EXISTING EDUCATION SYSTEM OF PAKISTAN
PSYCHO - SOCIAL AND SOCIO- ECONOMIC EFFECTS

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Introduction

Education is a source to liberalize minds through softening the prejudices – whether religious, political, linguistic or ethnic. It must enable an individual to live creatively. This establishes a relationship between basic purpose of education, the basic life tasks and basic life skills. Another virtue of education is the achievement of moral-spiritual self actualization of the individual, the family and the society. Education is a means to transfer traditions and practical knowledge to successive generations. Education is a societal concern and the system of education in a given society has a specific relationship with the nature of society itself.

Pakistan, being an ideological state, has peculiar requirements for education. These obligations can only be performed if our educational system is focused and thriving. Moreover, fast pace of technological development in the last few decades further highlights the need for an educational system which has a futuristic outlook with its roots in the ideological moorings. If we analyze the existing educational system of Pakistan in the above mentioned prologue, we realize that problems of education in Pakistan are many and varied. This paper explores the concept of education along with its relationship with Pakistani society, religion, culture and economy within this context, the aim of this paper is to highlight the psycho-social and socio-economic effects of existing education system of Pakistan. It also suggests measures for ensuring quality education which is vital for sustained growth in the country.

The paper is divided in the following four sections: 1) Education: The Concept; 2) The genesis of education system of Pakistan; 3) Contemporary educational systems; and 4) Structure and context of educational development: The Way Forward.
Education: The Concept

The word ‘education’ is derived from the Latin word ‘educare’ which literally means ‘to bring out’. Thus education in a way, can mean the bringing out and the development of a mind. The best definition of education is the one given by the Holy Prophet Muhammad (SAS), in one of his favorite prayers as “O Creator – Sustainer: Allah! Grant us Ilm”. ‘Ilm’ in Arabic is not only information, knowledge or even wisdom. It is enlightenment which transforms one’s entire personality and enables one to live a life which is full and fulfilling, integrated and integrative, complete and holistic, purposive and noble, peaceful and progressive.

Recent thinkers like Bertrand Russell believes that real education should aim at making people think and form their own opinion. His ideas are inspired by Rousseau who believed in the free exercise of man’s nature. While studying their ideas we must not forget that education is not possible in a social vacuum. In modern times when almost every thing is being judged in terms of economics, a school of thought advocates that aims and objectives of education can only be determined by particular demands of the society and the latter’s capacity to consume and absorb trained manpower.

Education has a wider perspective which encompasses materialism and spiritualism, science and religion, reason and faith. These are not at all conflicting requirements for a Muslim society. Our religion gives high importance to mankind’s material needs and spiritual obligations. Within this context, educational system of Pakistan should be based on the acquisition of Knowledge, the development of moral values, a sense of social justice, along with the development of ability to tackle economic challenges.

It is generally believed that there is a close connection between education and morals as well as between education and religion. A strong conviction prevails that moral and religious teachings are essential to education. Morals deal with what ought to be done as opposed to what is done. Morality concerns actions which affect the interests and well being of others including
ourselves. The teaching of morals initiates a pupil into areas of knowledge. A strong version of this view is that the real value of these descriptions comes from their moral content. Another approach to this conclusion is that different disciplines teach us different ways of perceiving the world. Moral education influences human behavior positively and therefore moral training runs intellectual training.

The connection between religion and education has been very strong. For educationists like Froebel, education of a child was a matter of bringing out the divine pattern which was implicit in the child. An alternative view is that religion probably essential for education. It is so because religious dimension constitutes one of the forms of knowledge through which humans can make sense of both their world and experience. Religion is thus as important as science, mathematics and art as one way of structuring human experience and is necessary because without it, significant aspects of experience would be left uncared for.

All the important religions of the world regard education as the primary means to promote awareness and spread message of God to the mankind. The spirit of research and critical inquiry is encouraged by all the major religions of the world. Emphasis on observation, experimentation and critical analysis makes education equally important for followers of all the religions. This point shall be highlighted through objective analysis of major religions of the world.

