated.

Also, this question of compulsory English from Class VI onward must be viewed in the context of about 80% illiteracy in the country. It will be ridiculous to have 80% of the population absolutely illiterate and insist on the remaining 20% attaining not only literacy but also proficiency in a foreign language. The often repeated argument is that English is an international language. But how many of us need and have international interests? English is inevitable for us as the medium of instruction for higher education. But, then, how many of us pursue higher education or undertake research? Then it is argued that we maintain contact with foreigners in academic, scientific and professional fields. Again, a very small number of people will be concerned here. We are only catering for 10%, but we are neglecting the other 90% with compulsory English for which they find no use.

Very few of our educationists and teachers of English seem to have any idea of how a foreign language can be utilized in a system of education. They appear to have only one concept in their minds, that of Functional English, that is highly misleading.

1.4 Status of English in Education System

We have yet to determine the status of English in our system of education. Our need is to have good and sufficient English rather than a meager and meaningless mass exercise. A system of education has four major components: duration of the course, syllabus, teaching method and evaluation. All previous experiments in the teaching of English failed because they attempted merely coverage of the syllabus. The old model was retained as such. The duration remained the same and the same lecture method of teaching English was continued. There was no change in the system of evaluation. Naturally and quite expectedly it was a complete disaster.

The education policy about English will have to be thoroughly revised. Educational results are neither immediately gained nor instantly wiped out. It takes decades, even generations, for educational efforts of a nation to bear fruit. Therefore it becomes absolutely essential that all emotionalisms are kept a side in the planning of education in the country. The entire situation must be dispassionately and scientifically studied, aims and objects and needs clearly defined, data carefully collected and then, after a thorough analysis, and with far-reaching consequences in mind, a policy should be framed about which the planners must be sure that it will stand all social, political and economic pressures, changes of governments, manifestos of political parties, etc. at least for 15 years.

English is a matter of utility for us. As we need cars, railways and aero planes, so do we need English? We must determine its place in our education in terms of our needs.

If proper coaching in English is not done in the initial one or two years, the student will never be able to learn the language. By the time he comes to the degree classes he has been

thoroughly bored and rendered immune to linguistic correction. Instruction becomes nauseatingly stale. No teacher can go on teaching grammar indefinitely and still retain his student's interest in it. Grammar and composition classes cannot become popular in the colleges. Either it becomes just a nominal exercise, barely confined to roll call, or the teacher indulges in gossip and loose talk to humour and impress the students. If English must be taught for a number of years, the syllabus must be so arranged as to keep up the interest of both the teacher and the students.

In short, the syllabus must be interesting, progressively improving in quality as well as quantity, enough to give the students pleasure and keep them sufficiently busy during the period of study. The students must also be encouraged to develop the habit of independent thinking. These purposes can be served through a course of literature with emphasis on the learning of language. Students must be given the best writing of the most reputed writers. This is the best way of improving proficiency in the language.

1.5 Conclusion

To conclude, English is our need and must be taught and taught in all earnest, with the maximum possible proficiency. We must also use it as a window to the world. But it must not be inflicted on those who are not prepared to take it up, or who find no use for it. It must be an elective subject at the degree level. In this way we can also have a better teacher-students ratio in our colleges, which will very much help in improving the standard of instruction.

Activity:

Identify the major problems students face in learning English at secondary level through an interview of the students (5–10) of this level.

2. EDUCATION AND POLITICS

There is a common agreement that there is a paramount need to reform the system. But there is considerably less agreement over what this would involve. Moreover, the political obstacles to meaningful change are considerable. Even though the system is structurally centralized, it is politically fragmented. Rather than managing the problem effectively, the government itself is one of the players. When confronted with student strikes, the government has tended to put pressure on educational institutions to reach an accommodation. This means that the university vice chancellor or college principal who yields to student demands has his efforts at reform compromised. If he fails to accommodate the students, his job and career may be jeopardized. The present political setup is not likely to push reform as to do so would threaten the position of those in power. The political opposition also is interested in reform only to the extent that it furthers their ambitions. While there is much talk about reforming education, the actions taken so far have been not satisfying.

2.1 Student Groups

Student political organizations may be grouped into three broad categories. *The groups on*

the right are predominantly religious in orientation. The largest and most important of these is the Islamic Jamiat-I-Tulaba who has close affiliation in an ideological sense with the Jamaat-I-Islami political party. It is the best organized of all student groups and receives considerable support from the Jamiaat and, indirectly, from the government. Its membership however, is relatively small. Although small in numbers, its influence is considerable. It is the dominant political force at the University of Punjab, for example. While it advocates the broader Islamic blueprint of the Jamaat, in practice its efforts are mainly confined to opposing 'un-Islamic' activities like music and women's athletics.

The second category consists of *leftist student groups*. This ideological definition is only accurate in a very general sense. While Marxism may enjoy some popularity among these students, they are conversant with it to only a limited extent. The largest of these groups is the Peoples' Student Federation. It is poorly organized and not as effective as the Jamiat-I-Tulaba. There is frequent violent confrontation between the PSF and the Jamiat. Politically the PSF is a melange of leftist and urban middle class philosophies and it has linkages with the Pakistan People's Party.

The third group consists of *regional organizations* whose interests are limited to local issues. Membership in these groups is small but they are usually closely knit. For example, the Pakhtunkhwa Students Organization is a 'cultural' group representing the narrow interests of Pakhtun students. It does not have a political agenda as such.

Responsibility for political disruption lies with a very small minority of students. Most students at all levels of the system are politically indifferent and not actively involved. The socio-economic background of student activists is also not representative. Most are middle class students from urban areas while the JIT, with its traditional Islamic orientation, attracts students from rural areas. Upper class students are rarely active preferring instead to receive their degrees and obtain a good job. Many also look forward to leaving the country.

For most student groups there is at least a nominal connection with political parties and to an ideological point of view. But in practice this connection is very weak. Students often ignore the advice and guidance from party leaders by showing considerable independence of mind and action. The philosophical direction of student activities is vague and rarely rises above the level of slogans and clichés. Indeed, much student activity is addressed to personal objectives of student leaders.

Despite their energy and enthusiasm, Pakistani students, like their counterparts worldwide, are basically negative in orientation. They do not concentrate their efforts to bring something about but instead are opposed to an idea, event or programme. Even when they rise up for poor people, they seem to be less concerned about poverty than hostile toward the rich. It is indeed unfortunate that this energy cannot be channeled in more constructive directions.

