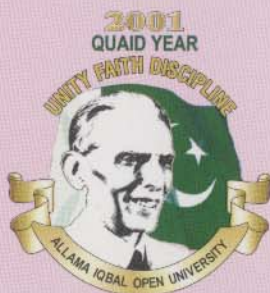


PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

PAKISTAN JOURNAL OF EDUCATION

2001

Volume: XVIII

Issue-I



Research and Evaluation Centre
Allama Iqbal Open University
Islamabad – Pakistan

COPYRIGHT

2001

**Allama Iqbal Open University
Sector H-8, Islamabad
Pakistan**

SUBSCRIPTION

YEARLY	:	RS.200.00
SINGLE COPY	:	RS.150.00

FOREIGN

INDIVIDUALS	:	US \$ 35.00
LIBRARIES AND INSTITUTIONS	:	US \$ 40.00

**PRINTED AND PUBLISHED BY
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD, PAKISTAN**

COMPOSED BY

SAEED AKHTER

TO THE READER

Pakistan Journal of Education is dedicated to the learning system rapidly growing in Asia and the world over. The Journal welcomes studies, research and review papers dealing with past, present and future perspectives of education, with a view to awakening further interest in the newly growing discipline and opening new vistas of research.

Authors are advised to send two copies of manuscripts, retaining one with them for reference. The submission of a manuscript will be taken to imply that the material has not been previously published. Work included in the manuscript but done by the author in other places should be clearly acknowledged.

Views expressed in this Journal are those of authors and do not necessarily reflect the views of the Pakistan Journal of Education.

Articles alongwith diskette may be sent to:

Coordinator,
Pakistan Journal of Education,
Research and Evaluation Centre,
Allama Iqbal Open University,
Sector H-8,
Islamabad, Pakistan.

The Journal is published twice a year in Spring and Autumn by the Research and Evaluation Centre of Allama Iqbal Open University, Islamabad, Pakistan.

Editorial Board

Prof. Dr. Syed Altaf Hussain
Vice-Chancellor
Patron-in-Chief

Dr. Mahmudur Rahman
Editor

Ms. Masooda Chaudhry
Associate Editor

Members of the Editorial Board

Dr. Shaukat Ali Siddiqui
Dr. M. Aslam Asghar
Dr. Maqsood Alam Bukhari
Dr. Muhammad Rashid
Dr. Zafar Iqbal
Dr. A.R. Saghir
Dr. Mussaret Anwar Sheikh
Dr. Qudsia Riffat
Dr. Tanzeela Nabeel

Coordinator

Altaf Hussain Memon

PAKISTAN JOURNAL OF EDUCATION

Volume XVIII

2001

Issue-I

CONTENTS

Pages

Editorial		
Mahmudur Rahman	Education: The Only Foundation of Progress	01
Tanvir Uz Zaman	Goals Aims and Objectives In Science And Physics Education	03
Nowshad Khan Javed Ahmad Khan	Participation of Women in Rural Development	13
M. Yousaf	Business Education Can Help Solve The Unemployment Problem of Youth	23
Samina Yasmeen	Women's Role in The Development	29
Usiwoma Evawoma Enuke Mabel Oyitso	Special Education For Juvenile Offenders	43
Abdul Rashid Malik Bashir Ahmed Tahir	A Summary of Research Study on Empowerment of Working/Economically Active Children through Basic Education and Skill Training	55
Maqsooda Hussain	Role of Private Sector in Education of Pakistan: An Historical Overview	71
Salma Karim Mostafa Azad Kamal Md. Mayenul Islam	Role of Radio & TV Programmes in Distance and Open Learning System: A Case of Bangladesh Open University	83

Khalid Zaman	Promotion of Sports in The Urdu Press in Pakistan	99
Mahmudur Rahman	Focus on Educational Institutions Imparting Education to Deprived Ones	107
Mahmudur Rahman	Book Review	113
Mahmudur Rahman	Book Review	115

Editorial

Education: the only foundation of progress

This very fact cannot be rectified that education has had been the only foundation of progress, prosperity and pedantry. Without it the human being would have been a crawler having similarity with other creatures. It is undoubtedly the corridor of education which has enhanced the status of man on the earth, and amidst all creatures.

This very issue cannot be ignored as it has given the world all glamour and glittering. It is because of education that man has attained the elegant position which the other elements of universe didn't have. According to Poet of the East:

Urooj-i -Adam-i-Khaki sey anjum sahmey jaten hain,

Key yeh toota hua tara mah-i-kamil na bun jayaey!

(On seeing the progress of man –
Made of clay,

The stars appear much perplexed;
They all think frustrately ____
It's apprehended

This broken heavenly piece may become a full moon!)

This broken heavenly piece has at last become a full moon ____ but, only because of knowledge and learning. Today, it has conquered the space and captured all the elements hidden around the universe. Now, this follow looks no more merely a broken star, rather is shining as a full moon.

This brightness, this illumination, this twinkling, this sparkling and this shininess reveals this very fact that education plays a pivotal role in the sphere of life. All advanced countries have, first of all, developed their educational status. On the contrary, its non-existence is alarming and its scarcity is deteriorating. Without having education on a mass scale, no nation can be expected to keep pace with the process of development in science and technology. As a result, such an ignorant, illiterate society is destined to decay, and couldn't survive in the long run.

Here I would like to make it clear that we the Muslim, do not come in the category of such society, known as ignorant of letters, unlearned and even unable to read. It is a historical fact that the vital aspect of education has highly been considered in Islam. The very first verse revealed on our Holy Prophet (PBUH) was about *Reading*. Thus, it may be said that "reading" is our Faith, our ideology, our way of life, our mode of thinking and our goal. If we go through Muslim history, it may be revealed to us that our past was a vivid witness to the educational bloom. We didn't lay behind in the process of learning. All the libraries, situated in Spain, Egypt, Baghdad, Turkey and Central Asia were the sign of an educated society, flourishing under the patronage of Muslim rule. During the Islamic period of the subcontinent, education was on the peak and the masses were carrying the lamp of learning to each nook and corner of the country.

During the second half of the 19th century, after the great Mughal rule had come to an end, the Muslims of the subcontinent were almost reduced to the status of social and political outcastes. Ironically, the alien rulers i.e. Britishers, took us for a dangerous and traitorous people and wanted to crush us completely. Internally, the ills of illiteracy was eating into the vitals of our nation. It seemed as chaos and confusion for the Muslim community in *South Asia* an subcontinent.

It was at such a time that savant like Sir Syed Ahmad Khan began to rouse the Muslim masses from their slumber, and urged to enlighten themselves with the golden rays of education. He founded Aligarh University which had been spreading education among the downtrodden Muslims. This very effort of Sir Syed culminated into the creation of Pakistan. It was great success achieved only through the corridor of knowledge and learning.

The sacred soul of Sir Syed once again urges the Pakistani people towards national education. Could we listen the voice of that old man, who was a reformer of high repute. Who had declared from the platform of Muslim Educational Conference that:

"Education is the only foundation of progress, prosperity and pedantry."

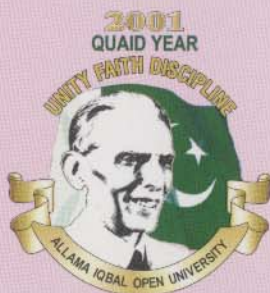
Dr. Mahmudur Rahman
Editor

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Goals, Aims and Objectives In Science and Physics Education

By

Dr. Tanvir Uz Zaman*

ABSTRACT

*Science education is a creative intellectual activity leading to unifying concepts of man's natural environment and application of these concepts to control the environment for men's benefits, and an enterprise, which requires man's best effort to sustain it at an optimum level for productivity. Specific features of science education includes general **aims, objectives**, teaching methods, curriculum, theory and philosophy of science.*

An effective Science education programme should be directly linked with explicit aims and objectives for mobilization of resources to produce real man-power.

Exploration of goals, aims and objectives in science education and particularly physics education may lead us towards right direction for science education programmes.

Introduction

It is very hard to think about what you are doing in the laboratory teaching, says Ogborn, (1977) (1). How shall I think about what practical work is for, and how might what I want to happen be made to happen? This is the question around which this study revolves.

Gagne, Ausubel, information processing theories and predictive model of learning science all stress the importance of previous knowledge for future learning. How could this be applied to science/physics laboratory work to turn it from blind recipe following an intelligent cognitive experience. Could the students mind be made **ready** so that they become more expert, able to separate noise from the signals, to recognize the

* The writer is working as Associate Professor, Faculty of Education, Teacher Education Department, Allama Iqbal Open University, Islamabad

purpose of what they were doing and to take some active part in making the experiment **their own**? (2).

Understanding based on the Information processing theory and predictive model of learning science motivates to explore the goals, aims and objectives of science/physics education, already set out by the scholars, educators and scientists like physicists, chemists, etc.

Aims and Objectives - Science Education

Science education like every discipline has certain aims and objectives. Thurber, (1964), while describing the historical development of objectives in science education, gave long-range objectives (3). According to him, the aims of science education are to provide:

- (1) A basic knowledge of the nature of the scientific enterprise.
- (2) An increase in mathematical, observational and experimental skills.
- (3) Understanding of the concepts and theories to describe and unify the field of science.

The same author has also reproduced the objective of science education developed by the National Science Teachers Association (UK). They are to:

- (1) Acquire a working concept of the relation between science and society, science and individual, science and technology.
- (2) Have varied and pleasant experience in activities related to science and know something of the development of science and about people who contributed towards it.
- (3) Have adequate understanding of science as well as some command of more important functional knowledge in science.

Richardson, (1957), has also given the objectives of science education in the instructional form.⁴ These objectives are to:

- (i) Acquire the principles, concepts, facts and appreciations through which they can better understand and appreciate the nature of earth, its inhabitants and the universe.
- (ii) Use wisely and effectively the natural resources of the earth as well as products of science and technology.

- (iii) Understand the social function of science and think and act in relation to the implications of science and technology.
- (iv) Acquire information, understanding and appreciations that will contribute to their educational and vocational guidance.

According to Bloom, et al. (1971), "the principle purpose of science education is to develop in the students scientific literacy" (5). The Asian Center of Educational Innovation for Development, (ACEID), news letter (1978), in a special issue on science education has given the objectives of science education as: 'development of the ability and attitude of enquiry into nature through observation and experiment for deepening and understanding of basic science concepts and fostering a scientific view of nature' (6).

The following aims are summarized here to give the readers a picture of what students did at school. In an ideal world, every student would have attained every goal set out for every aim, but in practice, many of these aims are only partially fulfilled and have to be revised and amplified in tertiary education.

1. Primary Stage (5-11years)

- (i) Development of the use of the scientific skills.
- (ii) A beginning of an understanding of how the scientist works testing statements against experiments.
- (iii) Acquisition of scientific facts as they arise from the child's experiences and interest.
- (iv) A beginning of understanding of the simpler scientific concepts.

2. Secondary Stage (11-16years)

- (i) Future development of the scientific skills.
- (ii) Increasing experience of using scientific methods.
- (iii) Basic scientific facts and concepts arising from their use as illustrative material in (i) and (ii).
- (iv) Development of structure relating concepts.
- (v) Social and economic implications of applications of science.
- (vi) Science as an activity of the community at large.

Prest, (1976), further says, "the aims of science education are the development of 'simpler' or 'basic skills' at the primary level and 'integral skills' at the secondary level. The basic skills' at the primary level are: observing, communicating, classifying, predicting, inferring, measuring, using numbers, using space time relationships. Integral skills are: interpreting data, formulating hypotheses, controlling variables, defining operationally, experimenting" (7).

Heany, in the association for science education (1981), has developed the following aims of science education.

- (i) The acquisition of knowledge and understanding of a range of scientific concepts, generalizations principles and results through the systematic study and experience of aspects of the body of knowledge called science.
- (ii) The acquisition of a range of cognitive and psychomotor skills and processes as a result of direct involvement in scientific activities and processes in the laboratory and the field.
- (iii) The utilization of scientific knowledge and processes in the pursuit of further knowledge and deeper understanding, and the development of an ability to function autonomously in an area of science studies to solve practical problems and to communicate that experience to others.
- (iv) The attainment of a perspective or a way of looking at the world together with some understanding of how it complements and contrasts with other perspectives or ways of organizing knowledge and inquiry.
- (v) The attainment of basic understanding of the nature of advance technological societies, the interaction between science and society and the contribution science makes to our cultural heritage.
- (vi) The realization that scientific knowledge and experience is of some value in the process of establishing a sense of personal and social identity.

Heany further stated that, "this is frame work through which the specific aims of science education to be achieved through appropriate work in science and other subjects (8).

Goals Aims and Objectives of Physics Education

An aim or goal is not the same as a learning objective, Meester and Maskill, (1995). An aim is a broad and general statement about the teaching intention of an experiment or a course. Objectives are far more precise and describe what students are able to do after carrying out an experiment or finishing the course. The general aim of an experiment can be (re) defined into more specific, behavioral objectives. Aims and objectives are distinct parts of the overall communication of the teaching learning enterprise (9).

According to Woolnough, (10) (1983), Johnstone and Letton, (11) (1988), for practical work to be effective and efficient, the aims have to be defined in advance and the most suitable instructional method has to be chosen. A consequence of this procedure may be the decoupling of lectures and practical work. Although theory and practical are interdependent, practical work need not to subservient to lectures in any illustrative sense or for the verification of theoretical concepts. It has goals of its own which ought to be consistent with the general goals of the science degree programme. Practical work is a means to reach these goals and should never be an end in itself.

Meester and Maskill, (1995), suggested that a list of aims and objectives can be very useful and valuable, and is actually necessary for (a) making choice about what one would like to achieve with practical work and about the most appropriate instructional methods: (b) evaluating the practical work with respect to quality and effectiveness of the learning process: (c) clarity to the student; and (d) providing an organizing element, not only for the structure of a course but also for the learning process (9). Houston, (1970), classified the broad aims of physics in two levels i.e. a secondary school career, and undergraduate courses leading to an honors degree in physics. The undergraduate course objectives are presented below:

Honours Physics Course

According to Houston, (1970), (12), It is the intention of such courses to develop in the student the abilities which are considered necessary if the student is later to become a competent professional physicist working in some special field of research or development. The broad aims of the course could be stated as; (a) To provide initiation into

an equivocal tradition of thought, so that the student becomes aware of current consensus viewpoint, e.g. he must know of the wave particle duality of light and why it is part of the accepted body of knowledge. He will be unable to detect anomalies in the accepted viewpoint unless he knows what that viewpoint is. (b) To develop in the student an ability to operate sophisticated equipment in a laboratory and to use appropriate measuring techniques.

Unless he knows how to design an experiment, he will be later on unable in his own research work to design experiments, which will bring theory and observation in to closer agreement and thereby remove anomalies in our understanding of the physical world.

While giving an account of physics curricula for courses leading to a first degree with physics as the main subject, Black, (1976), set out the following goals, aims and objectives for tertiary level.

The goals of curriculum ought to relate employment opportunities, but should not necessarily be matched in a narrow way to the needs of particular occupations. A second possible goal for a degree curriculum is that of providing a general education through physics. This has the implication for employment that both graduates and prospective employers consider physicists to be well equipped for a wide range of careers.