Jewish education might be termed as some sort of a link between oriental and occidental systems. While its literature i.e Old Testament gives more opportunity for reflection and analysis, system of education followed by the Jews was non-progressive and placed minimal emphasis on development of science and art. Education was mostly restricted to the priestly class and was not open to the masses. Most of the teaching was done in temples, while regular schools were not organized.

Early Christians were more or less segregated because of the fear of persecution and ostracism. There was within these groups of
Christians a demand for instruction in the new religion. This led to the establishment of what were called "Cate-Chumenal" held generally in some part of the church buildings as portico. With the passage of time, they became cathedrals and with subsidization and patronage, they became more popular. Monastic education became popular in this period. During the same period, manuscripts were used to preserve literary activity. These schools imparted training in two spheres i.e lower studies including grammar, rhetoric and dialectics and higher studies including mathematics, geometry, music and astronomy.

The intellectual awakening known as renaissance (1400-1600) gave rise to a craze for study of classics. Scientific education developed rapidly during the seventeenth century. Europe and America have made steady progress in education and their development can solely be attributed to the system of education of these countries. Education has been made more attractive and useful by means of rotation and variation. Surveys and experimentation are constantly being made in these countries. One of the results of this activity is the social efficiency of the citizens of these countries.

Holy Prophet Hazrat Muhammad (SAS) was born in Arabia when it was going through its darkest period of history. There was no organized system of education in Arabia. Holy Prophet revolutionized and inspired the people of Arabia. Teachings of Islam transformed not only Arabia but the entire world. One of the basic principles of Islam is the acquisition of knowledge. The first Muslim school was established in Medina in the Holy Mosque where a platform called “Suffa” was used for the purpose of imparting education during the day and a boarding house at night. The desire of the Holy Prophet (SAS) can be seen from the fact that when a few prisoners were taken in the battle of Badr, the ransom fixed for them was to take upon themselves the duty of teaching, reading and writing to the Muslim children.

Schools were established during the days of second caliph Hazrat Umar in all subjugated territories. By middle of the 8th century a regular system of elementary education was adopted.
These schools were generally attached to a mosque and had facilities like libraries and residential accommodation.

Muslim education received a great impetus during the days of Abbasides. They patronized cultural and social activities and there was an outburst of intellectual activity. Translation of ancient works was undertaken. Independent research was also given priority. Establishment of ‘Al Azhar’ and ‘Dar-ul-Hikmat’ at Cairo opened vistas for advanced studies and research. There was no set course or duration of learning. This method has also been adopted in modern times especially in United states. Muslims established Madrassahs in all parts of their empire including Europe. The universities of Cordova and Grenada were famous throughout the west. In fact, renaissance in Europe became possible only because of knowledge originating from the world of Islam. The genesis and the aspiration for education in Islam transcends the narrower scope of other systems and concepts of education. We must have the wish to learn and to progress and to become scientifically and economically as efficient as other nations are.

The sociology of education may be defined as a study of relations between education and society. It concerns the educational aims, methods, institutions, administration and curricula of education vis-à-vis economic, political, religious, social and cultural forces of the society. Education creates awareness among the citizens regarding its organization or purpose as well as rights and duties. Hence, education performs a dual purpose of preparing a person to achieve distinction in life and making him/her a contributing member of the society. Simultaneously, education has an important role to play in bringing about social changes. However, we need to understand that its role is secondary and it is only a technique used by people with a deliberate and conscious aim. Education is the process of preparing people to fit into complex social structures and to play particular roles as members of more than one institutional group. According to this view, sociology of education must consider class and cultural composite forces i.e class inequality and schooling, race inequality and schooling, unequal life chances and different family background etcetera.
Culture, in the words of Ralph Linton, is the configuration of learned behavior, whose component elements are shared and transmitted by the members of a particular society. Thus, the aims and values of a society are also a part of its culture. The transmittance of cultural patterns is often stated as one of the functions of education. Understanding of a particular culture highlights the importance of early years of childhood in conditioning the personality. In this way, culture has a direct bearing on the aims and objectives of education.