2.2 Student Organizations

a. *Rightists Political Party*

Affiliation Islami Jamiat-i-Tulaba,
Jamaat-i-Islami
Muslim Students Federation,
Pagara Muslim League
Anjuman-i-Tulaba Islam,
Jamiat-i-Ulema Pakistan
Imamia Students Organization
Jamiat-i-Tulaba Jafria
Pakhtun Students Federation
Ahl-i-Hadith

b. *Leftists*

Peoples Students Federation, Pakistan Peoples Party
Istiqlai Students Federation, Tehrik-i-Istiqlal
Quaid-i-Azam Students Federation
National Students Organization
National Students Federation

Regional

Jiye Sindh Students Federation
Jiye Sindh Students Organization
Peoples Jiye Sindh
Democratic Students Federation, National Awami Party
Baluchistan Students Organization, National Democratic Party
Sindh Students Tehrik
Sindh Shagird Tehrik
Sindh Graduates Association
Servants of Sindh Society
Pakhtunkhwa Students Organization
Sindh Democratic Students Federation
Punjabi Students Federation
Hazara Students Council
Karachiites Students Council
Saraiki Students Council

Activity:

Discuss the pros and cons of student's involvement in politics.

3. UNIVERSALIZATION OF PRIMARY EDUCATION

3.1 Introduction

Pakistan was established as an ideological state and the Muslims have been exhorted to seek knowledge from the cradle to the grave, therefore education was assigned top priority by the father of the nation. Hence, just after a few months of the inception of Pakistan, an All Pakistan Education Conference was convened in which Quaid-i-Azam stressed the importance of 'right type of education for the people' and declared that 'the future of our state will and must greatly depend upon the type, of education we give to our children and the way in, which we bring them up as future citizens of Pakistan'. He also underscored the urgent need for giving scientific and technical education to the people. The first All Pakistan Education Conference (1947) recommended that free and compulsory education should be introduced for a period of five years which should gradually be raised to eight years.

The education policies introduced from time to time recognized that development of nations depends to a great extent on the rate of literacy and the level of education of its people. The rate of economic development is generally higher in countries which have higher proportion of literate population. With this in view the plans and policies prepared from time to time devoted due attention and allocated funds for the spread of education but the targets remained elusive. They were either too idealistic or the struggle for their achievement too inadequate to accomplish these. Consequently, we have not been able to make much headway in this respect and are lagging far behind from other Asian countries.

Educational policies assigned priority to universalization of primary education. The targets fixed by the policies make interesting reading as we went on shifting these to longer periods. The Commission on National Education (1959) fixed 1970 as the target date. The New Education Policy (1969) extended it by another ten years so the date was 1980. The Education Policy (1972-80) did not extend the date; instead it wanted more expeditious implementation and so 1979 for boys and 1984 for girls were fixed as the target dates for universalization. The National Education Policy (1979) again extended the date's upto 1987 in the case of boys and 1992 in the case of girls. But despite persistent emphasis on universalization of education and devising measures for its accomplishment there were only 57% boys of the age group 5-9 and 34% girls of the same age group in 1982-83 in primary schools i.e. 48% of the total number.

The schemes initiated from time to time could not take the nation beyond literacy rate of 46% in 2009 while the neighboring country India had touched 36%.

In the past attempts were made to raise the participation rate to 58% by 1960, 70% by 1970, 75% by 1988. It all remained a dream. The current literacy rate is about 59% (Economic Survey of Pak 1999-2000). According to the National Education Policy 1998-2010 the literacy rate was to be raised to 70 % by 2010.

3.2 Education Policies

The First All Pakistan Education Conference (1947) directed that attainment of universalization of primary education should be the goal and this has been reiterated in various policies. Commission on National Education (1959) recommended that education should be made compulsory upto class V by 1969 and upto middle level by 1974.

The New Education Policy (1969) did not make any specific mention of universalization of education as its main emphasis remained on adult literacy.

The Education Policy (1972-80) anticipated that primary education would become universal for boys by 1979 and for girls by 1984 and in a further period of three years it would become universal upto class VIII. No new strategy for achieving the objectives was presented. The main emphasis was on:

- a. Producing more teachers,
- b. Launching motivational campaigns to persuade the parents to send their children to schools.

National Education Policy (1979) suggested the attainment of universal enrolment of boys by 1986 and of girls by 1992. National Education Policy 1998-2010 hoped to raise the current literacy rate of about 39% to 55% during the first five years of the policy and 70% by the year 2010.

Thus the education policies, despite emphasizing the primary sector and fixing targets for attaining universalization of primary education, failed to achieve the goals. The main reasons being:

- a. Enough schools were not opened.
- b. Neither any compulsion was introduced nor was any inducement included to attract children.
- c. The: schools (some even shelter less) because of lack of physical facilities, poor quality of teaching, lack of relevance of curricula, contained no charm for the children.

Keeping all these factors into consideration a definite strategy has to be evolved. Priorities in Pakistan have to be re-defined. Concerted efforts in one direction rather than many, can prove more fruitful.

So educational facilities for millions of children, with the possibility of augmenting these each year, have to be provided. The children through compulsion or inducement have to be brought to the schools, also ensuring that they remain there for at least five years is also important.

3.3 Suggestions

- a. Motivational campaigns, if at all carried out in the past, failed to cut much ice. Introduction of element of compulsion, as envisaged in Punjab Primary Education Act (1919) and Sindh Primary Education Act (1947) will, perhaps, be the best

solution. It may be added that in 85% countries of the world, education has been made compulsory. Similar step is required to be taken in Pakistan but the provisions of Compulsory Education and Children Labour Laws, however, should not be immediately enforced in all areas of Pakistan.

- b. Mosque school institution has proved to be useful. The programme should be stepped up. Construction of one additional room may be made the responsibility of the local community.
- c. Inducement in some form would also be necessary. Children of poor families can find some attraction in schools if free lunch is provided. This may be a cost-conscious project but is likely to pay rich dividends.
- d. Steps outlined elsewhere will be required to be taken to minimize the dropout rate.
- e. Spirit of competition may be generated among the Union Councils regarding enhancement of participation rate. District administration may award prizes/ certificates of commendation to the Union Councils acquiring the maximum participation rate,
- f. Legislation for compulsory education may be enacted with the provision that facilities i.e. a school within pleasurable walking distance having minimum physical facilities and at least two teachers is provided for the target population,
- g. No school should be opened unless a building and the minimum physical facilities have been provided.
- h. Uniform should not be made compulsory for primary school students,
- i. Diversion of Iqra funds towards construction of school building is required,
- j. Brick and mortar schools have to be actually established and not merely indicated on paper. Money, of course, will be required for the purpose but the minimum condition of providing at least some shelter to the students, has to be fulfilled,
- k. Community helps for providing some physical facilities such as additional rooms, boundary walls (for girl schools) etc. may be elicited.
- l. Private sector⁴ should play its role more effectively but concentrate not on cities only. Villages should also benefit.