The third goal is one of training physicists who are prepared to use their physics in a wide range of practical applications. And is relevant everywhere but has additional force in the developing countries (13). Dr. A.S Watt, Head of physics-II laboratory, at Glasgow University, (1994-95), has identified the following aims of physics education:

- To understand the nature of universe.
- To identified and study the fundamental particles from which the universe is built, and to discover and understand the force between them.
- To understand how certain groups of these fundamental particles can behave collectively as if they themselves were forming ever more complicated structures.
- 'To understand the properties of solids liquids and gases, and manufacture new materials with specialized properties.

Nedelsky, (1977), (14), proposed a set of objectives under the three headings, "Knowledge", "Understanding", and "Ability to Learn", which he uses for learning science in general, physics in particular. The three headings or some kind of hierarchy of increasing demand and scope. The list of objectives looks like this:

Laboratory Knowledge

1. Knowledge of apparatus and material
2. Knowledge of laboratory procedure
3. Knowledge of relations between data and generalization from data.

Laboratory Understanding

1. Understanding of process of measurement
 - Working of apparatus and Methods of measurements
2. Understanding of experiment
 - Experimental design, Performing an experiment and Interpretation of data

Ability to learn from experiment or observation:

1. Ability to pursue experiment or observations
2. Possession of laboratory skills
3. Disciplined thinking

Woolnough, (1983), has claimed three fundamental aims for practical work and linked each aim to specific instructional strategy. The first aim, developing practical skills, can be achieved through practical exercises of a structured and convergent type. The second one, learning to work as a problem-solving scientist, can be best developed through practical investigations or projects of an open-ended or divergent type. Finally, getting a feel for phenomena can be learned through appropriately devised and practical experience (10).

According to Kirschne, (1991), practical work is best suited to the teaching of the syntactical structure of knowledge. He defined three motives for practical work in a slightly different way from Woolnough. Specific skills, where practice and feed -back are important, can best be developed in simulations (15). An academic approach to work can best be achieved by experimental seminars, in which discussion, comparison and

modeling play an important role. For experiencing real phenomena, laboratory work is most appropriate. Although these attempts to couple aims or motives with teaching methods differ slightly from each other, they have in common the importance of designing specific instructional strategies to achieve practical aims. Designing practical experiment with just one aim in mind may reduce the overloaded, Johnstone and Wham(16), (1992), and Friedler and Tamir, (1986) (17).

Conclusion

This survey of objectives in science and physics education, at different level is carried out with the intention of making a rational between the objectives already set out and the objectives to be set out in science education programmes.

Education is a human enterprise and the survey, which concentrates mainly on goals, aims and objectives of science, and physics education is incomplete. More explicitly, there is a part of learning, to be a physicist, which cannot be learned from books, but only from working with equipment and with other scientists/physicists and it is that part which laboratory is well fitted to serve.

References

1. Ogborne. J, (1977), *Practical Work In Undergraduate Science*, London, Heineman Educational Books.
2. Zaman T U, (1996), *Use of an information Processing Model To Design And Evaluate An Undergraduate Physics Laboratory*, PhD-Thesis, Center For Science Education, University of Glasgow, UK.
3. Thurber W A And Collette A T, (1964), *Teaching Science In Today's Secondary Schools* (2nd Edition), New Delhi, Prentice Hall of India, Pvt Ltd, Pp:21,22,28,29.
4. Richardson, J S, (1960), *Science Teaching In Secondary Schools*, Englewood Cliffs, Prentice Hall, Inc. Pp: 8-9,15.

5. Bloom B S, (1971), *Handbook of Formative And Summative Evaluation of Students Learning*, London, Macgraw Hill Book Company, Pp: 142-150,160,164.
6. News Letter, (Dec.1978), *Asian Center Of Educational Innovation For Development (ACEID)*, News Letter, Bangkok, UNESCO, Pp: 6,9.
7. Prest B M, (1976), *Science Education..... A Repraisal-1*, School Science Review, 184 (5), 625-626.
8. Heany J C, (1981), *Education Through Science: The Policy Statement Of The Association For Science Education*, The School Science Review, 22(63), 5-52.
9. Meester A M And Maskill R, (1995), *First Year Chemistry Practical At Universities In England And Wales: Aims And The Scientific Level Of The Experiment*, International Journal Of Science Education, 17(5), 575-588.
10. Woolnough, R T, (1983), *Exercises, Investigations And Experiences*, Physical Education, 18, Pp: 60-63.
11. Johnstone A H, (1988), *Meaning Beyond Readability*, Guildford Surrey, Southern Examination Group, UK.
12. Houston J G, (1970), *The Principles Of Objective Testing In Physics*, In Douglas M Macintosh (Ed) *Educational Objectives In Physics*, London, Heinemann Educational Book Ltd. pp. 22-33.
13. Black P J, (1976), *Physics Curricula And Course For Physics, Undergraduates*, In Jhon L Lewis (Ed), *New Trends In Physics Teaching*, (3rd Ed.), International Conference In Physics Education, Edinburgh, Paris, UNESCO, Pp: 16-60.
14. Nedelsky L, (1977), In John Ogborn (Ed) *Practical Work In Undergraduate Science, The Nuffield Foundation, Higher Education Learning Project (Physics)*, London, Heineman, 176-79.

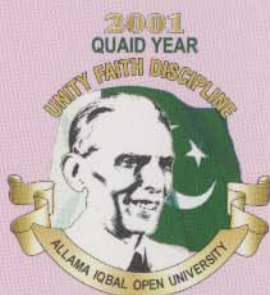
15. Kirchner, P A (1991), *Practical In Higher Education*, Utrecht, Lemma.
16. Johnstone A H And Wham A, (1982), *The Demand Of Practical Work*, Education In Chemistry, 16, Pp. 16-17.
17. Tamir P And Lunetta, V N, (1981), *Inquiry-Related Task In The High School Science Laboratory Hand Books*, Science Education, 65, 477-484.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Participation of Women in Rural Development

By

Dr. Nowshad Khan*
Dr. Javed Ahmad Khan*

ABSTRACT

Women being about 50 % of Pakistan's population are busy to manage the farm as well as home operations as in most of the South East Asian countries. These are bearing the brunt of the region's increasing colossal human deprivation; poverty; discrimination based on traditions and customs; and civil and military strife. Among the number of poor people, the number of illiterates and the unemployed in South East Asia, the womenfolk is in majority. Women have hardly a voice in the decision-making forums in the region. They work from dawn to dusk, but their labour is not counted.

Introduction

Like many other developing countries, particularly in South East Asia, Pakistan has a vast rural sector and more than 60 million people live in rural areas. Agriculture is the backbone of Pakistan's economy. The importance of the countryside becomes more prominent when the economy gets its major imports from rural areas.

For a developing country like Pakistan, desirous of achieving rapid economic progress, it is necessary to utilize all its resources both physical and human to their full capacity. In Pakistan where bulk of the population is rural and agriculture is the main industry, increased productivity is dependent in a large measure on the development of the talent and skills in the million of farm families. The education and training of farm families constitutes an integral part of the country's human resource development endeavor.

The population is increasing rapidly and is expected to be nearly doubled in near future. Women being almost 50 % of the population manage the farm and home operations. Rural woman in our country have traditionally undertaken the owners tasks of running the household with

* The writers are associated with Department of Agricultural Sciences, Allama Iqbal Open University, Islamabad.

meager resources and helping the men folk of rural areas in agricultural operations or many women are farmers in their own right, either because there is no man living with the family throughout the year or have their own land or labor. Even where the head of the household is a man woman may do more than half of the farm work.

Role of Rural Women

P. Oaklay and C. Garfarth (1985) identified the following basic roles of rural woman.

ECONOMIC

As producers of food and other goods for the family economy and as a labor force for economic activities.

DOMESTIC

With responsibilities as wives and house keepers to care for and manage the household economy.

REPRODUCTIVE

As mothers with responsibilities to reproduce family labour, care for children and look after their up-bringing.

PARTICIPATION

Rural woman participate to a large extent in the production and utilization of agriculture and other material goods. As farmer wife, plays an important part in adding to the farm income through the dairy, poultry and other secondary industries.

In almost all provinces of Pakistan, rural women traditionally work with their men on the farms. The agriculture work load differs with the socio-economic patterns of each community.

As a sister and daughter, woman plays vital role in development by helping their brothers, mothers and father.

DECISION MAKING

Women also have a significant role in decision making whereas their attitudes and values greatly influence the adoption of improved agriculture practices, level investment in improved implements, seeds etc.

RESPONSIBILITIES

As hostess of the farmhouse hold rural woman is responsible for the food, housing, clothing, health and hygiene of the farm family. To summarize her responsibilities, these include:

- (I) Supply of farm labor directly for many farming operations.
- (II) Participation in general management of the farm.
- (III) Independent management of certain branches of the farm production.
- (IV) Management of the farm house.
- (V) Rearing the farm family.
- (VI) Building of attitudes and values of the future, generation of farmers.

SOCIAL ACTIVITIES

In accordance with her training the rural woman may act as an agent of social and technical advancement in the rural society or an insidious and potent impediment to all progress and improvement.

OBSTACLES

Following are some obstacles which impede the women in participation for development.

CULTURAL

- I Obstacles are bound up in local custom women are prohibited for talking directly with non family members. Customs forbids them to meet in public places.
- II Women have a full time job contributing in the household chores or doing free family service.

- III Woman are generally accorded a lower status than men and are not encouraged to play active role in rural development.
- IV Women are not trained they perform their work on the base of the skills they inherited from their forefathers.
- V There is lack of encouraging attitudes on developmental side.
- VI Low human and financial capital.
- VI Lack of adequate knowledge.
- VII Poor availability of support in infra-structural facilities.

If Women Neglected

Women form slightly over 50% of our population. According to 1981 census, out of a total population of 84.25 million, the number of women of 10 years and above that is those who can be expected to do some work was 26.26 million of them, only about a quarter million to be exact 772 thousand were in some sort of employment and the rest were engaged in household chores.

How can a nation expect to make any viable progress in the economic sphere with such a large section of its population out of any gainful work. A very large section of country's female population works without pay in a family business or on a farm. This is a situation which must receive serious attention of the entire nation. If woman is neglected then there will be no development in any sector of the life.

Participation of women in the development plays an important role and in this respect Nelson says:

"If women who form 50% of any country are neglected, then the development remain an illusion" (Nelson, 1979, PP.50, 108)

The women also play pivotal role in making decisions when the women are neglected no out standing can be expected. No development programmes will be successful unless it is framed with in the planning.

Measures to Control Neglectance

Following measures may be taken,

AWARENESS

There is a need to awaken woman to the cataclysmic changes occurring around them and of their understanding. The needs of a progressive society can hardly be exaggerated. It is indeed an obvious but staggering fact that woman who continue almost 50 % of the total population of Pakistan are undoubtedly a major influence in family and social affairs are illiterate, ignorant and superstitious and hardly conscious of their role in the society in which they live.

EDUCATION

Education of woman in the rural areas is necessary to enable them able to play an effective role in family community and the nation.

Table No.1 reveals the dimensions of literacy among rural and urban females (Economic Survey, 1999)

Dimensions of Literacy (All Pakistan Basis)

	Total	Male	Female	Rural			Urban		
				Total	Male	Female	Total	Male	Female
Pakistan	42.7	55.3	29.0	31.6	45.4	17.3	62.9	72.1	51.9
Punjab	44.8	57.4	31.3	35.4	49.2	21.1	64.0	73.1	53.4
Sindh	45.1	56.1	32.7	25.2	38.5	11.0	63.5	71.5	54.0
NWFP	34.2	50.6	17.4	29.1	45.4	13.1	56.1	71.4	37.7
Baluchistan	24.5	35.3	12.4	17.1	26.6	7.0	46.8	61.1	30.4

Source: Population Census Organization

This table shows that the literacy rate among Pakistan rural female is 7.3% which is very low, whereas literacy rate among urban female is 37.3% which is comparatively good.

If we look at province wise literacy rate of rural and urban women, there is lot of difference in figures.

The education of the rural woman is must for her life work i.e. farming and farm, home etc. It is, therefore, an essential pre-requisite for the development of agriculture and cottage industries which increases in farm productivity and income the building of the health and vigor of the farm family.

TECHNICAL AND VOCATIONAL EDUCATION

It is well known that a major part of our population lives in rural areas, so we must encourage them by providing and educating with some skill and talents.

There are some traditional occupations being abandoned with time due to some or other factors unthoughtfully in recent times which are

1. Ladies garments tailoring
2. Hand printing of textiles fabric
3. Spinning and weaving of handlooms
4. Stitching and making of quilts and pillow cases
5. Making of handloom rugs and carpets
6. Leather crafts hand bags/shoes etc.
7. Making of basketing items
8. Embroidered items etc.

There are many other skills that have tremendous demand in the domestic market and abroad.

Mobile Teams

Government must start mobile teams to educate such women in the rural areas so that they can learn how to read and write.

Distance Teaching

Another system such as Distance Teaching System which is very successful all over the world, also benefits our rural woman in imparting education. Pakistan also has such educational institution which is one of its kind i.e. Allama Iqbal Open University (AIU).

AIOU can play a vital role in educating the masses and they are successful to some extent but there is a need to broaden their areas span throughout the country so that our country improve its literacy rate by sex and rural/urban areas 1999 (Population Census Organization)

Table No. 2
Literacy Ratio By Rural/Urban Areas 1999

Area	Total	Male	Female
Pakistan	42.7	53.3	29.0
Rural	31.6	45.4	17.3
Urban	62.9	72.1	51.9

Source: Population Census Organization

As Table No.2 shows that literacy ratio among rural female is 7.3% and among urban female is 37.3% which is very less as compared to male among male living in rural areas literacy rate is 26.2% and urban areas it is 55.3%.

This difference shows that there is a greater need to encourage and motivate females both in urban and rural areas in education.

The educated women are better able than their uneducated sisters to perform their normal duties. They should also know and is capable of applying the latest scientific findings and techniques to their work in their different roles and raise the standard of living in rural areas.

Without mass literacy amongst our female population, national development in the economic field will be a far cry.

Women Participation

There is a need to have effective and active participation of females in the civic and social life of the rural community. No programme for the reconstruction and development of our rural life and economy can successful without the proper education and training of rural woman.

Therefore, there is a greater need to motivate our rural women to educate themselves, their children so that they become successful in their every chore of life.

Women must be given participation at Union Council, District Council and also in Town Committees so that they can easily communicate their problems and also work for the betterment of the women folk.

There is a greater need to encourage women involvement in different meetings at Union ,District and Town level regarding the rural development programmes.

Encourage Groups

As there are many female groups working for the benefits of the females such as APWA, PAFWA, Aurate Foundation and other women association clubs etc.

But there is a need that government must provide full support to these and other organizations so that they may work in rural areas and establish there centers and encourage females to work with them for their betterment as they educate females different skills in urban areas in the same way they can open centers in rural areas and educate them with different talents and skills.

Government Support

1. Government must provide their full support for encouraging linking credit policies
2. Government must encourage and support skill development programmes.
3. Provide guidance and counseling to the rural female for the development of rural areas.
4. Government must open more polytechnique institutes or industrial homes in rural areas which encourages the female folk for job as well.
5. Government must provide infrastructural facilities to the rural areas such as electricity, school education, roads health as well as small trade and commerce centers.