Human nature and human personality are interactively at play in any educational system. Personality continues to develop throughout our life span for self actualization / realization. Personality development for self actualization/ realization is a creative process which is spread over a life span. The core concern of education is to seek self realization creatively as an interactive and synergized activity. Education and learning become successful when cognition is internalized by the seekers and made integral to his/her personality in mental emotional and even spiritual terms.

The Genesis of Education System of Pakistan

Undoubtedly, future of any state depends greatly on the kind of education the youth receives. The system which we are following even today is the legacy of pre-portioned British India. Thus, it is a historical anachronism. It can hardly be expected to cater for the requirements of an independent, democratic state. In order to suggest changes in the system, it is imperative to study the prevailing system in detail.

The system of education followed in colonial India was introduced by the British primarily for producing clerks and subordinates who were necessary for carrying on the administration of the country in a colonial set up. This system of education was designed by lord Macualay. Essence of this system is better explained in the words of Lord Macualay himself, "we want Indians in colour but Englishmen in taste and aptitude." At least, that was the objective in the initial stages after replacement of Persian by English as the court language in 1835.
In order to objectively evaluate the education system of Pakistan, it is imperative to understand the pros and cons of the existing system and view the progress/changes which were made in the last six decades. Despite the colossal problems which Pakistan faced on the eve of independence, the educational aspect was given the foremost priority and an all Pakistan Educational Conference was convened in November 1947, to consider the re-organization of the educational system. Later, in 1952, a six year National Plan of Educational Development for Pakistan was prepared.

From 1958-1970, student unrest and politicization of educational institutions were the major problems which Pakistan faced. Special commissions were set up to improve the standard of education. However, system of education did not emphasize moral, religious and ideological aspects. One of the major causes of dismal performance in the education sector was that meager resources were allocated for the development of education.

The period from 1970-1978 saw nationalization of all educational institutions. Adult literacy drive was initiated as well. An effort was made to bring uniformity in the curriculum and method of teaching in Madrassas, government schools and private educational institutions. The establishment of Universities Grant Commission and National Book Foundation were the major achievements of this period. However, education system suffered due to political instability and economic crisis which Pakistan faced.

From 1979-1989, the Afghan war and subsequent drive of Islamization affected the system of education as well. During this era, major changes in syllabi were made. Maddrassa education was encouraged and learning of Arabic was made compulsory upto class VIII. Efforts were made to orientate the system of education towards ideological moorings and subjects of Pakistan Studies and Islamiat were made compulsory upto intermediate level. However, parallel system of education such as curricula of English medicum schools continued. On the whole, preferred goals of education were not fully realized.
From 1990-9/11, economic stagnation and political instability were major banes in the development of education in Pakistan. Education further deteriorated with the increasing disparity among social classes. The number of educational institutions could not commensurate the population exodus and lack of will to introduce reforms at the government level compounded the problems. Self-finance scheme was introduced which further commercialized the education.

From 9/11 to present, major reforms were introduced in the system of education. Efforts were made to de-nationalize the institutions and the private sector was encouraged to establish schools, colleges and even universities and professional colleges. Syllabi have been revised and certain radical changes made in subjects of history, Islamiat, geography, English and Urdu. Some of the changes are highly controversial and have off set the ideological course of our system of education.