4. LITERACY

4.1 Definition of Literacy

There have been variations in the definition of literacy which changed from one census to another. Very first definition of literacy used for 1951 Census emphasized reading ability which was further improved/modified in the subsequent census of 1961 requiring 'reading' with understanding of the meaning of text. Element of 'writing' was added further to the criterion of literacy in 1972. The 1972 and 1981 census definitions of literacy emphasized both 'reading' and 'writing' abilities which consequently suppressed literacy rates. Various definitions of literacy adopted during census taking are given below:

Table No. 1
Census Definition of Literacy

Census Year	Definition	Literacy Rate %
1951 Census	'One who can read a clear print in any language'.	16.4
1961 Census	'One who is able to read with understanding a simple letter in any language'.	16.3
1972 Census	'One who is able to read and write in some language with understanding'.	21.7
1981 Census	'One who can read newspaper and write a simple letter'.	26.2

Source: LAMEC Annual Report 1984-85, Islamabad-Pakistan

The Literacy and Mass Education Commission (LAMEC) was established in 1981 and converted into National Education and Training Commission (NETCOM) in 1990. In its second meeting held on 18th Feb: 1984 defined a literate person as that who can (i) Read and write a simple statement in the national or any of the regional language: (ii) Count and write numbers and do simple calculation'. Thus an additional element of numeracy was introduced in 1984 which has not so far influenced literacy rates reported in the aforementioned census documents.

It will be observed that Inter-Census definitional variations have rendered the task of comparison quite complex and difficult. If the 1951 census definition is accepted and applied on the 1981 census, there is likelihood that the literacy rate may be more than 50%. Similarly, if the 1981 census definition is applied on the 1951 census, the literacy rate for 1951 may be depressed further to less than ten percent. Literacy rates vary from region to region as well as on the basis of sex. For instance literacy rates in rural areas are lower as compared to urban areas. Similarly female literacy rates are low as compared to those of males.

4.2 Dilemma of Literacy in Pakistan

Regional variations deserve special consideration in developing future strategies for the promotion of literacy in the country. As long as backward regions are not brought at par with the developed and male and female disparities are not reversed. It is inconceivable to

have balanced socio-economic development and political stability. Following table shows the pace of increase of literacy in the country:-

Table No. 2
Literacy Rates 1951-93

Year	Total Population	Population 10+	No of Illiterate	Literacy Rate %
1951	33.74	22.71	20.25	17.9
1961	42.88	26.51	22.08	16.7
1972	65.30	42.37	33.59	21.7
1981	84.25	56.33	42.69	26.2
1993	120.84	89.25	57.60	35.46
2007	159.1	57.35	45.90	55%

- (a) Abdul Razzaque Rukan-ud-Din and M. Naseem Iqbal Farooqi, 1988. *Population in Pakistan*. National Institute of Population Studies, Islamabad.
- (b) Govt. of Pakistan 1993 *Economic Survey 1992-93* Finance Division, Islamabad.
- (c) Pakistan National Education and Training Commission 1993. *10 Year National Literacy Plan (1993-2003)*, Islamabad.
- (d) <http://finance.gov.pk/survey/chapter/10-education08.pdf>

4.3 Policies on Literacy

Literacy and adult education have been recognized as essential elements of human resource development. Ever since independence, they constituted an integral part of education policies formulated by the Government from time to time but they were not able to increase the literacy rate of masses.

The situation remained the same. Lets study the National Education Policy 1998-2010 in the context of literacy.

National Education Policy 1998-2010

In March 1998, the Government of Pakistan announced its education policy for the period 1998-2010. Following steps were announced in the content of literacy:-

Implementation Strategies

1. National Literacy Movement will be launched on an emergency basis in every village, tehsil and district. The objectives of All Parties Accord will be achieved by making the society free from illiteracy by the year 2010.
2. Mosques, wherever feasible, will be utilized as one of the means to provide non-formal basic education to increase literacy.
3. PMLC will prepare a plan of action in consultation with provinces for a coordinated effort in the National Literacy Movement.

4. The Prime Minister's Literacy Commission will be strengthened as a statutory body to enable it to discharge its functions effectively within the minimum possible time. Adequate funds will be ensured to implement policy targets.
5. All the appointments in the Non-Formal Basic Education Community Schools/Centers will be made locally, in consultation with the community, without any political interference.
6. All the industrial units registered under the Factory Act would consider it mandatory to make the employees and their dependents literate. Similarly all the federal as well as provincial agencies like WAPDA, Pakistan Steel, Directorates of Industries, OPF Chambers of Commerce, PTV, BBC etc. shall be entrusted the same responsibility.
7. Another useful resource, available in the country in the form of Boy Scouts and Girl Guides, can be effectively used in the expansion, of literacy programmes.
8. The existing Non-Formal Basic Education (NFBE) Community Schools/Centers will be increased to 82,000 (including the existing 7,000) by the year 2002 to meet policy targets of primary education both through formal and non-formal methods to enroll 5.5 million out-of-school children.
9. The proposed targets for both the formal and non-formal basic education schools will need to be revised in the light of the Census results made available by the end of the year.
10. In far-flung areas Community Schools will be gradually upgraded to the Middle level over the policy period.
11. The implementation would require further resource inputs and infrastructure at union council, district, province and national level.
12. PMLC will involve and encourage all the organizations, particularly Allama Iqbal Open University (AIOU) in the development of teacher training packages, learning materials, teaching aids, etc. The AIOU will also be involved in developing post-literacy skill training programmes through distance learning. The teachers of NFBE Community Schools will be encouraged to take up courses of the AIOU to enhance their skills.
13. Literacy Corps comprising of College/University students/teachers shall be established for literacy programmes during vacations.
14. Development grants to local governments shall be linked with literacy programmes.
15. If an illiterate prisoner becomes literate, the duration of his/her imprisonment shall be condoned accordingly.
16. Driving and ammunition licenses shall be given only to literate persons.
17. Radio and television will play a crucial role and be extensively used for social mobilization and promoting the cause of basic education, particularly amongst rural females. Media will also be used to impart life skills to the neo-literates.