Projects

There is a need for project formulation, especially to make possible participation of women in development such projects should include-

i. ORGANIZATION

Projects to build up and support local organizations representing women interest and to encourage their activities e.g. co-operative societies or groups etc.

ii. PRODUCTION

Projects directly designed to assist those agricultural activities which are responsibility of women e.g. food production, crops etc.

iii. HEALTH AND CARES

Projects to train the women and provide the facilities required for family health care e.g. Nutrition, hygiene and sanitation, management of farm and home etc.

iv. INCOME

Design projects to educate females on basic accounting and management and also help to guide women to supplement their income correctly e.g. vegetable growing, honey bee keeping , handicraft etc.

Summary/Conclusion

No doubt the men have received the greater part to play in the life, while women have less. Women have been rarely encouraged to play an equal part in the development but it is recognized that women do make a vital contribution to rural development.

Once women are equipped with basic education and skills and become the earning members of this Islamic society, surely they will

acquire greater respect for themselves, raise status and enhance their prestige.

In fact women in rural household, contribute a source of unpaid family labour and contributing in the development or not only rural area but also help in the development of whole nation. Women in Pakistan indeed suffer with greater poverty of economic, health, educational, political and legal opportunities, relative both to their male counterparts and to women around the world. By virtue of being both *women* and *South East Asian*, there are several factors that transcend culture, class, locality and religion, and affect the lives of all women of this region.

References

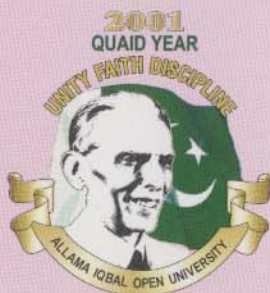
1. Antholt, C.H. (1990) *Strategies issues for agricultural extension in Pakistan: Looking back to look ahead*. Journal of Extension Systems 6, 67-85.
2. FAO, (1990) *Guidelines on communication for rural development*, FAO, Rome.
3. Government of Pakistan, *Economic Survey*, Finance Div. 1999-2000.
4. Holcombe, S.H. (1998) *Profiles of women agricultural producers In: Tools for the field* Feldstein, H.S. and Jiggins, J. 95-104.
5. Khan, N. (1998). *Ph.D. Thesis*, Reading University, UK.
6. Nelson, N. (1979). *Why has development neglected rural women* . Oxford Programme Press.
7. Ookay, P. and Garforeth (1988). *Guide to extend training*, FAO, Rome, Italy.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Business Education Can Help Solve the Unemployment Problem of Youth

By

Dr. M. Yousaf*

ABSTRACT

Business education has an important part to play for employment in our developing economy as it has all emphasis on pre-vocational preparation for our youth. Besides its pre-vocational preparation for the youth, business education must be engaged in life long career development for every youth who can benefit from such a programme. People have begun to feel the need for our numerous youths to move from frustration and unemployment through social mobility to meaningful employment. Therefore, business education has the economic role providing qualified manpower demanded by our changing and complex new technology.

In addition to building on specific skills training and socio-economic accountability, business education must provide the framework for a career education system that will:

- (a) Introduce the elementary school child to the world of career
- (b) Provide exploration, guidance and counseling for career choice throughout secondary and post-secondary
- (c) Provide specific skills training and job cluster skills
- (d) Provide up-grading and retraining opportunities throughout adulthood; and

* The writer is working as Associate Professor, Department of Education, Bahaudin Zakriya University, Multan.

- (e) Create programme flexibility that will ensure multiple options for the youth for employment.

In this regard, both the schools and the industries will have greater responsibilities for high quality, relevant instruction for job placement and follow-up.

Introduction

The problem facing our country and many other developing countries of the world now is that of youth and educated unemployment. Many experts and writers have speculated and suggested solutions. Blaug (1974) in the International Labour Organization Publication commented that:

"There is something in education that makes people unemployable; it raises their aspirations beyond all hopes of satisfying them, it gives them the wrong skills or the wrong attitudes now fostered by educational systems are wrong, then what would be right skills and attitudes?"

Keeping the critical question, the answer Blaug (1974) has suggested as follows:

"Vocational skills, course, and attitudes of self-reliance, but what is a vocational skill? One that be turned directly into production of salable out put."

In this research paper, the writer attempts to show that emphasis on investment in business education could increase the skill and marketability of secondary school leavers for the world of works and thus reduce their unemployability. This would lead us to take a look to our early educational system.

The most serious problem which business education faces in our country, is the same which all other vocational education studies in Pakistan frequently face. In order to explain this problem, a brief background history of education in Pakistan will be necessary, because the issue is tied up with the history and system of education practiced in Pakistan.

The system of education inherited in Pakistan was actually introduced by the British in their ruling era. Commission (1959) was appointed to investigate into country's needs in the field of education at all levels and for all types, lamented on the relationship between education and the social and economic environment of the country in the past.

Need for Business Education

The term business education is slightly new in our country, because the majority of people cannot differentiate it from the term Business Administration or Business Management. So, the term business education means many things to many people. Nolan et al. (1967) indicated that to some, business education refers to those business subjects taught at the secondary school level, such as book keeping, typewriting, shorthand, general business, business law and similar subjects. To others, they said business education is synonymous with any education for entrance into the business world given at any educational level, while others think of business education as post secondary education in such as accounting, marketing, office administration, secretarial and finance. In this paper the term business education will be used in place of commercial education so as to refer to those business programmes and courses taught at the secondary school level.

With the expansion in government's efforts in economic and development activities in the country in addition to that of the private sector, the demand for trained personnel to oversee these developments has increased. Experts agreed that there was a growing need for business knowledge because as consumers, individuals need more business knowledge in order that they may select wisely from among the vast quantities of goods and services. In addition to that employment requirements were changing too, because of technological changes, employer, now require business education as a pre-requisite for entry into and advancement in many position in the world of work. It is evident that presently secondary school level and those without business education skills have difficulty in finding employment. This is true because jobs now require education and skills.

The emphasis here, no doubt, it on the acquisition of employable skills. There was also the indication of the real need for business education skills. There is no doubt that office occupations constitute the largest single occupational area for employment in business. The

government as well as the private sector are the largest employers of this category of workers. The government and business want and need persons who are knowledgeable and skilled in a wide range of office work. It is in the domain of business education that occupational intelligence and competencies in office skills and good background of business and general education could be acquired.

According to the statement of American Vocational Association (AVA) business education is a broad, comprehensive discipline appealing to a wide spectrum of youth and adults. The instructional programme encompasses primarily:

1. The knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal business needs and understand the business and economic system.
2. The vocational knowledge and skills needed for entry-level employment and advancement in a broad range of business careers.

Hosler (1985) quoted the "Mission of Business Education", published by the National Business education Association of America, that business education serves the needs of all student in one or more of the following ways:

1. To educate individual for and about business.
2. To provide a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively their roles as worker, consumers, and citizens.
3. To provide career information that helps students relate their interests, needs and abilities to occupational opportunities in business.
4. To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledge and skill needed to function effectively in those careers.

Hosler maintains that business education, along with other vocational disciplines, prepares persons for successful employment. Hosler cited a study by National Centre for Research in Vocational Education in America which indicated that the non-college bound students who enjoyed the highest salaries. Hosler discussing the problem in U.S.A. also maintained that business education programmes prepare persons for jobs that are expanding in numbers and in some cases, those positions are suffering from shortage of qualified persons to fill vacancies.

With the expansion in the economy and development, there is hope for new job openings, especially in the area of computer and information technology. The computer is used in various aspects of office services and these should be named by products of business education. But this aspect of education is not provided in our secondary schools nor are the teachers who are supposed to teach such subjects readily available.

Since the secondary school is terminal for majority of the students, funds should be provided for the procurement of modern equipment such as electric type writers, micro-computers, word processing machines, reprographic machines, etc. Only trained and qualified business teachers should be employed.

As mentioned earlier, or economy is growing and there is hope for more growth. With the growth of our economy, there will be corresponding growth in the number of available jobs, especially in the office occupations. In other words, there is urgent need to invest in business education to help the would be graduates of secondary schools gain the necessary knowledge and employable skills and competencies.

If these objectives are to be achieved, then emphasis should be placed on the content of the curriculum and provision of funds for equipment to ensure that students acquire skills for the world of work. The government agencies, responsible for technical and vocational education of which business education is a part, should be entrusted to those who are trained and have devotion in these areas of knowledge. This will ensure that the image of technical vocation and business education, all of which are in the same family, will be protected and enhanced.

Conclusion

In conclusion, some of the problem facing business education in our country have been highlighted, prominent among them are provision of enough funds to procure equipment, (computer, information technology), posting of trained and qualified business education teachers to all institutions offering business education curriculum. Adequate, relevant instruction text materials must be found for effective instruction in business education to equip the youth with employable skills and competencies. Business should be cooperative (joint) venture between the industries and educational institutions.

References

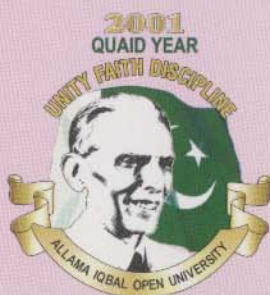
1. Blaug, M: *Education and the Employment Problem in Developing Countries*, International Labour Organizing Geneva, 1974.
2. Hosler, M.M: *Promote Business Education*, Business Education World, fall, 1985, McGraw-Hill Co. U.S.A.
3. Nolan, C.A. Hayden, C.K. and Malsbary, D.R: *Principles and Problem of Business Education*, South-Western Publishing Company, Ohio, 1967.
4. Onah, J.O: *The Role of Business Education in the Total Framework of Education in Nigeria*. The Business Administration, Vol.8, Sept. 1974.
5. Popham, E.I. et al: *A Teaching Learning System for Business Education*, McGraw-Hill Company, 1975.
6. Tonne, H.A. Et al: *Methods of Teaching Business Subjects*, 3rd Edition, McGraw-Hill Book Co., New York, 1965.
7. Harm Harms, et al: *Methods of Teaching Business and Distributive Education*, 3rd Ed. South-Western Publishing Co. 1972. Cincinnati, Ohio, U.S.A.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Women's role in the development

By

Samina Yasmeen*

ABSTRACT

In this article, importance of woman in society and her role in the development of civilization has been discussed with particular emphasis on prevalent traditions in Pakistan.

In the modern age, the role of women in building up of a healthy society is being increasingly appreciated as they are coming into prominence as administrators, politicians and specialists in education, health and other technical fields.

Introduction

In the world arena, identity politics has gained supremacy in the political and ideological spheres, especially with the deepening of the economic crisis globally, the legitimizing crisis of the nation-state and the rise of ethnicity and narrow nationalisms. These factors have led to wars, civil strives, regional conflicts, ethnic cleansing and other forms of racist, ethnocentric and sectarian violence, not only between nations and communities, but also within nation-states themselves. In this backdrop, the issue of identity of women has gained momentum throughout the world. The Constitution of Pakistan states that there shall be no discrimination on the basis of sex alone and the State has been empowered to make special provisions for the protection of women and children, but due to abysmal female literacy rate, educated women are endeavouring hard for their identity.

In Pakistan, religious and fundamentalist discourse has intensified since Zia era, producing a strong challenge for educated and liberal women who have produced a counter discourse to oppose the rising influence of fundamentalism. However, several positions adopted by liberal, socialist, democratic, nationalist, religious, ethnic, regional, feminist, progressive and radical groups have produced a range of

* The author is working as a Lecturer in Allama Iqbal Open University, Islamabad.

interesting positions. At times, they have combined a strongly chauvinistic nationalism with an extremely radical stand on patriarchy. Similarly, yet wish to retain some semblance of a religious identity, has developed a blend of Islamic feminism which seeks to work for women's rights within Islamic framework by interpreting the Holy Quran in between the demands of religions and those of women's emancipation are some times not dealt with or are reinterpreted in an attempt to dissolve the contradiction or sweep it under the carpet.

Women and Development

Women constitute half of human population of the globe, and 70% of them live in villages. As they are very significant work force, studies pertaining to them have emerged as a vital field of scholarly enquiry over the past few decades. Before the sixties, social scientists emphasized the social and historical context of the position of women, but they hardly looked into their contribution to the material creativity and development of the society. The most important question for the social scientists of the Third World has been to recognize and quantify women's contribution to economy, and to develop their position for facing the challenges of the future.

Bringing women out of the house and enabling them to join the mainstream of national life, is certainly an important step. At present, the economic stresses and strains experienced by the modern society have compelled the women to find out means to augment their family income. The economic status of women plays a key role in determining their social status as their inferior social status is based on the implicit assumption that their labour is generally unproductive and the need for increasing production, particularly in the villages calls for new skills.

Rural women are an important component in the complex subject of rural development and there is growing realisation that the participation of women is essential for any planned and rapid progress of the nation. It is also being recognised that rural women form a distinct entity, but their fate is not enviable in any way.

The prosperity and growth of nation depends on the status and development of its women as they not only constitute nearly half of its population, but also influence the growth of the remaining half. Women play manifold roles in the group, say as a mother, as a sister and as a wife

who socialises, educates, loves, feeds and supports individuals of the family with devotion, affection, love, sincerity, obedience and above all, in *esprit de corps*. Thus, she is the foundation stone of the family in particular and the society in general. This tradition is to be maintained properly for the continuance of the human race and the healthy development of civilization.

In all communities of the world, women do not function merely as human incubators. They share the duties and responsibilities of maintaining the daily life of their families on equal term with their menfolk. Besides, looking after all the household responsibilities including the care of children and family management, they also participate in several economic activities. This is all the more relevant, in the case of rural women, who work with men in doing various field operations. As equal partners, they contribute significantly to agriculture, animal husbandry and allied processes of production. The physical labour done by women in certain societies and areas is much more than that of the menfolk, but her role and status have not been duly recognised. The women's place is still considered to be in the home not in schools or at jobs. The recognition of women's needs boils down to her role as a mother, child welfare and home economics. It is contended that women are born for marriage and their interest in work or studies or their participation in social welfare will lead them to disturb their equilibrium in harmful ways.

Needless to say, in spite of their best major contribution in society, women fall victims to the predicament of their unequal status. It is woman, among the unequal in society, who is victimised and discriminated to the maximum on each step. Exploitation of high magnitude, which existed all along and still continuing, is based on the distinction of sex. Men, whether, dominant or subordinate have always tried to keep women in their perpetual sub-ordination and unleashed innumerable oppressive measures. The male members deliberately created a division of labour in human society based on sex. The women treated as a thing of less intellect, an unpaid servant, a harassed wife, an over worked mother and she has accepted all this without the slightest murrer.

The recent emphasis on the thinking that women can also contribute to the economy of the nation led social scientists, policy-makers and administrators to devise the way of developing planned entrepreneurship with special reference to rural women. So far as development is concerned, in the present times every country, every

nation, and every group is considering development at community level as an essential ingredient for its national development. The development process suggests that the emerging nations move through a series of stages on their way towards modernisation. It is a well-known fact that:

"Development of a nation is based on its economic and social development. Furthermore, economic development itself is important as a means to social development. To achieve social development require participation of every citizen in the development process of the country". (1)

The country's balanced development required the participation of women and for this purpose the development of leadership at the grass-root level is very essential. It is true that certain groups may reap a disproportionate share of the benefits of development, while other groups may become victims of development, because the services they were performing are replaced by new and more productive activities. Although both men and women may become victims of development, yet it is more difficult for women to adopt the new conditions because:

- Family obligations make them less mobile than men
- Their occupational choice is more narrowly limited by customs
- They usually have less education and training
- Even without these handicaps they often face sex discrimination in recruitment and other spheres of life.