Our system of education instead of emphasizing on inculcation of values, discipline, social/civic responsibility and socio-economic productivity stimulates partisan and class difference and churns out educated illiterates. The education system, as a whole, faces a set of complex specific problems. First it is an imposed system which has not been evolved through a gradual process. Second, the educational system in Pakistan ignores grooming aspect of students as productive and useful members of a modern society. Third, this system neither segregated students as per psycho-social and socio-economic requirements of our nation nor it identifies the talent of students for specialization. Fourth, our curriculum still remains confused. We are undecided whether we should encourage scientific and technical education or promote studies of humanities. We are also unclear whether to emphasise on ideology and values or promulgate liberality. Language remains another problem and we have no clear idea whether to continue with English media or not. Fifth, linkages between primary, secondary and higher education are not existent. Number of subjects has not been rationalized at various levels over burdening the memories of students. Sixth, our system of education does not promote/encourage original thinking. Seventh, System of examination, though has been changed, stifle initiative
Students and teachers focus on achieving higher pass percentage rather than emphasis on learning and bringing out hidden qualities and talent. Eighth, our educational system lacks in quality as well as quantity. Involvement of private sector has generated commercialization in education and has added to class difference. Ninth lack of trained teachers adds to the inadequacies of our educational system. Tenth, there is a painful lack of educational environment in our country. Teachers as well as students are content as much of superficial knowledge from textbooks as possible that they can pour it out on the examination paper. Moreover, social knowledge is necessary for intelligent and efficient social service and education should infuse this knowledge and endeavor to make the students efficient members of the society. Sociology and other social sciences are not very popular subjects in education of all the classes. Eleventh, vocational and technical training are other areas which are ignored in our educational system. It has no strategy what so ever, to utilize the vast human capital by imparting education which make pupils self sustaining. Twelfth, shortage of instructional facilities like proper school buildings, laboratories, libraries and equipment is major impediment in promoting conducive environment for learning. Thirteenth, misplaced priorities at policy planning level is another grey area affecting progress in the field of education. Fourteenth, system being followed at primary level does not cater for inculcating objective thinking and power of reasoning in the young pupil. Moreover, rampant poverty results into large number of dropouts at this level. Fifteenth, our secondary education is purposeless and cumbersome. It neither prepares students to take on higher education nor gives him opportune economic self sufficiency. Finally, wide gap in the classes of society is applicable to our education system. We have sophisticated English medium private schools for rich and influential, the ordinary government schools for middle and lower middle class and Maddressas for poor as well as religious minded people.

**Contemporary Educational Systems**

Before we suggest contours of educational system which is peculiar to our requirements, it seems appropriate to view some
other functional systems so that relevant conclusions can be drawn to modify our own system. This section discusses systems of advanced and some contemporary countries which provide a wider spectrum to analyze the short comings of Pakistan’s educational system.

Schools in USA have two major themes around which they are imparting education\(^ {18} \). Firstly, the US produces citizens with necessary skills, knowledge and attitudes to function in the national social, political and economic structure. Secondly, the US educational system ensures that every child is given the opportunity to learn whatever is needed to carry out basic life tasks. Traditional system of learning in USA, incorporates in its theoretical construct the belief that there exists some package of knowledge that is meant to be passed on to continuing generations. It also implies learning by discovery and induction rather than deduction. The system encourages teachers to provide opportunities to the students to explore, test, inquire and make discoveries for themselves. They follow competency based system. Another contour of their system of education is the behavioral psychological approach used in the schools generally based on competition. Scholastic competition is generally regarded as “preparation for life”. Profound and lasting learning that takes place in American schools is through unplanned and incidental manner\(^ {19} \). Qualified teachers are the lynch pin in American educational system. They are capable to reach the prevailing level of a child and encourage self actualization. They know that children learn more by doing rather than by hearing.

The curriculum in American system revolves around responsibility, respect, resourcefulness and responsiveness. Extracurricular activities such as speech, debating clubs, athletics and student governments are commonly considered part of the non academic curriculum. However, it may be noted that much of the non- academic learning is derived from the actual structure of the classroom and the institution itself. As regards student evaluation it is prime responsibility of the individual classroom teachers. It is an amalgam of tests of various kinds, observation, classroom performance and some assignments. Counseling is an important
pillar of the educational system in USA. Counselors help students and anxious and confused parents on a host of issues.

The system of education in China aims at transmitting the skills, values and competencies of peculiar Chinese culture through formal and informal ways. Historically, education system of China spans over 2000 years and is based on Confucius' principle which says "in education there should be no class distinction". After the revolution and independence in 1949, communist party of China engaged in rebuilding the schools and setting forth educational needs and goals for the nation. Its cardinal characteristics include faith in the learning ability of virtually every individual, emphasis on positive reinforcement that dominates Chinese educator's attitudes and finally the learning by doing.