4.4 Conclusion

In Pakistan, the overall strategy, during the period from 1947 to 1997 has remained one of expansion of the existing system and efforts have been directed solely to the establishment

of more of the existing type of formal institutions. Thus more and more replication of the existing model has been the major approach to the solution of the problem of education sector. After spending precious resources we have come to the conclusion that our approach of mere expansion has been very simplistic.

The result of the formal institutional structure is that millions of children have been deprived of elementary education not because institutional facilities did not exist but primary education clashed with their jobs since it was organized only as a full-time programme during the day. Alternatives comprising part time education, evening classes, multiple point entry, non-formal education programmes for early school leavers, etc. are other efficient substitutes to ineffective schooling patterns. In stagnated rural areas, institutionalized education has proved to be of little effect. It may be said to have been unable to promote greater vitality in production processes through agricultural training. In other words, education in this instance would not be responding to the rural environment in the sense of promoting effective channels for integrated development.

Other factors, similarly contributing to the low level of educational efficiency and productivity in rural areas are the poverty of families, child labour, infant malnutrition, health, social and cultural situation, and the high mortality and morbidity levels. Moreover, the sanitary conditions, illiteracy of the students, parents and relatives, the differing values of the family, the area, and the educational establishments also add to the complexity of the situation without benefiting the masses. In spite of this situation, the school education has not taken appropriate forms of adaptation. Hence, children either do not attend the school or leave early. In many instances, the school does not promote community activities or use the existing infrastructure, and fails to associate its programmes with the community or with its various basic representative groups such as the parent associations. Therefore, it fails to fulfill the outstanding role as expected from it by the rural communities.

The limitations of language employed in the educational process, the inadequacy of school calendars, deficit programming of school activities, low availability of the teaching staff and absence of mechanism to facilitate a better use of their capabilities aggravate the foregoing problems.

The non-formal education is now receiving a growing awareness and acceptance as a dominant approach to education in the future. The idea is certainly not a new one. The increased emphasis on non formal learning stems from the awareness that institutionalized, time and space-bound education does not correspond to the requirements of today's societies. The concept of non-formal education is based on an integral educational philosophy rather than the piecemeal and diffused practices.

5. POPULATION EDUCATION

This is an age of awareness, awakening and looking for the best and appropriate future possibilities. If an individual or a group of individuals is fully aware of the problems and realizes the existing and prospective implications; the possibilities of coping with the situation increase manifold. The awareness and wakening about population issues do not just happen automatically or informally. Sincere serious steps and planned efforts have to be made to sensitize the people regarding the grave population situation.

5.1 What is Population Education

Population education is a response of educational community to the population situation at a given point of time and place. The need and justification for population education laid down in UNESCO Source Book on Population Education is as this:

‘The consequences of population development for the socio-economic and natural environment and vice-versa are of such significance that the new generations of young people need to be aware of them’.

Clearly, thus, if education is an agent of change to be used for improving the quality of life, population and environmental studies should be the major elements of educational process.

Population education is basically an educational process whereby individuals learn the causes and consequences of population phenomenon for themselves, communities and environment. Through population education it is possible to provide basic information and create awareness of possible and effective means by which the society as a whole and individuals in particular can-respond to population implications and eventually make rational and informed decisions in order to enhance the quality of life.

Population Education Programmes provide opportunities for learners to acquire the knowledge, abilities, attitudes, and values necessary for the understanding and evaluation of population situations, the dynamic forces that have shaped them, and the effects they will have on the present and future quality of life. Additionally, learners should be able to make informed and responsible decisions, based on their own assessments, and to participate in collective decisions which will help to promote social and economic development. Population education requires the most objective possible teaching-learning situation in which the teacher offers the learner a set of facts and values that will allow him or her to evaluate the whole range of options with respect to a given problem.

Population education emerged from a growing awareness of the importance of population phenomena in the world such as slow and rapid population growth rates, migration, and urbanization. Essentially it is an educational response to demographic problems. For example, a rapidly growing population may outstrip certain resources or make it difficult to meet basic needs such as jobs, education, and health care resulting in a threat to the quality of life of people. A declining population or an aging population may be seen in some cases as a threat to a country’s economy or vitality. Migration from rural to urban areas may deplete rural areas of human resources while placing a strain on urban social services.

It is said, that population education is not an attempt to develop a new discipline but that facts, theories and concepts are borrowed from a broad spectrum of academic disciplines and professional fields in-order to assist individuals and societies to understand fully population interactions and the effects of population factors on the quality of these individual and their collective lives. It involves looking into a wide range of population issues and is, therefore, much broader than family planning or demography.

5.2 Problems and Issues in Population Education

There is no sufficient material developed on population education. The problem stems from, the fact that population phenomena affect so many aspects of life at so many different levels political relations, resources, the environment, health, social services education; employment, human rights that national, regions, and individuals have different viewpoints about population questions. These range along a continuum from those who see population growth as a crisis as the primary cause of all other social problems, to those who seek to encourage population growth to help solve social problems.

5.3 Objectives of Population Education

General objectives, however, include: the decreasing of population growth, imparting family Life education, population distribution, quality of life. In view of different socio-culture backgrounds and population policies of countries, population education programmes emphasize different objectives.

Specific objectives are different for different grade levels and target groups. Specific objectives may differ but general objectives of population education programmes may be as follows:

1. To develop awareness and understanding about population related problems in the local, provincial/state, national and world context.
2. To highlight and explain the demographic concepts and theories relating to population education.
3. To disseminate the phenomena of population change and identify its determinants.
4. To understand the concept of quality of life in different socio-cultural settings.
5. To comprehend the inter-relationship between population change and different aspects of quality of life at micro and macro levels.
6. To understand the relationship between resources and population and the concept of consumption and depletion of resources.
7. To understand the reproductive system of human race and family welfare.
8. To appreciate, develop and review the population policies and plans.

To develop rational attitudes values and skills for taking responsible decisions and actions regarding population related issues and improvement of the quality of life.