In Pakistani society, male superiority is a cultural value supported by traditional system. Culturally, women are largely confined to homes and their main responsibility has been housekeeping, with little or no activity outside the home. But the slight increase in the level of female education has brought in the status conscious change in their role, and women have become eager to participate more actively in the social affairs outside their homes. (2)

In an era, when development is the subject of intense government concern, we must recognise that the ultimate impact of modernisation policies on women will be determined to a large degree by how much power and influence the women have. (3)

The exclusion of women from extra-familial activities was not particularly important in the traditional society that was not concerned with

progress, but it is an anachronism in a society that professes to wish to change and is actually investing both capital and effort in bringing about change and development. To confine women to the family structure is to keep them at the subsistence level at a time when the entire sectors of the economy are moving towards a money-base. (4)

The declining status of women that often accompanies development is more than an intellectual assertion of scholars and activities, as it is also reflected in statistics on morality, morbidity, employment and literacy. Unfortunately Pakistan has lagged behind. (5)

Pakistan has the lowest sex ratio in the world, and the situation has worsened over the last 20 years. In 1985, there were only 91 Pakistani Women for every 100 men down from 93 in 1965. This compares, in 1985, with 95 for Bangladesh, 97 for developing countries on average, and 104 for Industrial Market Economies. Between 1965 and 1985, Bangladesh's ratio improved from 93 to 95, and that of all developing countries stayed constant at 97.

At 51 years, Pakistan's female life expectancy at birth in 1986 was lower than that of male, which stood at 52. There are only four other countries in the world in which men live longer than women. Indeed, in the developed countries, women tend to outlive men by about five years. While there has been some absolute improvement in both female and male life expectancy in Pakistan since 1965, the increase (16%) has been somewhat lower than that for low-income countries generally (22%). (6)

In 1985, Pakistan's female primary school enrolment ratio was 32%, among the 10 lowest in the world. There are only five countries with the lower ratio of female to male primary school enrolment than Pakistan's 47% the lowest among Asian countries, while Pakistani women did some catching up in primary school enrolments between 1965 to 1985, the gap between female and male secondary school enrolments (SSE) widened compared with that in other low income countries. Thus, the ratio of females to males in Pakistan's secondary school enrolment improved from 25% to 34%, due in part to stagnation of the PSE for males, while the average for low income countries as a whole improved from 39% to 60%. Furthermore, the improvements for the primary level had taken place by 1976, after which the primary school enrolment ratio stagnated. In fact, the total Primary School enrolment (male, female) actually declined between

1976 and 1985, perhaps the only country in the world where this happened. (7)

In Pakistan, the development process started in the early seventies brought in significant changes in women's status and equity in many areas. However, these changes have not been permeated to the gross root level.

Culture and Development

Both culture and development have become protean concepts, with an elusive and some times bewildering variety of meanings. For our present purpose, however, we can confine ourselves to reviewing development in two different ways. According to one view, development is a process of economic growth, a rapid and sustained expansion of production, productivity and income per head.

According to the other, espoused by UNDP's annual Human Development Report and by many distinguished economists, development is seen as a process that enhances the effective freedom of the people involved to pursue what ever they have reason to value. (8)

This view of human development is a culturally conditional view of economic and social progress. Poverty of a life, in this view implies not only lack of essential goods and services, but also a lack of opportunities to choose a fuller, more satisfying, more valuable and valued existence. The choice can also be for a different style of development, a different path, based on different values from those of a highest income countries now. The recent spread of democratic institutions of market choices, of participatory management of firms, has enabled individuals and groups and different cultures to choose for them.

Various indicators of the quality of life have been suggested such as longevity, good health, adequate nutrition, education and access to the world's stock of knowledge, absence of gender-based inequality, political and social freedoms, autonomy, access to power, the right to participate in the cultural life of the community and in important decisions affecting the life and work of the citizens and so forth. Clearly, any set of quantitative indicators is bound to be less rich than the concept of human development. But these are things that matter according to the second view of development-which focusses on increasing the capabilities of

people and enlarging their choices, not just the enlargement of material products.

A report on the world commission on culture and development says:

"As development becomes imperative, as we approach the turn of this century, we are faced with the necessity of giving new meaning of the word. Reflecting on the development is thus the most important intellectual challenge in the coming years". (9)

It is therefore, important to acknowledge the far-reaching instrumental function of culture in development. In addition, role of culture cannot be ignored as a desirable end in itself, because it gives meaning to our existence. This dual role of culture applies not only in the context of the promotion of economic growth, but also in relation to other objectives, such as sustaining the physical environment, preserving family values, protecting civil institutions in a society and so on. In the promotion of all these objectives some cultural factors will help, others will hinder, and in so far as we have reasons to value these specified objectives, we have grounds-derived and instrumental grounds to value those cultural attitudes and features that foster the fulfillment of those objectives. But, when we turn to the more basic question, why concentrate on these specified objectives, culture has to enter in a more fundamental way-not as a servant of ends, but as the social basis of the ends themselves.

Human Development

Human development refers to the individual human being, which is both the ultimate objective of the development and one of the most important instrument or means to it. Culture connects them with one another and makes the development of the individual possible. It is culture that defines that how people relate to nature and their physical environment to the earth and to the cosmos, and through which we express our attitude to and beliefs in other forms of life, both animals and plants. It is in this sense, that all forms of development, including human development, ultimately are determined by cultural factors. Indeed, from this point of view it is meaningless to talk of the "relation between culture and development." As if they were two separate concepts, since economy and development are part of or an aspect of a people's culture. (10)

Gender and Development

Gender is one of the existential issues that is a major concern of every culture. The cultural interpretation of gender is central to the identity of every individual. Such identity is defined in terms of the web of relationships into which the individual is integrated from birth and in which gender plays a central role.

Economic and cultural globalization has created paradoxical consequences for the analysis of gender issues in general and women's rights in particular. On one hand, there has been a powerful drive to define women as significant actors in the process of development, and since the first United Nations Conference on women in Mexico city in 1975, an effort to close gender gaps in education, labour force, participation, health and welfare and political and civil rights. Initially grounded in modernisation theory, the elimination of inequalities between men and women was seen as a self-evident goal, which made sense in terms of both promoting more effective development and securing the human rights of women. (11)

On the other hand, recently under the joint influence of critiques of modernity and of development itself, notion of cultural specificity came to the fore in novel ways. As material and popular culture appeared to be becoming increasingly homogeneous, "cultural distinctiveness" became more closely identified with the arena of gender relations and the appropriate conduct of women, who are often singled out as the bearers and signifiers of their culture. Both culture and gender become politicised in new ways and attributions of cultural authenticity or difference became part of the political armoury of diverse social movements and ideologies."(12)

Gender gaps in education and health have narrowed rapidly in the past two decades, although the pace of this progress has been uneven between regions and countries.

In adult literacy and school enrolment, the gaps between men and women were halved between 1970 and 1990 in developing countries. Women's literacy increased from 54% of the male rate in 1970 to 74% in 1990- and combined female primary and secondary enrolment increased from 67% of the male rate to 86%. Female rates of adult literacy and combined school enrolment in the developing world increased twice as fast as male rates between 1970 to 1990.

It is still an unequal world. Among the developing world's 900 million illiterate people, women outnumber men by two to one, and girls constitute 60% of the 130 million children without access to primary school. Because population has grown faster than the expansion of women's education. In some developing countries, the number of women who are illiterate has increased.

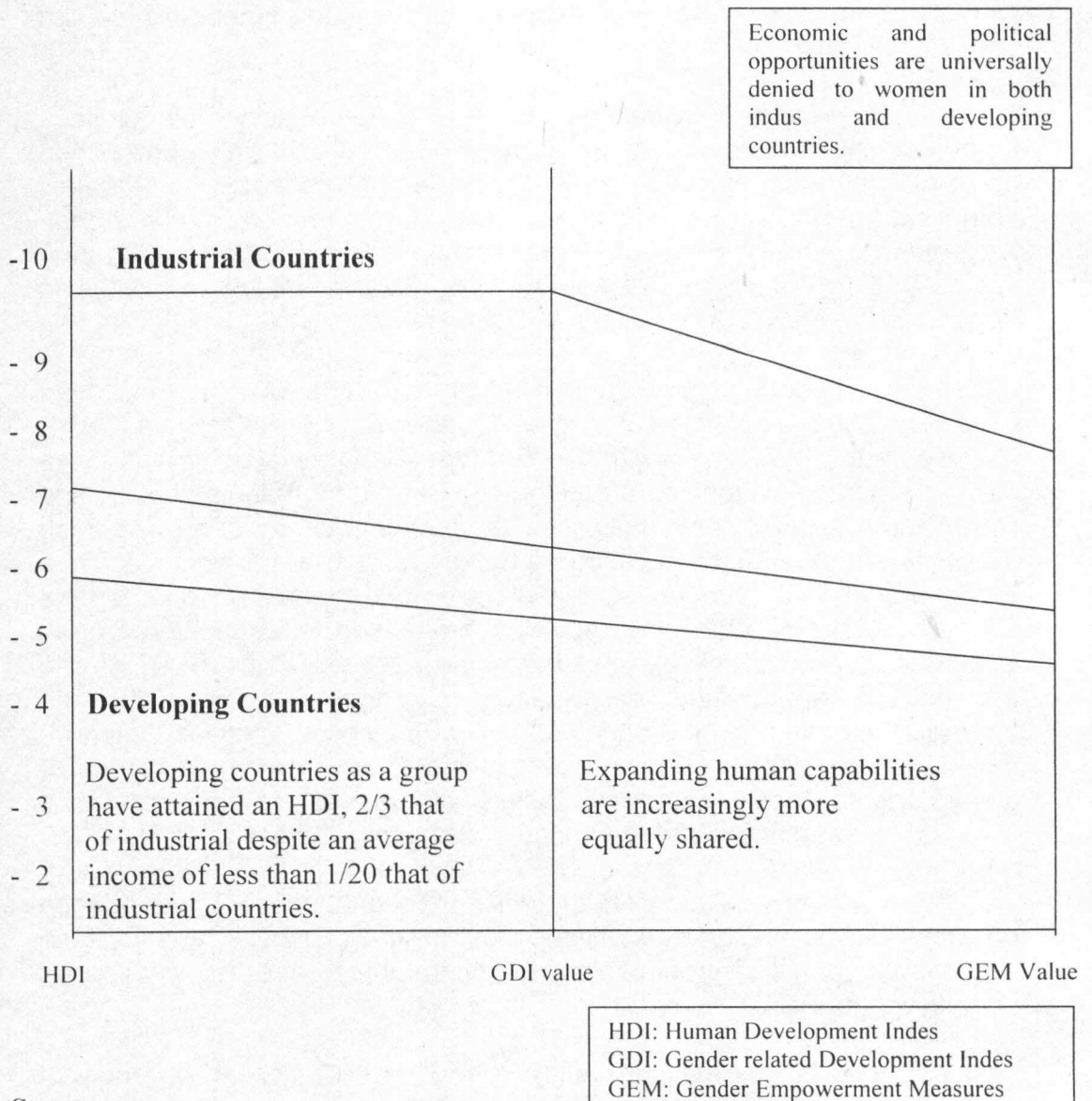
Women's special health needs also suffer considerable neglect. Many developing countries do not provide qualified birth attendants, good pre-natal or post-natal care. In most poor countries, pregnancy complications are the largest single cause of death among women in their reproductive years. Nearly half a million maternal deaths occur each year in developing countries. Too often, the miracle of life becomes a nightmare of death. (13)

By the end of the decade, the more critical approach, best exemplified by the positions of third world activists and researchers DAWN (Development Alternatives with Women for a New Era) was linking in the sub-ordination of women to broader issues of global mal-distribution and North-South power differentials. The proponents of this approach advocated forms of actions based on the gross-roots experiences of Third World women and their contextually defined needs. Thus, encouraged the shift away from efficiency and poverty-based approaches to an empowerment perspective, challenging the exclusively instrumental and technocratic approaches of development agencies. However, the approach remained "women centred" in that it evinced uncritical optimism that women could somehow deliver ecologically sound and equitable development. It also skirted the issue of how self-reliance could be achieved in the context of deep financial and economic crisis.

A new emphasis on gender, which is rational concept, has opened up possibilities for looking at the full range of social and cultural institutions, which reproduce gender hierarchies, and gender based inequalities. (14)

Gender issues are currently very much at the core of a variety of claims made in the name of cultural relativism. "The principle of cultural relativity does not seem to excuse us from exercising judgement about the function, meaning or utility of a given practice. Rather, it is a warning that this judgement must be made in terms of the cultural context in which it is embedded." (15)

Gender Inequality is a Problem in Both Rich and Poor Countries: Global Comparisons



Source:

Human Development Report 1995. GEM looks at women's representation in parliaments, women's share of positions classified as managerial and professional women's participation in the active labour force and their share of national income.

In defending women's rights on a global scale, the need is to protect the rights of women in culturally sensitive ways, bearing in mind that the definition of a culture is always a politically contested exercise and women may become the victims of the effects of cultural backlash. The Human Development report 1995 provides a clear indication of what is going on in the world today, and where the priorities of action are.

Areas pointed out for change include legal equality (a goal that has not yet been achieved in many countries) and access to education and health (in order to speed up the closing of gender gap). *Changes in opportunities (access to credit, managerial positions and elected governmental offices) require a commitment by governments and powerful national and international financial institutions, which is the challenge of the future.

Recommendations

Some of the recommendations for women's welfare and development are as under:

1. Existing laws that stand in the way of women's development for reaching their maximum potential be reviewed.
2. Existing laws that have positive effect on women be strengthened by relevant agencies and implemented by both Government and private sector.
3. New and relevant laws should be enacted wherever the requirement so arose.
4. Gender specification and action oriented research in areas of direct relevance to women and their social, economic and political processes be seriously addressed by public and private sector agencies.
5. Women be provided full facilities to avail all training and learning experiences in own country and in institutions and universities of higher learning abroad.
6. To overcome centuries old attitudinal barrier towards women and girls in general and working women in particular, planned steps be taken up in right earnest to see that the same is overcome or gradually decreased.

7. Net working of women's activities and information on their role and contribution in all sectors be tabled and synthesised for dissemination to government and non-government agencies for their reference and guidance.
8. Planning and administrative departments should play a genuinely supportive role in utilising women's innovative ideas and their capabilities in meeting social policy issues.
9. Family as a core unit and role of women in its development be taken up in the curricula at all teaching and training institutions for boys and girls to create awareness, appreciation and strengthening of family as a primary unit of society.
10. Women's involvement in the political process of the country be increased.