Teachers in China are selected and rigoursly screened to inculcate a moral responsibility in him to educate his pupils like a son with warmth and respect. Primary and secondary schools curriculum stresses the acquisition of basic skills showing consist of six subjects. However, secondary school curriculum allows the student more flexibility in course offerings. A significant fact is that all schools whether rural or urban have uniform curriculum. At this level, social sciences education and foreign language begin. It should be noted that in all curricular areas, there exist a decidedly practical bent to subject matter. Every day in Chinese schools, students have to perform some productive work in addition to academic programming. Non academic curriculum includes a vast program of physical, moral, political and sports activities. Evaluation is through examinations. Students are also required to take admission test for entrance into secondary and higher classes. As regards counseling, it is teacher’s basic responsibility and through it an effort is made to determine which positive and negative characteristics are present and the social influences responsible for them.

British education comprises primary education, secondary education and higher education\textsuperscript{20}. Further, education involves wide range of vocational and non-vocational work undertaken outside the university sector. At a functional level, this involves the
transmission of a range of basic skills and abilities without which the individual cannot achieve economic independence and cannot fully participate in the daily life of society.

At the primary level, disparities between voluntary and state schools have long since been ironed out. However, primary education is not so well resourced as compared to secondary schools. British secondary schools remain dominated by the teaching of subjects and examination. Learning in higher education at university and college, is considered to be the responsibility of the student. Most university and college teachers arrange that students possess sufficient ability to learn for themselves, to work out their own methods of understanding and applying ideas. Modern techniques of teaching are applied by the teachers who are well trained and qualified. Curriculum is liberally designed to develop basic intellectual skills such as literacy and computation.

Evaluation in British educational system encompasses formal, written/essay type examination in one variant or the other. The examination at secondary and higher levels is set by board associated with one of the universities. At the primary level, selective tests are held otherwise student performance is assessed on the basis of their progress and record. As regards counseling, most local education authorities provide a school psychological service at which students with learning or behavioral problems are counselled.

Mexican concept of education carries with it a much broader meaning including non formal aspect of the total learning environment that constitute the formation of human character and personality development\textsuperscript{21}. Traditionally, in Mexico, schools are designed as those institutions that bear the chief responsibility for transmitting popular cultural heritage from one generation to another. There also exist an interest in education for its motivating influence in accomplishing the modern state. Approximately 75 percent of all children in modern Mexico are enrolled at the primary level. Secondary school programs are divided into two cycles of three years each to prepare individuals for further education or the occupational market place. Higher education in Mexico is reflected in a number of different types of institutions in
public and private sectors. Learners are viewed as passive recipients of knowledge. Teacher is in complete command of the core subject matter and often delivers it in an encyclopedic manner through a lecture methodology.

Primary curriculum is prepared at the national level and includes subjects like mathematics, natural science, social science, arts, physical education and technical / vocational education. Curriculum at secondary level builds upon a common core initiated at primary level. Technical/vocational institutions exist at senior secondary level. At the higher education level, the nature of study is dependent on the institution attended.

Sri Lankan System of Education. Free education system of Sri Lanka was instituted in the 1940’s. It has standardized education in that county which is amply reflected in the literacy rate. Education is imparted through public and private schools. Technical and National training is given due importance as well. Highlight of this system is the organization of tuition classes by the schools to impart extra coaching to their students. It is pertinent to mention that the social system, economy and all other aspects in Sri Lanka are almost based on the system of education.

Having seen the systems of education of advanced as well as contemporary countries, following important conclusions can be drawn related to the existing system of education in Pakistan. First, the prevalent education system hardly caters for social, moral and cultural grooming of students. It is a system which emphasizes more or less on learning certain subjects. Second, assessment is examination oriented which does not encompass talent identification and development. Third, informal education through extra curricular activities is either missing or is ill organized thus remaining far short of desired standard. Fourth, various forms and categories of schools are available in Pakistan serving various classes of society, teaching in different mediums and having different curriculum/syllabi. Fifth, our educational system does not cater for human resource development. Finally, ours is a system which is somewhat confused and does not fulfill the ideological purpose of the country.
Structure and Context of Educational Development The Way Forward

The pace of development in various fields of life strongly, suggests that comprehensive changes are required in our educational system. These changes should be premised upon peculiar ideology of our country, social make up, cultural structure and economic compulsions. It requires concerted efforts to decide upon structure and context of educational development in our country.