6. ENVIRONMENTAL EDUCATION

During the past ten years we have seen a remarkable growth of interest in our environment and in the need for people, especially young people, to learn about it. In Pakistan and many other countries inclination of environmental education, in formal education, has been less easy, and this is unfortunate since 'serious' education tends to be measured by its usefulness as the means of entry, through qualifying examinations, to higher education and employment. Here traditional subjects with long-established philosophies still hold dominance. Even when their content is irrelevant or ill-adapted to the lives of the people who study these favoured subjects remain attractive for students, parents, teachers and employers, while other subjects in the formal curriculum tend to be associated with inferior ability and poorer prospects. Environmental education however, exciting, can be seen as less serious, more recreational. When pressures mount, such as examination or financial constraints, they are more easily dropped. To achieve for environmental education, the status which we desire, and this citadel of educational orthodoxy must be breached.

6.1 Where has Education Gone Wrong?

Education has always been part of the process by which people became fitted to live successfully in their world. At one time, in our remote past, it must have been a matter of acquiring physical skills and developing the stamina to use them, if discovering how together from one's surroundings the variety of resources needed to maintain healthy life, and of learning the obligations and constraints on behaviour necessary to live as a member of a social group, whether family or tribe. At that stage all education was environmental.

The recent history of the human species has, however, been marked by technological and social changes which have vastly extended its capacity to exploit natural resources, to reorganize them in ways to suit itself and to enjoy thereby the fruits of wealth and leisure, or at least hope to enjoy them. Naturally, education grew to reflect this by preparing people to employ the scientific and technical resources of their expanding world, to apprehend the more complex philosophical and social systems that succeeded tribal wisdom and to enjoy the cultural and recreational activities made possible by leisure time. The environment which sustained these changes became relegated to the stage on which humankind performs and a seemingly limitless source of materials and power to be commanded at will.

Now, as we see more clearly the limits of the earth's capacity to meet our demands, it has become clear that our education must change again in its recognition of the environment. On the one hand, we must recover our ancient capacity to see, ourselves as part of our world, the two being interdependent; at the same time we must redirect our technological and social development towards harmony and sustainability rather than exploitation and indulgence. This is what makes environmental education different and it amounts to a revision of our whole educational philosophy.

6.2 The Non-Environment System

The cornerstone of environmental education is the identification of individual with environment, as inseparable and interdependent parts of a single entity. To be a part of our

environment is to be alive, to be separated from it can only mean end of life. It starts with the elements of air and earth and water, with which we are immediately in contact all the time, and extends outwards through people and places to spheres unfelt and unseen but still not unconnected. It is always in a state of change, dynamic, with a history that helps to explain its present state and point towards its future. We depend on it always and in all sorts of ways, some short term and some long term, so the changes affect us and we affect them. Some at least are under our control. The health of our environment is part of our own health: to be healthy we must care for both, so we try to direct change in the way that is best for the whole system.

It follows that, to be environmental, education will always identify, explore and take into account as far as possible the variety of components of the system.

Environmental education is concerned with the quality of the human environment for healthy development as well as for healthy life.

Environmental education should therefore aim to improve the quality of the realized perceptual environment, develop understanding of the influences which restrict or modify it, by raising the quality of information improve the capacity of acting responsibly within it, and, by heightening aesthetic awareness, improve sensitivity to its less tangible qualities and develop creative responsiveness.

Therefore designated studies of ecology, environmental planning, environmental health and soon have their important places in education.

There is a pervasive idea that environmental education is mainly concerned with problems. Problems are there, of course, in plenty and most of them very complex. Because they are well publicized to persuade those in authority, to support environmental education (which should be a means of creating a better informed citizen).

The problems are a poor way of presenting normality. The positive approach is through health not disease and beauty not blemishes. If young people have first learned to appreciate and care for their world and the provisions that it makes for their happiness, then they will come to view its ailments with a proper concern for their treatment. The skills of problem-solving are important, but most valuable if the student is first motivated and able to see what is wrong.

The organization of environmental education can now be divided between the treatments appropriate to particular topics and the approaches to designing a comprehensive scheme of education.

Environmental education is a better means of developing the desired sense of personal responsibility for environmental quality.

7. DRUG EDUCATION

7.1 Introduction

Emerging and current issues are being addressed in the School curriculum. Drugs are one of the important emerging issues. The purpose of drug education is to use it as a prevention strategy for school children. For purposes of ensuring that the work load of the children is not increased and to place the drug related information and concepts in proper context, the infusion approach has been used. While this approach is perhaps best suited to the Pakistani situation, there is need to train teachers first to inform them of the drug related infusions and secondly to give them the skills and competencies to handle the infusion approach in the classroom situation. If teachers are not aware of the infusions they may not notice them at all, like the snake hiding in the rocks. If they do not know how to handle infusion, they may try to show the snake to the pupils but many pupils may not be able to see, moreover the pupils will not know how the snake glides and how it charges—in this case the poisonous snake is ‘drugs’.

The curriculum of drug education approaches the subject from the view point of health and healthy living as a development objective. Drug education focuses on imparting factual knowledge on drugs, their effects, physical, psychological, social and economic on the individual, family and society. It also uses religion to warn students against drug abuse.

7.2 The Need and Content

There is a consistently growing awareness on the part of policy maker’s planners and decisions makers that there is an educational dimension to solving problems of present living. Consequently in addition to transmitting concepts, knowledge and skills of traditional subjects such as Physics, Chemistry, Geography, History etc., and the school is being confronted with new demands and fresh challenges. Health services are now pressing for health education. The fast growing population which is increasing the pressure on national resources and various services is posing problems that may reach a stage of irreversibility. All these and many more problems stand in need of educational interventions.

Along the same line it is felt that the growing problem of drug addiction cannot be solved with law enforcement alone. It necessitates demand reduction strategies which would involve preventive education. Consequently the need for drug education was felt and in 1986 a meeting of key educators, mainly those responsible for School Curricula and textbooks was convened to discuss the matter and decide ways and means of introducing drug education in the school curriculum. Besides the already overloaded curriculum which includes most traditional, subjects (Languages, Pakistan Studies, Religion, Mathematics, Science etc.) there were competing demands of population education, environmental education and health education for inclusion in the core curriculum. Drug education, in view of the serious problems with drug abuse, is another addition, to the growing pressure of new demands on an already over loaded curriculum.

The awareness of the need for an educational intervention is further sharpened by a wide variety of experience in which educational interventions (formal, non-formal and informal) have contributed to reduction in the demand for drugs.