References

1. Khan. S. Nighat, Saigol, Rubina, Zia, Sheherbano, Afiya, *Locating the Self: Perspective on Women and Multiple Identities*. Lahore: ASR Publishers 1994, p.1-8.
2. Lata. Vidyut, *Developing Rural Women*, New Delhi: Discovery Publishers, 1990. P.1.
3. Syed. H. Fasahat, *Role of Women in National Development* Rawalpindi: Friends Publishers, 1994. P.81.
4. Safdar, Sardar, *Women Resource Development, on appraisal in Role of Women in National Development*. Rawalpindi: Friends Publishers 1994, n.d.
5. M. Suellen, Charlton, *Women in Third World Developments*, London: West view press, 1984, p.82
6. Mernissi, Fatima, *The Muslim World: Women Excluded from Development* in *Women and world Development*, ed. Tinkedr and BrAmsen, 1975, n.d.
7. Syed, H. Fasahat, *Role of Women in National Development*, Rawalpindi: Friends Publishers, 1994.p.134-136.

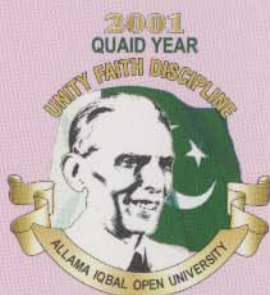
8. World Bank Report on *Women in Pakistan*, 1990.
9. *Report on the World Commission on Culture and Development, Our Creative Diversity*, UNESCO; 1996. P.22.
10. *Report of the International Commission on Peace and Food*, London, Zeb Books, 1994.
11. *Report on the World Commission on Culture and Development Our Creative Diversity*, 1994, p.24.
12. Kandiyoti, Deniz, *Gender, Culture and Development*: A paper prepared for the Commission, March 1995, n.d.
13. H. Mani, *Contentious Traditions, The Debate on the Sati in Colonial India* in *Recasting Women Essays in Colonial History*, (ed.) k. Sangari, and S. Vaid. Delhi, 1980.
14. Human Development Report, 1995.
15. Barnet R. Chifford, *Is There Scientific Basis in Anthropology for the Ethics of Human Anthropology*, in (ed,) Theodore. E. Downing and Gilbert Kushner, *Human Rights and Anthropology*, Cambridge, Massachusetts: London, 1968.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Special Education For Juvenile Offenders

By

Usiwoma Evawoma Enuke*

and

Mabel Oyitso**

ABSTRACT

Learning disabilities are likely to be three to four times more prevalent in juvenile offenders than in the general school population, but the juvenile offenders are locked away from public view that they escape attention. This article takes the position that there is an urgent need to incorporate special education into juvenile offenders education if such education is to be meaningful. The article examines the advantages of special correctional (prison) education, its objectives and the problem envisaged in incorporating special education into juvenile offenders educational programme and the way forward.

Introduction

For juvenile offenders in Remand Homes, the appropriateness of educational programme they received while on remand may mean the difference between graduating into an armed robber or becoming a responsible member of the society. Education in Remand Homes in Edo State, Nigeria appears fragmented and confused. The teachers are drawn from the formal school system and they teach what they deem fit as there is no structured curriculum designed for this group of children in Edo State. In addition, the teachers observe all the holidays in the formal school calendar, thereby leaving the children idle during school holidays. There is need for better understanding of this group of children in order to identify handicapped offenders. With a proper understanding of this group, special education will be able to provide programmes that are not only appropriate but specific to the needs and aspirations of these children.

* Department of Adult Education, University of Benin, Benin City, Nigeria

** Department of Adult Education, University of Benin, Benin City, Nigeria

At this point in time, while special education has been introduced into some public schools, its use in Juvenile Remand Homes continued to be ignored in correctional/prison education in Edo State. "Correctional/prison education", according to Imel cited in Forbes (1991) is a generic term describing a wide range of educational activities that take place in institutional and community correctional setting. This article attempts to describe the need to incorporate special education into juvenile offenders educational programme in order to create an effective learning environmental for intellectually disabled offenders in Remand Homes in Nigeria. Learning disability is used in this article to indicate possible barriers to learning that may occur in individuals and decrease their possibility for academic and life success (Dowling, 1991).

Age and Nature of Offences of Juvenile Offenders

Data available at the Juvenile Remand Home in Benin City in April 1999 revealed that the youngest offender at the home was 12 years old, while the oldest was 18 years although the statutory age limit is 17 years in Juvenile Remand Homes in Nigeria. The age and nature of offences committed are listed below as at the time of the visit.

Table I

S/N	Type of Offence	Age	Date on Remand
1	Murder	18	1996
2	Murder	15	1996
3	Murder	17	1997
4	Burglary and Stealing	13	1998
5	Murder	15	1998
6	Conspiracy and Stealing	14	1998

7	Stealing	12	1998
8	Murder	16	1998
9	Burglary and Stealing	14	1998
10	Unlawful Damage	12	1998
11	Assault Occasioning Harin	15	1999
12	Assault Occasioning Harin	14	1999
13	Stealing	16	1999
14	Stealing	13	1999

At the time of this visit, there were twenty-one inmates, sixteen boys and five girls. The seven inmates unaccounted for in Table 1 are included in the summary below under categories Care and Protection and Beyond Control.

Table 2

Sex	Category	Remand	Detention	Total
Boys	Criminal	10	4	14
	Care and Protection	1		1
	Beyond Control	1		1
Girls	Criminal	4	1	5

The age of the children (12-18) indicate that they are supposed to be in secondary school. In addition, some of the children have spent more than three years in the Remand Home. In the absence of a structured curriculum, such children have spent these years locked away doing nothing meaningful that may help to rehabilitate them on release. Their ages and the length of time spent in the Remand Home, underlies the need to put in place a structured educational programme that is worthwhile and meaningful. Such education may be able to address some of the underlying causes for various crimes committed by the children.

Related Literature

There is a dearth of literature relating to juvenile offenders education in Nigeria. However, there is copious literature in the United States of America. Research evidence from the United States indicate various percentages of handicapped offenders in correctional institutions. Rutherford, Nelson and Wolford (cited in Forbes, 1991) found that handicapped juveniles in state juvenile institutions in the United States accounted for 28 % of the population while handicapped children in the general population accounted for only 10%. Higher figures are reported by Coffey in 1983 (cited in Forbes, 1991) who noted that some 40% of all members of the prison population (adult and juvenile) are believed to be handicapped. Far more worrying figures are reported by Morgan in 1979, that 42% of juvenile offenders in detention were educationally handicapped (cited in Forbes 1991). In addition Hollander and Turner in 1985 (cited in Forbes, 1991) found evidence of specific developmental disorders among 18% of their sample of 200 male juvenile offenders, and concluded that 35% had overlapping symptoms of schizotypal, paranoid and borderline personalities, while 47% had borderline IQs. Although these figures vary, experts are agreed that percentages of educational handicapping conditions among the incarcerated are higher than in the general population whose educational needs are better served by special educators.

Objectives of Special Education

The National Policy on Education (1981) identified the following as the purpose and objectives of special education in Nigeria:

- (1) To give concrete meaning to the idea of equalising educational opportunities for all children, their physical, mental, emotional abilities notwithstanding;
- (2) To provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation;
- (3) To provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nations economic and technological development.

Advantages of Special Education in Juvenile Remand Homes

As indicated in the literature, learning disabilities are serious problems among juvenile offenders. This population has numerous learning barriers which are not impacted by traditional didactic methods. Special education may help to attenuate some of the learning barriers by identifying individual offenders learning needs and interests. Among the advantages of special education in the prison setting includes the following:

1. *Identification of People with Disability*

Special education will help in identifying offenders with learning disabilities with the aid of specialised tests. One of such test is Computer Adaptive Testing (CAT) which has been used extensively by the Juvenile Court and Community Schools Programme operated by the Los Angeles County Office of Education (Hartman, 1989). This relatively recent test combines micro-computer technology with advances in psychometric theory in order to generate a unique test, individually tailored to an examinees ability. In this computer based test system, examinees respond to test items of varying difficulty which are chosen sequentially as the examinee proceeds through the test. Put differently, each test taken is only presented with questions that are appropriate to the individuals ability or skill level. Specifically, a more difficult question is selected after a correct response, and an easier question after a wrong response (Hartman, 1989). Overall, a Computer Adaptive Test is made up of a series of successive approximations of an

examinees ability with each item selected, so that its level of difficulty most closely matches the current estimate of an examinees ability. The absence of special education in the Remand Homes in Edo State means that juvenile offenders in the state may not be identified and their needs for learning will be largely unmet.

2. ***Individualized Attention***

Based on the results of Computer Adaptive Test, an offenders profile is generated, for each of the content areas. Each of the content area profile provides an abbreviated skills continuum indicating the location of major skill areas relative to their respective difficulties (Hartman, 1989). Hartman (1989) identified three specific points which are referenced on each content area continuum.

Firstly, that position on the continuum, where the examinee can answer 50 percent of the items at that difficulty level, referred to as the examinees ability or instructional level. The second point referenced on the continuum is located at the 75 percent level indicating to the instructor those skills areas which need additional reinforcement prior to the mastery. The third point which is referenced at 90 percent level shows those skills which may be performed independent of the instructor or which can be considered as mastered.

Consequent on the administration of CAT, special education, will give individual attention to offenders with learning disability. The specialist will be able to relate with the offenders at their own level and pace. A recent report (UN and UIE, 1995) support this position when it concluded that:

...there is a pressing need for special and remedial instruction and for improvement in such forms of instruction. It is also important to improve study materials..."

The danger of not identifying offenders with learning disabilities are real as Miller, Mayer and Whitworth (cited in Forbes 1991) in their study of mentally handicapped adolescents found that the majority in their sample had been placed in inappropriate educational

settings. They argued that while the median IQ of their sample was 67.5, the majority of these individuals had not received special education.

Most experts consistently (in Forbes, 1991) argued that the treatment of the handicapped offender must include special education and vocational training so that these individuals can acquire needed skills to succeed outside of the prison situation.

3. ***Special Education Services***

Special education students who are also placed in Remand Homes, have same and in many cases more needs for support services than their peers in the outside society (Smith, 1998). Those services include speech therapy, social work service, occupational services, transition services, psychological services, and adapted physical education (Smith, 1998).

Many of those juvenile offenders are in need of extensive mental health support due in part, to increased depression and anxiety became of their incarceration. In a research published in 1997, Rode, Mace and Seeley (cited in Smith, 1998) found that *the risk of suicide is high among detention centre inmates*. In another published research (cited in Smith, 1998) 32% of the sample reported past suicide attempts and 46% admitted to suicide ideation.

Special education by providing these services can improve the learning environment for juvenile offenders with learning disability. An enabling environment is one in which the learner is fully engaged in the activity (Ferguson and Haaven, 1990). To achieve this, requires certain minimum conditions which may enable the learners to feel safe from the threat of certain real or imagined risks. The provision of an enabling environment is more difficult in the Remand Home (prison) setting because teaching methods must be adapted to account for offenders characterological disorders which can impact the teaching /learning process (Ferguson and Haaven, 1990).

4. ***Design of Appropriate Programmes***

In more general terms, the National Policy on Education (1981) defines special education, as the education of children and adults who have learning difficulties because of different sorts of handicaps; blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, physical handicap, etc. due to circumstances of birth, inheritance, social position, mental and physical health pattern, or accident in later life. As a result, a few children and adults are unable to cope with the normal school class organisation and methods

Specifically, the juvenile offender with learning disability is an offender in a Remand Home who experiences particular learning problems and serious emotional problems, has serious emotional disordered speech, or other problems which inhibit her/his ability to learn (Eggleston, 1989). In 1986, Hallahan and Kaufman (cited in Eggleston, 1989) advocated specially designed programmes in order to meet the peculiar learning needs of learners with learning disabilities. The disadvantage of educating learners with disabilities with normal school programmes has been recognised by Ford, Mongon and Whelan (cited in Eggleston, 1989) when they "suggested that many of the problems in educating the emotionally disturbed and maladjusted lie in the programmed and not with the student." They proposed that the bias against those students and the need for society to control the unacceptable population has more to do with the profession than students. Special designed programmes will no doubt attenuate the learning disabilities and provide juvenile offenders with the skills and values to continue with their education after release or enter the world of work.

Content of Correctional/Prison Special Education

The model programme developed by Rutherford, Nelson and Wolford (1985) will be recommended for juvenile offenders special education in Remand Home in Edo State. The model has the following six components:

- (1) ***Functional Assessments:*** The use of curriculum based measures and criterion referenced tests to assess the inmate's skill deficits. The emphasis is placed on continuous and systematic collection of

data through direct observation and evaluation of the inmate in naturalistic settings.

- (2) **Functional Curriculum:** Classes and programs that meet the inmate's needs based on his present levels of performance in the areas of social, vocational and adult independent living skills. An emphasis is placed on the acquisition and retention of useable skills and not on advancement of grade or achievement levels.
- (3) **Vocational Special Education:** Accessibility to vocational and technical programmes which are designed to teach marketable skills. Such programmes may require curricular adaptations to allow for maximal learning and participation by the handicapped offender. An emphasis is placed on activities and tasks which meet the needs for community employment.
- (3) **Transitional Programmes:** Facilitation of communication and information sharing between community and correctional agencies. A three phase process of referral, programme placement and follow up is stressed. Interagency cooperation and collaboration is a key to the success of this component.
- (5) **Comprehensive Systems:** Inclusion and consideration of a wide range of information pertinent to the handicapped offender in the decision making processes of sentencing, institutional placement and release. A coordinated effort in the programme planning and provision of education services, from entry to release, within the criminal justice system is stressed.
- (6) **Correctional Special Education Training:** Special educational training for correctional educators and others involved in the direct or indirect provision of educational services for handicapped offenders.

Problems

In incorporating special education into juvenile offenders' educational programmes, the following problems are envisaged.

1. ***Absence of Structured Educational Programme***

As indicated elsewhere, educational programmes for juvenile offenders in Remand Homes in Edo State appears fragmented and confused. In the absence of a properly coordinated and structured educational programme, the teachers teach what they think fit to teach. Such a programme lacks a scientific basis and not likely to address the educational issues facing juvenile offenders with learning disabilities. For special education to be meaningful, it should be part of wider curriculum issues for the juvenile offenders, involving various educational agencies and the justice system which adjudicate on offences committed by the juvenile offenders

2. ***Lack of Special Education Teachers***

In addition to the absence of structural educational programmes in Juvenile Remand Homes, one major obstacle to the incorporation of special education in these Homes is the difficulty of finding and hiring qualified special education teachers. With the high percentage of juvenile offenders that may need special education, there is bound to be special education, teacher shortage when put against the availability of special education in the school system. This difficulty could be overcome with the adoption of the Rutherford, Nelson and Wolford (1985) model which includes correctional/prison special education training as one of the six components. With this model inservice on best practices in special education could improve instruction to disabled offenders. In the United States of America, data-based instruction was used successfully in several correctional classrooms to measure and adapt instructional efficacy (cited in Fink, 1990).

3. ***Lack of Awareness***

The Nigerian population in general and the prison population in particular may not be aware of the presence of offenders with learning disabilities and their needs. This is more so when the need for special education for children with learning disabilities have not been realised by their parents in the Nigerian society. At this point in time, there are thousands of children with learning disabilities both in rural and urban not sent to school because the parents are not aware of such service in a few special schools or they do not have the resources to send such children to school. This may result in apathy towards special education in Juvenile

Remand Homes in Nigeria. There is therefore the urgent need to sensitize the Nigerian population in general and the prison system in particular on the benefits of special education to offenders with learning disabilities.