Change in education system of Pakistan are necessitated due to a host of reasons. Prevalent frustration among the youth needs to be addressed at priority basis. If radical changes, based on providing an equal opportunity to all the classes of society are not made in educational system of Pakistan, Pakistani youth will continue to serve as fodder for the menace of sectarianism, extremism and fundamentalism. Proposed changes are in addition to the reforms instituted in 2002.

Even after six decades, Pakistani society is in a state of flux. Underpinning factors for this instability are social injustice, economic disparity, provincial disharmony and rampant corruption. System of education should be enabling, empowering and ennobling- synergizing all sociological processes. It should also serve perennial purpose of education and the basic life tasks by means of the basic life skills taught and learnt as basic educational skills. Our education system needs to satisfy economic and productive functions of our society. It is only through better education that we can attain a position of economic security. We need to have highly skilled academics, scientists, technicians, business or public service administrators who should be selected without discrimination and prejudice.

Ideology of education is the guidepost, which sets the direction of educational enterprise. The quality of national education will not impress automatically unless the ideology is clear and deep rooted. Education as a process needs to be emphasized for reorganization of national education. Educative process should focus more on personality development and productivity of an individual
for the society. A qualitative improvement is required in our system of education which is contingent upon the quality of curriculum, quality of learning and teaching process, quality of administration, quality of human relations and environment in the school, quality of equipment and the quality of the evaluation process.

**Aims and objectives of Education in Pakistan.** It is imperative that the educational system should be reviewed in the backdrop of the aspirations of the people and the socio-economic reorganization of the country. For re-orientation and reorganization of educational system, we should aim at "developing individuals with positive skills". With this aim in mind objectives are being proposed which would help in developing an integrated and balanced educational system. The following five objectives are significant. First, to strengthen the Islamic identity through a progressive and wholesome indulgence in the study of Islam rather than concentrating on Islamic studies. Second, to develop among the people a sense of public duty, patriotism and national solidarity, and to inculcate among them the habits of industry, integrity and devotion to service. Third, to introduce modern methods of solution for determining intelligence and aptitudes so as to affect the diversion of students at appropriate levels to technical, agricultural, scientific, business and vocational institutions in accordance with their ability and aptitude. Fourth, to examine the standards of teaching and research in educational institutions and suggest necessary measures to raise them to the highest possible levels. Finally, to blend moral and economic perspective of education by an integrated approach.

**Changes in the Existing Education Policy**

Free education upto intermediate level should be ensured. A substantial compensation for poor children should be given so that they can continue education without burdening their parents. Budget for education should be increased and minimum 10% of the GDP should be spent on education as against barely 4% which is being presently spent. Technical institutions should be established at district and tehsil levels. These institutions should help students in developing some skills which would enable their sustenance in the
Uniform curriculum/syllabus be introduced in all the educational institutions. Focus on secondary school education with efforts to developing technical skills is considered to be prudent for socio-economic development of the country. Madrassahs should be modernized and all efforts should be made to bring these in the mainstream. Examination system should be further streamlined so that it becomes more assessment oriented and can identify the talent of individuals. Teachers training should be given special attention. Their pays and privileges be enhanced substantially there by raising their stature and respect in the society. An amalgam of public and grammar schools are recommended. However, selection of students to grammar schools should be strictly based on merit through a competitive examination. Government to ban private professional/technical colleges/universities. Higher education institutions/Universities to chalk out a plan for encouraging research oriented studies as per the capacity in various fields. They should not churn out Ph. Ds without any focus or requirement. Education Task force should be established which should devise a strategy to promote education on war footings. Private corporations/industries to be encouraged sponsoring schools in rural areas. This will reduce burden on national exchequer. Army should run quality educational institutions in remote areas. Self actualization/realization should be encouraged among students. It can be done by remodeling the religious education and interfacing it correctly with moral/mannerism training. Islamic/Pakistani ideology should form the essence of educational system of Pakistan. For this Pakistan Studies should be made more comprehensive and purposeful.