7.3 Purpose and Objectives

The major purpose of drug education is to sensitize the learner to the need and importance of health & healthy living and in this context demonstrate the harmful effects of drug abuse-physical, moral, psychological, social and economic for the individual, the family and society at large. The obvious underlying assumption is that equipped with this knowledge the chances of an individual, falling into drug addiction are reduced. There is need to develop in people skills social skills, decision making skills, for resisting peer pressure, assertiveness etc. to make sure that they are able to cope with high risk situations as well. So drug education basically covers a knowledge and information about drugs and drug abuse (its causes, consequences and the drug abuse situation in the country) and development of skills and competencies to cope with high risk situations and lead a healthy life.

7.4 Infusion Approach and What Is It?

So after considerable deliberation and debate it was decided that since the workload on the child was considerable and that it was not feasible to further increase in it, the infusion approach to drug education would be used as a starting point. This would ensure that the workload on the student and teacher would not increase significantly; Also science related concepts were already included in subjects like Islam. Social Science, General Science etc. It would be easy and perhaps more effective in terms of learning. Moreover this would not increase the volume of the school textbooks.

An added advantage of this approach is that when a drug related concept is infused in a related learning experience, the concept is reinforced because it appears in its proper context. For example the school curriculum in the context of prayer includes verses from the Holy Quran forbidding believers from praying when they are under intoxication. A drug related message can be infused at this point which may indicate that all mind-altering drugs are forbidden because they deprive a person of the consciousness of his faith, duties and obligations to his Creator. Similarly in the context of physiology where functions of the different 1 parts of the body are being explained the effect of drug abuse can be mentioned, indicating how their normal and efficient functioning is disturbed and sometimes totally disrupted resulting in serious illness or even death. While teaching this unit in the classroom situation the teacher can explain in detail the various effects of drugs on the human mind and body, encourage a group discussion on the subject and conclude by synthesizing the various points of view articulated in the discussion. It will be seen that in this approach a drug related concept appears in its proper context which facilitates internalization of the concept and understanding its various implications.

So you have seen that the infusion approach has some positive advantages which include (a) reduction of additional workload of students (b) the facilitation in conceptualization because the concept is placed in its proper context and (c) understanding the relationship of this concept with other concepts.

There are some disadvantages too. These include, first, the content related to drug is sometimes too thinly spread so that its impact gets easily diffused. Second, the infusion can be so imperceptible that it may escape the notice of the teachers as well as the learner. This is why, in certain countries when a problem is of importance, its inclusion in the school curriculum is given the form of a separate sub-unit or even a separate subject to give it prominence and visibility.

7.5 Importance of Teacher Training and Methods

It is in this context that a brief mention of the problem of teacher training and the question of methods need special mention. Teacher Training is of special significance in this context and has a two-fold importance. First, if the teachers are fully aware of the concepts they will not miss them while teaching the subject and will remember to identify them for special treatment. Second, the teachers have to be fully equipped with effective methods of treating drug related concepts in the classroom and there are a few which deserve special mention the inquiry approach. Role Playing, Simulation, Discussion/Debate in the context of Drug Education.

7.6 Overview of Objectives & Purpose of Drug Education

In the Pakistani context, a panel of experts has considered in detail the broad objectives of drug education and has decided to infuse drug-related information and concepts from class VI to class X which is considered a critical age group from the point of view of preventive education. The intention is to inform and caution school children at a stage when they are about to enter the high risk age group. The broad strategy is the drug education would be broadly imparted in the context of good health, good habits and healthy living. The major areas identified for coverage in the curriculum include the following:

- a. Good health and healthy living.
- b. Knowledge of Drugs and their Harmful effects.
- c. The overall situation of Drug Abuse in the country.
- d. The socio-economic effects of drugs on the individual and the society.

8. FEMALE EDUCATION

8.1 Introduction

Despite the fact that Islam provides equal opportunities for the education of men and women, female education in Pakistan has been grossly neglected. Considering that female form nearly 50% of our population and their education has tremendous multiplying potential, high priority should be given to rapid expansion of female education at all levels. In Pakistan only 5-10% of the women are reported to be working though education is much more widespread among women today, than it was a few years ago but the number of the educated still constitutes a very negligible percentage. Women talk about political rights, freedom and equality, they have discarded outmoded customs and have taken up careers and useful community work, but just how many of them? We cannot generalize about these modern women because she is in no way a prototype of women in Pakistan. She belongs to a small group of women in a few big cities. The vast multitude of women in our country is not like her. They still live in an environment of illiteracy and humble subjugation; still fettered by the dark forces of tradition and quaint old world ideas about everything. However, it will take a long time and great effort to bring them out into the open world and made to realize their distinct part in it.

It is the economic dependence of women which is at the root of most of their problems. It holds them back, keeping them under a subjugation of the male, destroying their freedom and their self-confidence. Our women must learn to be economically independent and most of the things will follow.

Economic independence does not necessarily mean every women taking up a vocation outside her home. It merely means the capability, the knowledge with which one can at any time go out and find something profitable to do and earn a respectable livelihood. Every educated woman does not find it easy to be housewife and mother and have a career as well. Household chores are back-breaking, without any help of modern gadgets and electric appliances the facilities/enjoyed by the fortunate women in other modern countries. But a time will come, when our women will learn to blend together a career and a good home.

This is not the only hindrance for there are widows and unmarried girls who do not have the responsibilities of a housewife and who prefer to earn their own living or support the family. There are very few careers open to her, she could either teach or be a doctor. It is not as bad as that today. To become a typist, stenographer, telephone operator and the like are held in less esteem. However, we are apt to find one or two women here and there in quite a few professions. It is still not a smooth road-going out and working in an office still requires courage; for she may have to face male Vanity in every walk of life.

8.2 Situation of Female Education in Pakistan

Female education in Pakistan faces a fundamental dilemma. Traditional social values do not allow for the full integration and participation of women in social and economic activities. This situation makes it very difficult and perhaps impossible in many cases for education to overcome the barriers of isolation. Proposals to create separate women's facilities add enormously to costs. But there is an even more fundamental problem. This is the philosophical issue of determining the nature and purpose of women's education. Is women's education to be basically limited to domestic skills like sewing and cooking? The vocational dimension of women's education is a key part of most proposals and plans. But what is the point of such an undertaking? Why should the school system undertake to teach females the art of cooking? Is it the intention of the government to change the national diet? One might conceive of such a thing, with a fair measure of imagination, should there be the need for a different cropping system. But that is not the case. Formal schooling is not required to teach people what they already learn quite well from their parents. While vocational programmes are an important element in the total educational endeavor, limiting women to home economics and related subjects falls short of meeting the needs of society.