Conclusion

The writers examination of the objectives and advantages of incorporating special education into juvenile offenders educational programme indicate that there is a great need to develop special education for the juvenile offenders in Remand Homes. Such education can occur only if there is a systematic and structured curriculum for these children. At moment, education for juvenile offenders appears fragmented and confused in Edo State. There is the need to focus juvenile offenders education through research. Presently the number of research studies specific to handicapped juveniles in Remand Homes is very limited and the need for further research is blatant.

These writers support the position that special education should be incorporated into Remand Homes to increase the probability that juvenile offenders will function adequately in society on release. This education should be functional in nature. This may help inmates develop socially acceptable behaviours instead of becoming professional criminals when they grow up.

References

1. Dowling, W.D. (1991) Learning Disabilities Among Incarcerated Males *Journal of Correctional Education* Vol. 42 Issue 4, December pp. 180-184.
2. Eggleston, C.R. (1989) Curriculum Issues for the Incarcerated Handicapped Learner Paper presented at the Second International Conference on Prison Education, Wadham College, Oxford September p. 2.
3. Federal Ministry of Education (1981) National Policy on Education, Government Press, Lagos p. 38
4. Fergusson, E.W. and Heaven, J. (1990) On the Design of Motivating Learning Environments for Intellectually Disable Offenders

Journal of Correctional Education Vol. 41, Issue 1, March pp. 32-34.

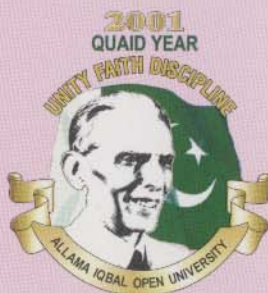
5. Fink, C.N. (1990) Special Education Inservice for Correctional Education *Journal of Correctional Education* Vol. 41, Issue 4, December pp. 186-190.
6. Forbes, M.A. (1991) Special Education in Juvenile Correctional Facilities: A Literature Review *Journal of Correctional Education* Vol. 42 Issue 1, March pp. 31-35
7. Hartman, H.J. (1989) Computer Adaptive Testing: A Technological Advance in Educational Measurement Ideally Suited for Correctional Education *Journal of Correctional Education* Vol. 40 Issues 3 September pp. 138-141.
8. Smith, L.L. (1998) Special Students in a Special Setting, Assessment and IEPs for students in Detention. A guide for Teachers *Journal of Correctional Education* Vol. 49, Issue 4, December pp. 174 - 179.
9. United Nations and UNESCO Institute for Education (1995) *Basic Education in Prisons*. Hamburg p. 92.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

A Summary of a Research Study on Empowerment of Working/Economically Active Children through Basic Education and Skill Training¹

By

Dr. Abdul Rashid Malik*
and
Bashir Ahmed Tahir**

ABSTRACT

Child labour is one of the serious issues faced by the developing countries like Pakistan. Many efforts have been made to address this issue from different angles. This research paper is one of the new additions to the past efforts. It is based on a field study conducted on the working children in three district headquarters of the south Punjab, focusing upon the situation and conditions of the working children, in nine major sectors. It addresses this problem through a different vantagepoint and highlights it in a comparatively new perspective.

The authors of this study realize that the child labour issue is one of the unavoidable realities of the developing countries, which could not be eradicated all together. The working children contribute a major portion in the family income and their withdrawal from the work would aggravate the miseries of the poor families of the working children. Moreover, a large number of the working children either belong to the group of school-

* Dr. A. Rashid Malik is working as Research Associate, in the Research and Evaluation Centre, Allama Iqbal Open University, Islamabad.

** Bashir Ahmed Tahir is a social scientist is working as Consultant with various international organizations.

¹ This study was sponsored by the University Grants Commission (UGC), Ministry of Education, Government of Pakistan. It was awarded to the authors, through a competitive process, which was conducted on the national level by the UGC, in 1998, while the study was completed by the end of 2000.

dropouts or to the group of children who never attended school due to various reasons. The models of the rehabilitation of the working children, which advocate total withdrawal of the working children from all sorts of work and sending them back to the formal education, ignore many crucial aspects of the issue. The authors have discussed in this paper an alternate strategy for the Empowerment of Working Children through Basic Education and Skill Training. Implementation of this model may be helpful in the socio-economic betterment of the working children and keeping in view the existing situation of the working children and conditions of their families.

Introduction

Pakistan is one of the developing countries where due to poverty a large number of young children are forced to work. According to various estimates, at present, 3 to 4 million children below the age of 15 years are involved in work. Complete elimination of the child labour from the developing countries is impossible and economically un-viable. The only practical solution to the problem is the empowerment of working children through basic education and skill training.

This research paper, based on a study conducted on this issue, is an effort to highlight various aspects of child labour and strategies to empower the working children through basic education and skill training. The authors have also discussed the role of the AIOU in this regard.

The main purpose of the study was to assess the educational and technical training needs of the working children and to develop out-lines for the educational and technical training material and courses for the working children. Another secondary objective was the determination of the role of AIOU, Islamabad, in dissemination of education and skill training to the working children through non-formal and distance education.

This study was conducted from 1998 to 2000, in three district headquarters of south Punjab, i.e. Multan, Bahawalpur and D.G.Khan. In total 675 working children, aged 6 to 15, including 665 boys and only 10 girls (working as domestic labour), were selected as sample from nine different sectors, namely natural sheep casing, carpet weaving, embroidery, gold smith, tailoring, home servant, woodworks, carpet looms,

and auto workshops. In addition, all the employers of sample-working children and 20% of randomly selected parents were included in this survey and were interviewed to collect required information. The management of various Government & non-Government Organizations related to the working children were also interviewed for information collection and sharing.

The main findings of the study, issues raised by different stakeholders, their roles and suggestions to empower the working children through basic education and skill training are briefly discussed in this paper.

Main Findings

The main findings of the study were as given below:

1. Overwhelming majority of the working children, were boys of 10-12 and 13-14 age groups, constituting 31 percent and 34 percent respectively of the total child workers interviewed during the survey. However, children as young as 6-8 years and 8-10 years old, were also found working in significant numbers especially in carpet weaving, wood works, domestic workers and auto workshops sectors. The girl children were found only in domestic work.
2. Sector wise age distribution of working children varies from sector to sector. In case of embroidery, domestic workers, carpet weaving, auto-workshops and wood works sectors, majority children came from comparatively very younger age groups of 8-10 and 10-12 years. Whereas a large group of working children in the remaining sectors, such as tailoring, gold smith, and home carpet looms, belonged to the age groups of 10-12 and 12-14 years. This is pertinent to note here that a significant number of children from carpet weaving and embroidery sectors were from the age groups of below 10 years. The reason of hiring of such young children might be that small aged children comparatively do their work more sophisticatedly in the above- mentioned sectors than the children of comparatively old age.

3. All the children, working in different sectors, belong to very poor families of working class. No child worker belonged to middle or upper middle class family. Out of total working children interviewed from all the sectors, about 4% had no parents, while 12% came from single parent/ broken families. The ratio of those children who had no parents or came from single parent/ broken family was found comparatively higher among the children working as domestic servants or in sheep casing sector. Except for very small number of working children, all the remaining working children from nine sectors had one or more siblings with majority having 3-4. Only 7% of the total siblings of the working children were enrolled in the schools while the remaining 93 % were either working somewhere else or being prepared by their parents to join the work. It shows that magnitude of the working children in Pakistan would increase manifold in the coming years if no appropriate steps are taken in this regard.
4. 52% children from all sectors, have comparatively easy access to their workplaces as being in the range of less than 1 to 4 kilometers from their homes. The remaining 48 % children come from long distance i.e., 5-6 or more than 6 kilo-meters and were availing either public transport or their own bicycles to reach their work places. As compared to other sectors, the children working in woodworks and auto workshops sectors in D.G Khan were facing difficulties to access their work places as they come from nearby villages which were about 8-12 kilo-meters away from their work places. Almost 65% domestic child workers were residing with their employers. Most of them belonged to poor rural families and visit their homes once a week.
5. 74% of the total child workers from various nine sectors have joined the work on the advice of their parents who were unable to send them to school due to poverty. Only 18% of the child workers joined work on their own choice while 4.8% said that they were not willing to join work, but it was their parents who forced them to do so. Poverty seems to be the main cause of children's involvement in economic activities in all the sectors.

6. The monthly earning/wages of the children varied from sector to sector. Comparatively, the children working in carpet weaving sector were highly paid as their income ranged from Rs.750/ to Rs.2400/-per month while the children working as domestic servants were among the least paid or being paid nothing except food and shelter. In the sectors like carpet weaving and natural sheep casing, the earning of the child workers was depended mostly upon the amount of work they have performed daily.
7. Generally, all the children working in nine different sectors were being forced to work more than the normal working hours i.e. 9-10 hours daily. Almost all the children in various sectors had their fixed schedule of working, from 8-00 a.m. to 7.00 p.m. However, there was no fixed schedule or working time table in case of domestic child workers and they were working more hours as compared to the children working in other sectors. The average working hours of domestic child servant was about 14-16 hours daily.
8. The break time during the working hours was varied from half an hour to one and a half-hour. There was no fix break schedule for the domestic child workers as they were on duty from morning till evening.
9. Majority of the working children was happy with their professions (76%) as well as with their employer's attitude (81%). However, a large number of child workers from natural sheep casing and domestic work, were not happy with their profession and majority of them were interested in changing their job. The child workers belonging to other sectors, were almost happy with their professions. Only 19% of the total child workers made complaint about the attitude of their respective employers.
10. As far as the educational level of the working children was concerned, it also vary from sector to sector. As an aggregate, 56% of the working children were illiterate, they never had been in schools. 44% attended school but had dropped out from different levels and among them 75% were

those who had not completed their primary education. Comparatively, the child workers belonging to embroidery, tailoring and goldsmith sectors were better educated than children working in the remaining sectors of sheep casing, wood works, auto-workshops, etc. as the ratio of literate children were higher in these sectors. The major reasons behind leaving schools, as stated by the majority of the child workers were their parents' desire/will, lack of interest and teacher's behavior.

11. A majority of 60% of the working children were keen to continue their studies, but were unable to do so because of their need to earn money. Nearly 79 % among them were willing to continue their education along with their present jobs while only 21 % said that they would prefer to get education in school as a full time student. Among those (40%) who were not interested in education at all and desired to continue their existing jobs, mostly belonged to carpet weaving, tailoring, and workshop sectors.
12. During the survey, majority of the employers especially from embroidery, gold smith, tailoring, wood works, auto workshop sectors, co-operated with the survey team. They showed their keenness to support educational and skill training programmes of working children. Only the employers from sheep casing and carpet weaving sectors showed some reluctance to permit research team to interview child workers.
13. More than 80% of the employers, interviewed, were of the view that the working children should get education in addition to their work. Among them, 78% were in favor of non-formal education along with job for the working children as they considered it more flexible. More than 90% of the employers who were in favor of non formal education, expressed their willingness to voluntarily spare their child workers for few hours to get education in case such arrangements are made for the child workers. However, the employers from sheep casing and carpet weaving though favored education, but were a little bit reluctant to spare their

child workers for few hours education due to heavy workload.

14. A combination of basic education and skill training was suggested by majority of the employers from embroidery, gold smith, and carpet weaving and wood works sectors for their child workers. On the other hand, religious education was preferred for the child workers by the employers of domestic child workers and sheep casing units
15. Although majority of the parents of the working children desired to provide education to their children, but not a single one was willing to dislocate his child from the job. They were only in favor of education along with job without any financial loss. Only few parents desired to send their children to schools instead of sending them for work but they too were not willing to dislocate their child from work due to their poor economic condition.
16. A significant number of parents of children working in natural sheep casing, wood works, carpet looms sectors and as domestic servants, stressed on religious education for their children. Whereas, the parents of those children working in others sectors such as embroidery, tailoring, goldsmith, auto work shops, etc. were in favor of basic education along with skill training for their children.
17. Majority of the employers were willing to spare their child workers for few hours education during the working time without deduction of their salaries. Most of them suggested study timings during the break time or few hours before the closing time.

Issues identified by various Stakeholders

Some of the major issues identified, during the survey and visits to various government departments, NGOs and discussions with the employers, parents and working children are given below:

Labor Department, Punjab

1. Identification of the sectors where children are employed.
2. Training of the field staff of the Labor Department with special reference to child labor.
3. Arrangement for the establishment of the social monitoring system to check the child labor issues.
4. Need for the studies and surveys to document the child labor and problems of the working children.
5. Implementation of the recommendations of already conducted studies and reports of various commissions and agencies.
6. Implementation of various laws, rules and regulations passed so far to check the child labor.
7. Main lot of the child force is coming out of the groups of the drop-out children at primary and secondary education levels, therefore, an effective system to be adopted to check and control the drop-outs.
8. Alternate educational and training facilities are required for the dropout children to make them healthy and useful citizens.
9. NGOs working in the child labor sector, lack co-ordination among them. Networking is required to strengthen their activities.
10. Collaboration among the NGOs, and Government departments.
11. Mainstreaming of the working children in the formal education system after provision of the basic education.
12. Focus on the rural and agricultural issues during provision of the basic education to the working children.
13. Establishment of a system to protect the working children from various hazards during the work.

Non Government Organizations (NGOs)

1. Vocational training for the working children is required.
2. Emphasis should be on the training material development.
3. Provision of the basic and continuing education to the working children.
4. Need for community involvement to check the child labor and to help and educate working children.

5. Need to check the exploitation of the working children by their employers.
6. Need for technical and vocational training centres for working children.
7. Improvement of working environment in industries where children are employed.
8. Provision of legal aid to the working children and their parents.
9. Provision of health care packages for the working children.
10. Provision of recreational facilities to the working children.
11. Establishment of an appropriate apprenticeship system for the training of working children.
12. Provision of free reading materials to the working children.
13. Need for the M & E system to check the child labor.

Parents

1. Poverty and low income leads towards child labor.
2. Ineffective and non-productive, rather useless education system is responsible for high dropout rate and child labor.
3. Emphasis should be on technical education instead of general education at the primary and secondary levels.
4. Provision of better work environment and wages to working children.
5. Reduction in long working hours.
6. Provision of basic education and skill training to the working children.
7. Enforcement of laws for welfare and protection of working children.

Employers

1. Lack of sources to employ skilled adult manpower.
2. Non-availability of skilled adult manpower in various sectors.
3. Child workers are cheaper but better workers than skilled adult professionals.
4. Through provision of employment to the child workers, the employers want to help their poor families.
5. The employment of the children as apprentices for skill training through informal system of "Ustad-Shagird" (Teacher-Student).

Working Children

1. Hardships related to the work environment and nature of the jobs.
2. Lesser wages.
3. Long work hours.
4. Harsh and suppressive attitudes of the employers.
5. Long distances between homes and work places.
6. Transport problems.
7. Poverty and family related problems.
8. Exploitation and abuse of the working children by the employers and management.
9. Delaying tactics during skill training and transfer of knowledge.
10. Lack of recreational activity breaks and rest hours during the working time.