**Child Education.** An awareness drive is recommended on child education which is strongly significant for Pakistani society. Following measures should be undertaken in this regard. First, Pakistani government needs to regard child welfare as a primary concern in state planning. Second, children need to be groomed systematically molding them into valuable citizens. Focus should be on development of discipline, courage, cooperation and tolerance. Third, positive social virtues like love, kindness, friendship and hospitality should be cultivated among children through concerted efforts of parents and teachers. Fourth, development of self-confidence and assurance at home and school
should be the primary focus of parents and teachers. Finally, institutions of child welfare services is a priority requirement of the time and it should be established at priority.

Following are the proposals for the efficacy of primary education.

Primary education should be interfaced with social institutions and services for moral/socio-psychological development of children. Special attention be given for teacher’s training at this level. Primary education to be designed in a manner so that it broadens the horizon of students by imparting the essential knowledge and skills. Pupil centered approach be adopted at this level. Creative expression of children’s abilities be encouraged. Schools should not dissociate themselves from the real affairs of the real life and intellectual side should not be targeted alone. Interactive learning techniques should be adopted at this level. Purpose should be to build understanding rather than pushing hastily the subject matter in the minds of the students.

The objectives of primary education should be as follows:\(^{24}\):

First, to make a child functionally literate. Second, to develop all aspects of his personality. Third, to equip him with basic knowledge and skills and prepare him for further education. Fourth, to arouse a sense of civic responsibility. Fifth, to develop habits of industry, integrity and curiosity. Sixth, to develop liking of sports and games. Seventh, study of Islamiat to foster tolerance and brotherhood, thus generating an understanding of humanity. Finally, Identification of peculiar talent and skill should be endeavored at this level.

Secondary education has most definite place in our education system\(^{25}\). Following are specific recommendations in this regard.

First, objective of secondary education should be more inclusive, embracing the needs of human development. Second, all the students should be encouraged to develop some technical skill at this level. Third, there should be one and not several secondary
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School systems. The curriculum of secondary schools should be broadened so that purposeful and practical education can be provided to the students. Fourth, education at this level should be so tailored that it is regarded as a complete stage in itself. It can be achieved by introducing skills development subjects at this level. Fifth, regular career counseling should be arranged for the students at this level. These sessions would help in creating a clear vision among the students with regard to the choice of career subsequently. Finally, at this level, study of Islamiat rather than Islamic studies should be undertaken. For this syllabus of Islamiat should be radically rehashed.

Presently, focus is on higher education which needs rationalization. Following is recommended in this regard. First, rationalization of degree courses be done in the light of capacity building in various fields. Second, quality is important at this level. It can be ensured by inducting students with right aptitude and abilities in right courses/fields. Third, research in various fields should be sponsored by corporations and industries. Finally, self financed courses at this level be discontinued immediately.

Another important factor in changing the system of education in Pakistan involves the training of teachers. First, Teachers training should hinge upon academic freedom and academic responsibility. All the school and colleges should organize special teaching programs/workshops. Second, teachers be trained to impart education at various levels specifically. Finally, teachers training colleges should be established at district level.

Conclusion. Without qualitative change in the policies, procedures and practices of the present system of education, we cannot hope for real progress in psycho-social as well as socio-economic realms. Reorganization in the education system should aim at achieving the directional goals through concerted efforts on war footings. We need to give a serious thought to the value of education for our national security and survival. Directional changes in the education system should revolve around our ideology and national purpose. Our educational system should reflect our national priority and ambitions. It should enable us to weave cohesion in our
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society and dispel the frictions as well as fissures. Our educational system should promote tolerance and deep understanding of mutual co-existence. Pakistan stands at the cross roads of history. We need to understand the importance of education for progress and prosperity. In today’s competing world, we need to act quickly to make up for the lost opportunities.

Notes

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