To date, the political and social leadership of the country has not effectively confronted this problem. While improvements are taking place, the pace is too slow. Given its rapid population growth and precarious international position, both economically and politically, Pakistan must do a better job in managing its affairs.

Activity:

Describe the need for female education in Pakistan.

9. ISLAMIZATION OF EDUCATION

Since its inception in 1947, Pakistan has defined itself in the language of Islam: In all the three constitutions, Pakistan is described as an Islamic state. Indeed the country owes its existence to the desire of Muslims in India to have a homeland of their own. With varying degrees of enthusiasm, attempts have been made to structure the social system of the country in accordance with Islamic teachings. At no time has opposition to 'secularism' been more vigorously pursued than under the regime of Zia-ul-Haq. General Zia, who came to power as a result of a coup in 1977, was strongly committed to Islam. He embraced the idea that Pakistan can survive and prosper only if every effort is made to fashion all institutions on the teachings of Islam.

Pakistan's value system consists of two not necessarily compatible parts: Islam and the heritage of 200 years of British rule. The British introduced western methods of governance, a new legal philosophy and capitalist economics, among other things. The political and economic elite have since independence generally, been representative of this orientation. However, most members of society are considerably more traditional in outlook. For them life is governed by a fairly restrictive code of behavior and Islam plays a determining role in defining the elements of this code. Attempts to modernize the society have consistently failed to accommodate the traditional social sector either by ignoring it or running against its basic instincts. This is one reason for the continuing political turmoil in the country.

Concerted efforts to bring social institutions and practice into conformity with Islam actually began during the Bhutto regime. Although not a particularly religious man himself, Bhutto recognized the political necessity of stressing Islam in public affairs. Formal religious instruction, Islamiyat, was made a compulsory subject up to class X for all Muslims which, of course, meant most students. The few Non-Muslims in the schools were required to study Pakistan culture and history. It was stressed that Islamiyat should be integrated into the entire curriculum instead of being treated as simply another subject. Moreover, steps will be taken to ensure that the curricula and textbooks for all stages do not contain anything repugnant to, or inconsistent with, the cultural and ethical values of Islam'. Educational radio and television were required to devote substantial time to broadcasting recitations of the Quran.

Most of these policies were retained by the Zia government and in June 1981 a major campaign was initiated to Islamize education even further. The Islamiyat requirement was extended to class XIV and also at the graduate level. Up to that time, only at Karachi University was there a requirement for Islamiyat. At the college level, Islamiyat had been receiving little emphasis. Non-Muslims were to take a course in ethics. But there were no textbooks and no syllabus for this course. There was also an inadequate supply of qualified teachers.

These policies have affected education in a number of ways. The first is the area of curriculum. Requiring courses in religion from the primary level through college and

university means a substantial commitment of academic effort. Moreover, all subject matter fields are to be revised with the object of bringing them into conformity with Islam. The same applies to textbooks. The second major impact is female education concerning both curriculum and the strengthening of Islamic cultural practices. The third is a proposal to add Arabic, the language of the Quran, to the required curriculum. The fourth is the Islamization of knowledge. The fifth is a broad category encompassing all aspects of social behavior and involves an effort to determine if each aspect is or is not Islamic.

9.1 Islamization of Curriculum

No attempt will be made here to examine the content of Islamic instruction, nor is the appropriateness of such instruction, in whatever form, at issue, that is a social decision. Only the broader implications of this policy upon education will be considered.

Islamiyat is widely criticized for being redundant; a college graduate could, take 14 or even more years of formal instruction in Islam. At the level of general instruction this necessarily entails a great deal of repetition. Since it is not the intention of this policy to train large numbers of theologians or professional religious scholars, the content of instruction will necessarily remain general. Moreover, much of the material is already familiar to students through their religious instruction outside the school. Quality of instruction is limited by the lack of teaching materials, especially books, and by the shortage of qualified teachers. At the primary level especially, teachers are not well trained in academic subjects let alone religion. To have a specialized corps of religion teachers would add to already severe personnel problem. Opposition within the educational establishment has made the implementation of Islamiyat uneven. In Sindh, for example, the federal government mandated the teaching of Islamiyat, but left the teaching up to the provincial government. The Sindh government announced that it did not have the money to hire teachers.

While the goal of creating a society based on Islamic values is often stated, there is very little agreement as to what this means. It is very unclear what the 'Islamic' content of the curriculum should be or how it should be determined. Some educators describe Islamization of the curriculum as propaganda. Others see it as a device 'to keep the clergy happy'. Even advocates of religious instruction acknowledge that much work remains in defining the Islamic content of the curriculum and in realizing its implementation.

9.2 Islamization of Knowledge

Islamization of knowledge means purging all fields of intellectual endeavor of 'anti-Islamic concepts'. These concepts are a 'vestige of colonial role' and have been propagated through 'Western education'. According to A.K. Brohi, Rector of Islamic University in Islamabad, many 'thinkers' are flawed or un-Islamic in their approaches. 'Their basic standpoints, also their findings, go completely counter to that view of life, mind and history which is recommended by the universal Religion of mankind'. The task of eliminating these concepts falls to Muslim scholars, intellectuals and educators.

Speaking at a seminar on the Islamization of knowledge, President Zia asked scholars and intellectuals to address themselves to three tasks: ‘identification of the real Islamic values and their propagation, identification of all un-Islamic concepts and their total elimination and building a real Islamic society’.

Books, curricula, teachings methods, indeed the entire corps of the educational enterprise are to be brought into conformity with the teachings of Islam. To this end various boards and agencies have been assigned the task of Islamizing the system. One problem is determining the qualifications of those who decide what is and is not Islamic. Another problem is deciding what to do in the event of disagreement over basic principles and criteria.

9.3 Islamic Behaviour

Other activities associated with schools but which are not strictly academic have come under criticism as contrary to the teachings of Islam. Cultural activities, especially music and dance, are viewed by some as un-Islamic. At one point General Zia moved to prohibit public dancing in the capital city. As a consequence, these activities declined for a period of time in frequency and, as art forms, in quality. While there has been a relaxation of such puritanical restrictions by public authority, there are still many who hold the view that music and dancing, in public at least, should not be permitted.

Women’s athletics is one of the issues that generate the most heated controversy. The fact that women play games at all is objectionable to some and there is even wider opposition to their playing sports in public view.