Comments of the Research Team

The issues raised by various stakeholders, regarding the child labor, reflect serious and alarming situation, but the actual situation, as observed by the Research Team during the field work and discussions/interviews with various stakeholders, was much more hurting and painful as described by various stakeholders.

Some concrete and effective measures are required to address this situation. For this purpose, a list of recommendations and suggestions is given below:

Suggestions/Recommendations

In the light of findings drawn, issues raised by the stake holders and discussion conducted with concerned NGOs and government agencies, following suggestions and recommendations are given below to resolve the issues by policy makers and other concerned institutions and individuals.

Role of Policy-makers and Government Institutions

1. The existing policies to tackle the issues of working children are not realistic and needs revision and updating on the basis of hard realities and facts of the matters to be resolved.
2. It is suggested that policy-formulation- tasks should be carried out on the following two levels:
 - a). *Policies to check/stop the inflow of the new child workers in the labor market.*

The currently observed trends indicate that a large number of younger siblings of the working children is ready to join the work force in the years to come, following the footsteps of their elders and due to the other push and pull factors. This situation would further complicate the existing problems and conditions of the working children and would also create new miseries and sorrows for the nation. In this regard efforts should be made to get these siblings of working children into school rather than let them joining work. There is a great need to create awareness among parents about the importance and value of education for the development of their children and motivate them to send their children to schools.

- b). *Policies to take steps for the rehabilitation of already working children.*

The empowerment of working children through provision of basic education and skill training is required to achieve this objective. The majority of the parents disagreed to withdraw their children completely from their work, but agreed to send them for few hours to get education. Thus, it seems more appropriate that non-formal approach should be adopted as a method of providing education and skill training to the working children. Hence, it deems necessary to promote non-formal education with active involvement of local communities. The concept of non-formal education is based on the home school idea, as this approach is economical and easier to implement. A room and a teacher can be hired from the community.

3. Non-formal Educational Centres (NFEs) should be established near the work places of the working children where they should be provided two to three hours for getting education and skill training. These NFE centres should be established particularly in those areas, which have been neglected so far. Classes should be arranged at least four days in a week in the afternoon just around the break hours of working children.
4. Educational and skill training needs of the working children should be assessed appropriately by conducting preliminary surveys, research and fact finding studies. This would help to assess the needs and opinions of the working children as well as the other concerned. That information could be used as a basis for the development of curriculum and course material for the working children. For provision of skill training, short duration, practical and easy courses should be developed. The emphasis should be on the provision of training in those areas/fields where children use to work.
5. An appropriate curriculum for education and training of the working children should be prepared keeping in view the special needs of the working children. The structure of the curriculum must be set up in such a way that it may facilitate use of non-formal techniques and approaches.
6. It is suggested that material for five subjects, i.e., English and Urdu Languages, Basic Math, Social Studies and Science should be developed for beginners up to primary level. Instead of five different books, it would be better to have books at three levels covering class 1-2, 3-4, and 5. The focus should be on "doing", rather than "memorizing". The course for working children should be closer to the formal system to integrate them for continuing their studies. It is further suggested that a functional package of teaching-cum learning should be prepared to cater the needs of the working children
7. There should be an appropriate system of examination/certification for each class.

8. It is suggested that skill training to the child workers working in some major sectors, i.e., carpet weaving, tailoring, auto-workshops and wood works should be provided. All the child workers surveyed were low paid due to lack of skill training. Provision of skill training will help in upgrading their expertise and thus enabling them to get better wages.
9. School environment and quality of education should be up-graded to decrease the dropout rate, and to check the potential child workers.
10. To enhance enrolment and to keep the school age children in the schools, and to up-grade the educational standards, communities and parents should be involved in school management through School Management Committees (SMCS) and Parents Teachers Associations (PTAs).
11. Role of the government departments, working for the protection and rehabilitation of working children should be enhanced to take appropriate measures to strengthen their role in this sector.
12. Keeping in view the felt needs of the working children in education and skill training, appropriate steps should be taken to involve NFE institutions and other agencies to fulfil the existing and future needs.
13. An appropriate system of Training of Trainers/Teachers (TOT) should be established for preparation of master trainers and teachers to educate and provide skill training to the working children, especially under the non-formal system of education in the proposed NFE Centres.

Role of the Parents and Communities

Parents of the working children should be convinced and involved in the rehabilitation process, and participatory activities should be started with the help of communities. The parents should also be motivated to send their younger-non-working children to the centres. The parents should be encouraged and motivated to allow their working child to get education.

Role of the Employers

Employers of the working children should be contacted, convinced and educated, to be involved in the processes of and activities related to the rehabilitation of the working children. They should be further convinced not to exceed children working hours beyond the normal work time.

Employers of the working children should be motivated for not employing children under ten year of age. The employers and parents of the children should be encouraged/motivated and pursued to allow/spare their child workers for minimum two hours to participate in the flexible educational programme.

Role of the NGOs

The NGOs, working for the education, training and rehabilitation of the working children, should be encouraged and strengthened to play more active role through provision of more funds and proper facilities required to complete this task in a more meaningful and productive manner. Moreover, appropriate legislative measures should be taken for protection and smooth working of the NGOs.

Role of NGOs should be properly acknowledged, and even support should be provided to them for facilitation of their work and to enhance their role in the rehabilitation process. Conducive laws and regulations should also be introduced to strengthen the role of NGOs.

Role of the Allama Iqbal Open University, Islamabad

The Allama Iqbal Open University (AIOU), is a national distance and non-formal institution. It has established a strong and effective countrywide educational network through its regional offices and centres and has a great potential to play a leading role to disseminate non-formal education and skill training to the working children throughout the country. The AIOU has not only multidisciplinary expertise in the field of education, but it has already launched open-technical education programme aimed at providing skill training to the working children in some of the selected urban areas on experimental basis. The AIOU can play a dynamic role for the establishment of proposed NFE Centres and to provide following facilities to various NGOs and institutions working in basic education & skill training of the working children:

1. *Development of Course Material for the Working Children*

The Institute of Mass Education (IME) of AIOU under the distance mode of non-formal education had already developed number of basic literacy functional/non-functional courses for illiterate and semi-literate persons. The IME can also develop course material for working children keeping in view their special educational needs and special background. The AIOU has well-established Institute of Educational Technology which can develop audio-visuals material to supplement the textbooks for the working children.

2. *Provision of Teacher Training*

The AIOU has full-fledged teacher training department having, number of courses/programmes for teacher training. The University has a system for pre-and in-service training of primary and secondary level non-formal teachers. The AIOU, in collaboration with the Pakistan Literacy Commission & UNICEF, is running a project for training of 7500 primary teachers for non-formal schools since 1998. The AIOU can also arrange training for the teachers of the proposed NFE Centres for working children.

3. *Research and Baseline Survey*

The AIOU has a well-established Research & Evaluation Centre, comprising of well-experienced and qualified staff. The Centre is presently involved in a number of national research studies, baseline surveys and research projects. The research staff comprises of professional researchers and consultants with an enormous range of experience and expertise in conducting research studies as well as baseline surveys. This Centre may collaborate with other concerned departments and agencies in conducting baseline surveys of the children working in various sectors.

4. *Monitoring and Evaluation*

The Research and Evaluation Centre, besides its research activities, is involved in Monitoring and Evaluation of the performance of AIOU students and teachers at various levels of

educational programmes. The Monitoring and Evaluation process is carried out on scientific basis by applying most modern techniques to assess the teachers/students performance and progress. The AIOU may also be helpful in Monitoring and Evaluation of the proposed activities of the NFE centres for working children.

5. *Integration of various programmes and streamlining of Working Children*

The AIOU may also be helpful in the streamlining of various educational programmes for the working children launched by various GOs and NGOs, to establish an effective and comprehensive system for the education and skill training of the working children on national level. The AIOU, after completion of the primary education, can enroll the willing working children to continue their education on middle and matriculate levels and beyond. This step is essential to eradicate the age barrier imposed by the formal education system for the overage-working children.

6. *Examination and Certification System*

The AIOU may establish a certification and examination system in collaboration with all other concerned institutions working in the NFE for conducting primary level examinations for the working children. This step would help the passing out children to continue their education either in the formal system or through AIOU.

How AIOU can play its proposed role?

It is strongly recommended that an institute for the education and skill training of the working children should be established in the AIOU, with the assistance of International Non-Governmental Organizations (INGOs) and Governmental Organizations (Gos). This set up would help to address and implement the above-mentioned recommendations and to work for the education, training and rehabilitation of the working children in a systematic manner.

Role of Private Sector in Education of Pakistan: An Historical Overview

By

Maqsooda Hussain*

ABSTRACT

Private sector in education is not a new phenomenon in Pakistan. It has a long history that has its roots in pre-independence era. Education was considered a welfare activity that a society had to provide to its citizens. At the time of independence, the private sector had a major share in providing education through schools at various levels. About 4 percent primary schools were managed by the government while private sector owned 43 percent and various local bodies ran 53 percent schools at the time of independence. The private sector worked well till 1972, when all private educational institutions, with the exception of few, were nationalized by the government. This proved a major set back for the educational expansion. However, the private sector was allowed to open new educational institutions again and nationalized institutions were also denationalized in 1979.

Private sector has again flourished since then. At this time, when privatization of every sector is the priority of every government, it is high time that private sector should be explored. A fresh look is required into the private sector and its maximum involvement should be obtained to achieve the target of Education For All, as government alone cannot provide all facilities to all segments of population.

According to the Oxford Concise, Dictionary private sector means the part of a country's economy that consists of privately owned enterprises. The private school, according to the same dictionary, is a school under financial and managerial control of a private or charitable trust accepting mostly fee- paying students. Thus, private schools means those schools that are not provided and financed by the state.

* The writer is working as Headmistress Divisional Public School, Rawalpindi.

Private sector has always played an important role in providing educational facilities to a vast number of students in Pakistan. It has a long history with a lot of ups and downs. In the past, private sector was more active in providing the welfare facilities, like health and education to the majority of population. However, during the previous century, governments all over the world intervened and put the private sector back for a long time. Pakistan was no exception to this world- wide trend.

At present, the private sector has again gained importance and has flourished. The government alone is incapable to provide educational facilities to all children because of its scarce resources. It is felt that the maximum involvement of private sector should be obtained.

Origin of Private Education in Pakistan, Pre-Independence Era

The areas now under the control of Pakistan were pre-dominantly Muslim inhabited parts of United India. Before establishment of British rule, the area had a tradition of Islamic education. This educational system of education was in a way privately managed and its institutional organization was based on the following three principles, as stated by Qaisrani.

- 1 The first principal was that the acquisition and dissemination of knowledge was a religious obligation and an act of worship.
- 2 The second principle was that educational institutions were autonomous and free from government interference.
- 3 As an autonomous system free from government control, donations and private endowments financed education.

The function of donors and granter ended with the awarding of grants and they could not influence the purpose of education or the academic and administrative functions of the institutions. Education at all levels was entirely free and no fee was charged and on the contrary, students were also provided with the books, accommodation and food without charges. In pre- partition days, religious bodies welfare organizations and philanthropic people took great interest in providing educational facilities to the masses. These agencies came forward in a reaction to secular education provided by the British Administration. Qaisrani and Khawaja (1998) described this factor. They stated that:

"In the 1920's and 1930's, the concept of separate Muslim and Hindu nationalism developed in Indian politics. One of the consequences of this change was that both communities took an interest in the establishment of private schools. These are the main reasons that before 1947, a large number of primary schools were in the private sector. However this tradition did not continue after the creation of Pakistan."

The private sector was very active before independence. The community provided educational facilities as welfare activities. The literacy rate was much higher than it is today. Baqir (1998) has stated that:

"The areas that now constitute Pakistan had in place a very sound tradition of providing education on the basis of self-help by communities. This system provided a universal literacy to males and females in most urban and rural settlements."

Muslim communities established and supported Persian and religious schools almost in every town and village. This system provided a universal literacy rate in both sexes. Similar parallel system was present in other communities of United India. These schools were generally held in, or just outside, the mosque; most of the time, a teacher was attached to these schools. Quran schools existed in almost every mosque in the Punjab as well as in private houses. Persian schools were open to students from other religions and were largely attended by Hindus also. Male members of every religious and professional community used to teach female members of the family at home, leading to universal literacy among males and females in the Punjab.

Private sector in Pakistan, Post Independence Period

At the time of the creation of Pakistan in 1947, the private sector had a major share in providing education through schools at various levels. These private schools were run by both societies motivated by the cause of promoting education as well as by individuals making their living through education and teaching. Baqir (1998), while describing the private sector stated that:

"No detailed figures about the share of private owners and societies are available, but the breakdown between the government and private sector is known. Whereas the government owned 4 per cent of primary schools, the private sector owned 43 per cent of these schools. The figures for ownership of middle and high schools were 3 per cent and 9 per cent respectively. Various local bodies ran the rest of the schools, i.e., 53 per cent of primary schools, 50 per cent of middle schools, and 8 per cent of high schools."

It is quite obvious that the private sector was playing a very active role in providing the educational facilities to a vast number of students. Since the government was not able to meet the educational needs of the population with its given resources, the private sector continued to play an important role in providing education. One important change that took place was the greater role of the private sector in providing education at higher levels, and the increased involvement of government in primary and middle level education. At the time of independence, a large number of educational institutions were under private management. The table given below presents the share of private sector in the promotion of education in United India.

Table 1 Distribution of Management of Educational Institutions in United India, 1945-1946 %

	Private Sector	Local Body	Government
Primary School	42.64	53.23	4.50
Middle School	47.09	50.24	2.65
High School	82.73	8.09	9.18

Source; Qaisrani (1989) Involvement of Private Sector in the Promotion of Primary Education in Pakistan. Ministry of Education

These figures indicate that in the pre-partition period 42.64 per cent of the total primary schools were in private sector. The share of private middle schools and high schools is great. The table also indicates that local bodies also contributed significantly at all levels, while the

government owned a very small number of schools. These institutions were of various types. Burki (1984) has described that this system was made up of three parts:

1. Public Schools run by the provincial government or local bodies.
2. Private schools managed by charities
3. Colleges both public and private but all of them were affiliated with one public institution, The Punjab University.

After independence, Pakistani society witnessed a lot of changes. The new nation required trained manpower. Muslims from all over the sub-continent came to the new country. They settled in the urban areas and started working in various fields. Thus a new class emerged in Pakistan with their own demands. This phenomenon also brought a new change in the system of education. Now the system had to fulfil the requirements of this new segment of population. Burki, described:

"Independence brought into being almost overnight a class of urban professionals needed to man the new government and fledgling industrial and commercial enterprises. Before independence they were scattered all over India. Now they concentrated only in three Pakistani cities, Karachi, Lahore and Rawalpindi. This class differs from the rest of the Pakistani class. Its ethos and dispositions were more Western. They needed the type of education that did not exist. Accordingly within a few years after independence these cities witnessed expansion of existing institutions of Western education as well as the establishment of new. The Grammar School and St. Joseph in Karachi, Aitcheson, St. Anthony's and Sacred Heart School in Lahore, and Presentation Convent and St. Mary's in Rawalpindi began to meet the rapidly growing demands of this new social class of urban professionals for Western education."