While female students engage in such sports as badminton and field hockey, they must do so under conditions of isolation and strict dress, and behavior codes. There is certainly no notion of this being a spectator sport. In 1981, the Pakistani women’s field hockey team was not allowed to enter an international competition because the government did not consider it proper. (Such an attitude is not limited to Pakistan. The Government of Bangladesh has prohibited its women from entering any international sports competition).

Advocates of Islamization, especially the Jamaat-i-Islami and its students affiliate the Islami Jamiat-i-Tulaba, seem more concerned over Islamic behaviour than other educational issues or broader questions of social justice. This preoccupation with essentially peripheral issues is seen by some as ‘trivia which goes by the name of Islamization’. The latest of these moves is the proposed 9th amendment to the constitution which would establish the Sharia as the guiding legal criteria. Critics maintain that this arrangement would likely result in further efforts to eradicate un-Islamic behavior, and would lead to Islamization of education.

Activity:

Discuss the role of teacher in Islamization of education in Pakistan.

10. SPECIAL EDUCATION

10.1 Introduction

Education, treatment, institutional care and rehabilitation of the disabled and the handicapped are one of our moral and religious obligations. Very little attention has been paid to the education of this unfortunate segment of our population which is estimated to be nearly 4% of the total population of our country. Besides the fact that this is a negation of the principles of Islam, it tends to force the disabled and the handicapped to various forms of degradation. Four major disabilities commonly found are:-

- a. The Physically Handicapped
- b. The Deaf and Dumb
- c. The Mentally Retarded
- d. the Blind

10.2 Purpose of Educating Special Children

The main purpose of educating special children is to make them as independent as possible so that if they cannot become active and productive members of society, at least they should become self-sufficient in caring for themselves.

Special educational provision is, however, required for some children with severe or complex disabilities who need special facilities that it would be impracticable to provide in ordinary schools. Their need may be for a period of their school life. Some of them may need to attend a special school and sheltered workshop throughout their life.

We are aware of the importance and need for integration of handicapped persons in the society. Recently developing countries have shown that all other things being equal handicapped children develop better socially and educationally when they are together with a cross-section of normal children of the same age, than they are surrounded by handicapped children only.

Children with mild learning difficulties can acquire satisfactorily education through ordinary 'integrated' schools. The integration in their case may require (i) support of teachers with some expertise in special education and provision of teaching or non-teaching aides including aides to movement i.e. ramps, space for wheelchairs etc. special equipment i.e. hearing aids etc. and special materials such as books with large print or (ii) periods of withdrawal to a special class or special school.

It would be desirable for most of the children requiring studies in special schools to achieve functional or social integration with normal children through part-time or full-time joint participation in educational programmes and extracurricular activities. In other cases 'twin school' principle of locational integration is considered desirable.

10.3 Planned Coverage

Considering that at present only very small number of disabled children has access to special education and it is not possible to cover every child all at once due to shortage of resources, specially needed manpower like teachers, physiotherapists, audiologists, etc.

Special education requires special educational institutions, trained personnel and specifically designed curriculum. Merely watering down any normal curriculum is not enough. The very first thing that needs to be done in way of educating disabled children is to make institutions with an environment for the special child to learn and grow, and the most vital part of a special classroom is an alert, innovative teacher. The other most important part is the apparatus and the equipment which is used by the teacher to prepare the environment.

10.4 Early Intervention

The first task towards educational provision refers to the identification of disabled and assessment of needs. There are three target groups of children from which identification is to, be carried out. These are new born-babies then there are infants in the pre-school years. Lastly there are children already in school. The first two groups will have to be identified through the cooperative effort of parents and Population Welfare Centres. At school level, the teachers and the school doctor (whenever available) would carry out the identification of children with severe and obvious disabilities; problem is with moderate ones and those relating to mental retardation. The thrust in the current plan is on immunization and preventive effort, but the National Institute for Handicapped and the Special Education Centre at district divisional and national levels which are being equipped with early intervention facilities will have to take the lead in coordinating the task of early intervention and in developing a referral system in collaboration with the existing hospital system and NGOs.

10.5 Organisation of Special Schools

The coverage of special children will involve revitalization and expansion of 144 existing special schools/institutions and establishment of new school and Directorate General of Special Education have already taken programmes for financial, manpower and equipment support to the existing institutions with a view to achieving a special schooling of twice the present number of students. Wherever possible the existing schools will be encouraged to start second shifts.

Directorate General of Special Education is also establishing National Centres for each disability at Islamabad with facilities for 2,300 children. It is also establishing Special Education Centre at each Divisional Headquarters and in the Cities with population of 0.1 million or more. These Centres will have facilities for 14,000 disabled children which will be doubled through a second shift system once these Centres have their own purpose built premises.

Provincial Governments have established Directorates of Special Education in the Punjab and in Sindh and there is increasing emphasis on special education on the part of Directorates of Social Welfare. Then ADPs are also reflecting higher allocations for special education. Directorate General of Special Education has provided assistance of Rs. 10 million to Provinces for establishing special schools and Centres in selected district headquarters and for expanding the existing facilities. Provincial Governments will be encouraged to establish model, centres in every district headquarter, thus providing additional facilities for 22,000 disabled children. If they run two shifts, they could accommodate 44,000 children.

Local authorities in developed countries are required to meet the needs of disabled children in the form of special educational provision. They are also required to provide a sufficiency of special schools for children with Special disabilities. Local authorities in Pakistan had the responsibility of primary education till the schools were nationalized. With the revival of elected local Government and greater concern for the disabled, local authorities should be encouraged to establish special schools, in collaboration with appropriate voluntary organisation and philanthropists.

Activity:

Visit a special school or special training centre and write down a brief of your observation.

11. SELF ASSESSMENT QUESTIONS

- Q.1 Critically review and explain-the problems of foreign language in our educational system.
- Q. 2 What are the implication of students politics on education?
- Q.3 Identify the problems in universalisation of primary education in Pakistan.
- Q. 4 Critically review the literacy situation of Pakistan.
- Q. 5 Define population education, and highlight its significance?
- Q. 6 What are the important objectives of population education?
- Q. 7 State reasons why population education should be integrated with curriculum?
- Q. 8 What is the purpose of environmental education?
- Q. 9 What are the broad objective of the drug education programmes in Pakistan. Define infusion approach for drug education.
- Q. 10 Identify the need for female education, for Pakistani Society.
- Q. 11 What are the main reasons for providing special education to the handicapped children in Pakistan?
- Q. 12 Discuss the problems and issues in Pakistani education.

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