These institutions were managed mostly by various orders of Christians Missionaries. This new class was also well represented in the Armed Forces of Pakistan. They, therefore, also started educational institutions to provide educational facilities to their children. Consequently, in mid-1950,s the army and the air force also established their own

schools for boys. During late fifties and early sixties a large number of Americans arrived in Pakistan to administer their economic and military aid programs. They set up their own schools in Karachi, Lahore and Rawalpindi. These institutions provided educational facilities to the children of upper middle class even after the Americans left the country. These institutions of army are still contributing in providing educational facilities in the private sector. The following table indicates that in big cities like Karachi, Lahore, Hyderabad and Rawalpindi more than one third of the primary schools were maintained by the private sector.

Table 2 Privately Managed Schools In Selected Cities of Pakistan 1967 (%)

	Government	<i>Local Bodies</i>	Private
Rawalpindi	23.41	39.65	36.93
Lahore	29.20	28.28	42.51
Hyderabad	35.68	33.33	30.98
Karachi	NA	NA	57.00

Source: Qaisrani (1989), Involvement of Private Sector in the Promotion of Primary Education in Pakistan

This means the private sector flourished in big cities where people could afford and school could collect tuition fees. Before nationalization in 1972, much of the country's secondary and higher level of education was in the hands of the private sector, at least in the urban areas. Although exact figures are relatively scarce, a rough picture can be pieced together. In 1968, over half of all students in higher education were enrolled in private sector. The percentages declined by level of education as the following table reveals.

Table 3 Private Sector Enrollment by Level of Education before Nationalization (1968)

Level of Education	Private Sector Enrolment	
	Number ('000)	As % of Total Enrolment
Primary Level	3,744	22
Secondary Level	1,070	42
Intermediate Level	128	55
Universities	77	51

Sources: World Bank, 1977

Nationalization of Educational Institutions

On First September 1972, the government of Pakistan nationalized all private schools. This nationalization order changed the overall picture immediately and drastically. Private school enrollment figures 1972 are not available, although statistics on number of institutions are available to some extent. A World Bank Study reveals:

"The Government nationalized a total of 3,334 educational institutions. These included 1,828 regular primary and secondary schools; 346 out of 893 Madrasah Schools, 155 Colleges; and 5 technical institutions. 25,000 teachers were inducted into government service. Some private schools were exempted from nationalization. These included religious and some elite institutions. These institutions, such as Aitchison College in Lahore, Saint Mary's Academy in Rawalpindi and Hyderabad Public school, catered to the elite of the country and were not affected by the nationalization."

The nationalization process proved a set back for the private sector. The government on the other hand did not achieve the objectives of Nationalization process. This process resulted deterioration of educational standards of even some very good institutions. Government faced a large financial burden of Rs. 150 Million additional recurring expenditure annually on teachers' salary. This also negated the principle of community participation in the development of education, thus impeding the expansion of education in the country.

Importance of Private Sector's Involvement in Education

The system of grant in aid introduced before independence worked well till 1972 for attracting the private sector to participate in provision of educational facilities to the citizens who were clamoring for more and better education for their children. Since expenditure on education is now being considered as an investment rather than consumption, there is a strong feeling among the public that private sector must and should participate actively to supplement the resources of the government for the development of human resources. Recognizing that the government alone cannot achieve the target of UPE, it is imperative to seek volitional involvement of the private sector in the expansion of education. The National Commission on Education 1959, Education Policy 1979, Sixth, Seventh, Eighth, and Ninth Five-year Plans and National Education Policy 1998 strongly advocate the involvement of the private sector in the quantitative and qualitative improvement of education at all levels. The government of Pakistan conducted a Census of Private Educational Institutions for the first time in Pakistan in 1999. It has revealed that there were 36,096 private educational institutions in Pakistan. Following Table shows the enrollment of general institutions.

Table 4 **Enrollment Gender-wise of Private Institutions**

Region	Male	Female	Total
Pakistan	3,309,840	2,525,719	5,935,559
Nos %	56.7	43.3	100

Source; Government of Pakistan Feb. 2001

Coordination between Public and Private Sector

Present situation of the country and present poor performance of education sector demands a close coordination between public and private sector. Neither the private sector nor the public sector is able to provide all the required facilities along with good quality education. Tasneem Siddiqui, in an article states that:

"It must be understood that given the enormity of the task of providing good quality education on a large scale, a close professional relationship between the public and the private sector should be forged and a joint effort has to be made in translating the vision for change into reality."

Unfortunately, this vital coordination between both sectors is still missing and both the parties keep themselves away from one another for one reason or the other. In fact their attitude is non-cooperative. Private sector is shy to come closer to the public sector because of its bitter experience of the past. On the other hand public sector do not want to have a closer contact for some reasons best known to them.

Quality of Education of Private Sector

Private schools in urban areas are playing a vital role in the increase of literacy rate. They are catering to the educational needs of the children from all socio-economic backgrounds. Recently the World Bank that showed that there is a strong demand for private education in urban areas of Pakistan conducted a study. It stated that:

"In the Lahore urban areas studied, over 90 percent of children- and over 75 of the poorest- attend school. Despite the greater cost to parents, most children are educated in the private sector. More than three-quarter of children from middle income families goes to private schools, but about half of the poorest children do as well. Moreover, parents' decision to use private schools are not driven by the absence of government schools in their area, but rather by the greater value they see in private sector."

Government should encourage the private sector and suitable incentives should be provided to enhance its participation. Haq (1998), described that limited public education resources, poor government-schooling quality, and the increasing demand for education among South Asia's rapidly increasing school age population, have meant that the role of the private sector in the provision of education has become extremely important.

Parents of even low-income group, as is obvious from the World Bank study, prefer to send their children to private institutions. It shows that they find the quality of these schools better than those of government schools do. Qureshi (1997), in his paper read in a seminar on education, said that after allowing the private sector to open schools had a good effect on education. This provided an opportunity for both sectors to have

a healthy competition within the private and the public sector institutions. He further stated that the quality of private sector institutions is popular as compared to general stream institutions in the public sector. Bergman and Muhammad observed that:

"While almost all of these schools are profit based, parents still are willing to sacrifice a good deal of their meager income and get better educational quality in return. In these settings, head teachers, teachers, students and communities are excited about the educational process and take their schooling very seriously. Often this is not due to any positive support from the public administration but in spite of (the absence of) it..."

Private sector is playing a vital role through the field of education in providing quality education to the children of those parents who can afford it. Unfortunately there is no system from where data regarding this contribution can be obtained. Either the system present for the collection of data is inefficient, or the private sector is shy to give the statistics. Moreover, they have bitter experience of nationalization in the past that keep them away from government agencies. Therefore, the exact contribution of the private sector can not be calculated.

References

1. Baqir, Fayyaz. (1998), *The Role of NGO's in Education, Education and The State*, Fifty Years of Pakistan, Oxford University Press, Karachi.
2. Bergman, Jacob. And Muhammad Nadeem, (1998), *Primary and Secondary Education-Structural Issues*, Fifty Years of Pakistan, Oxford University Press, Karachi.
3. Burki, Shahid. (1986), *Pakistan; A Nation in The Making*, Oxford University Press, Pakistan.
4. Haq, Mahboob-ul, (1998), *Human Development in South Asia*, Oxford University Press, Karachi.
5. Qaisrani, Nasim. (1989), *Involvement of Private Sector in The Development of Primary Education in Pakistan*, Ministry of Education, Islamabad.

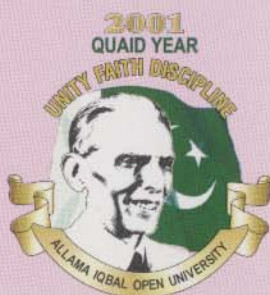
6. Quraishi, Iftikhar,(1997), *Pakistan Vision 2010- Report of Seminar on Education*
7. Siddiqui, Tasnim. Education: *A Fresh Look Needed*, News Article, Daily Dawn, Monday, June 21, 1999.
8. World Bank (1996), *Improving Basic Education in Pakistan*
9. World Bank (1997) *Primary Education in India*, Washington, D.C.
10. Government of Pakistan (2001) *Census of Private Educational Institutions in Pakistan 1999-2000*

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Role of Radio & TV Programmes in Distance and Open Learning System: A Case of Bangladesh Open University

By

Salma Karim*
Mostafa Azad Kamal**
Md. Mayenul Islam***

ABSTRACT

In distance and open learning system different types of media are used to transmit education to the learners. Along with the print materials, different types of audio-visual supports are provided to meet the learners' need. Audio-visual programmes may be treated as a substitute for the personal touch of the teacher. Through audio-visual media especially television – the distant learners can listen to the talks of the course experts and also see them on the TV screen. Radio and TV programmes help the learners get the direction about how the courses should be dealt with and also explanations of the difficult concepts in the courses. This paper aims to reveal the role/effectiveness of radio and TV programmes in distance and open learning system on the basis of a survey on the students of Graduate Diploma in Management (GDM) programme of Bangladesh Open University (BOU).

Introduction

Among all the available electronic media, the radio and the television appear to be the most common and popular ones for the distance students to learn from and for the distance educators to impart

* Salma Karim, Assistant Professor, School of Business, Bangladesh Open University.

** Mostafa Azad Kamal, Assistant Professor, School of Business, Bangladesh Open University.

*** Md. Mayenul Islam, Lecturer, School of Business, Bangladesh Open University.

education from a distance¹. In spite of advanced communication technologies with more glamour and efficiency, the radio is capable of generating the students, own complete and thoroughly satisfying imaginative images (Jones, 1962). Merdian (1979) finds that the radio is able to simulate and make use of the student's imagination to a great extent. With the advancement in communication technology, a variety of audio-visual media – radio television broadcast, video cassettes, video compact disc, video text and computer – have become part of the study package in distance and open learning system.

Kachroo (1999) also reported that Institute of Correspondence Education, University of Jammu as well as IGNOU supported students' learning through counseling and mass media namely radio, TV and newspapers. Ding (1994) finds that distance education at tertiary level in China has two major forms: one is the correspondence education provided by conventional universities and colleges, and several independent correspondence school. China began its correspondence education at university level in 1953. In 1990 the total enrolment of correspondence students reached 536,200. From 1982 to 1991 there were 1.453 million graduates passing out from Chinese Radio and TV Universities (RTVU), which equals 31% of the total graduates from conventional universities and colleges over the same period, and 58% of the graduates from other adult institutes of higher education in that country. This means that about 17 out of 100 total university graduates in China during 1982-1991 were from RTVUs.

In open and distance education system, print materials, tutorial sessions, radio, television, audio and video-cassettes, CD and other innovative techniques are used for effective transmission of knowledge to the learners at a distance. Since for on-campus teaching, a huge infrastructural development is essential, the developing countries, like Bangladesh, with very limited resources have no alternative without implementing off-campus education system to educate their vast population. But, in order to ensure the quality of education, the distance education institutions must be careful about the use of proper media. Effective combination of print and electronic media is necessary for assuring effectiveness of the distance education system.

¹ Media in Distance Education: Broadcast and Cassette Technology. Volume-2, STRIDE, Indragandhi National Open University.

Besides tutorial sessions the study package for distant learners provided by BOU include printed texts, radio and television programmes and audio-cassettes. It has not yet adopted computer-mediated technologies (e.g. Internet) and satellite TV channels for teaching because of resource constraint and poor access. Thus, in addition to the print materials, radio and television are the only electronic media BOU is using to transmit education to its students. Therefore, it is essential to ensure the high effectiveness of the radio and TV programmes. In this paper, we tried to assess the effectiveness of BOU's radio and TV programmes for the learners.

Bangladesh Open University

The Bangladesh Open University (BOU) is the only distance and open learning public university of this country. BOU has opened up a new vista in distance education in the country. BOU was established by the Bangladesh Parliament in 1992 by the Act No. 38. Its objectives are to:

Expand all levels of education, knowledge and science by a diversity of means, including the use of any communication technology to improve the quality of education and to provide opportunities for education to the general public through mass-orientation of education and to create efficient manpower by improving the quality of education in general.

This is indicative of three-fold objectives as:

- 1) The improvement of quality of education
- 2) The provision of educational opportunities to a wide range of citizens and
- 3) Improving the competence level of the workforce

Prime objective of BOU is to transform the country's vast human resources into an educated and trained workforce by extending to them a wide range of academic programmes both formal and non-formal. BOU's programmes are aimed at every one, particularly working people and women and those socially disadvantaged groups, who cannot enroll in traditional universities.

BOU has six schools in the field of science and technology, education, social science, agriculture and business. BOU has already

launched 18 formal and 19 non-formal programmes. Formal programmes include master degrees, bachelor degrees, diploma and certificate programmes, for the distance and open learners. Over 1,50,000 (approximately) students have already been enrolled in various programmes. Non-formal programmes are designed to make people aware as to how to live a better life. These are community based programmes and are intended for the people who are willing to improve the level of their knowledge and understanding about the environment and socio-cultural aspect of life in general. These include basic science, agriculture, pisciculture, poultry, livestock, health nutrition, ethics and environment. The university is also planning to start its M.Phil and Ph.D. level programmes in the near future. The university has a media division to produce audio-video educational programmes and transform them into cassettes for broadcasting by radio and television.

Role of Radio and Television in Distance Education at BOU

Siddiqui, A.S. (1987) stated that selection of appropriate media for a learning package is a complex decision influenced by a variety of considerations, such as the specific learning objectives of the unit, the nature of subject matter, learner's background and experiences and the characteristics of the target group, as well as practical constraints including availability of infrastructure and financial resources.

Singh (1999) reported that broadcast television is the most popular because it is the most easily accessible and the most effective telecom technique. The advantages of TV are:

1. It is good for reaching mass audience
2. It can be recorded and watched at any suitable time and
3. It is permanent resource

Rumble (1994) said that four media namely print, audio, television, computers are available for teaching purposes, in one technological form or another. The distinction between media and technology is a useful one. A medium is a generic form of communication associated with particular ways of presenting knowledge. There are five important media in education: direct human contact (face-to-face), text (including still graphics), audio, television and computing. The use of each media gives both variety and the chance of accommodating different learning styles.

BOU is using print, television, radio, audio-cassettes and face-to-face tutorial service, for each student. It has not adopted computing media and technologies for teaching, for obvious reasons for cost and poor access, but it has adopted a spectrum of four of the five media, and makes use of four technologies (Table 1).

Table-1: BOU media and technologies

Media	Technologies	One way technology application	Two way technology application
Direct human contact/tutorial service	N/a		Lectures/seminars
Text	Print	Course Text	
Audio	Radio Audio Cassettes	Radio Programmes Cassette Programmes	
Television	Broadcasting	Broadcasting programmes	

Source: The Guardian, Bangladesh Open University, 1994

The table indicates that the technology-based media is very important for distance learners. The following sections such as radio and TV briefly discuss the possible functions that the technologies and media employed by BOU can play.

Radio

Jamison and McAnany (1978) reviewed research literature and concluded that the radio, properly used, can teach as well as/or, in some cases, better than the traditional instruction. Considering the effectiveness, the costs and the access to technology, they further stated that the radio is a more suitable medium for the third world countries.

Distance learning combining the radio with other media, particularly with the print materials and occasional personal contact session, attempts to replace both the teacher and the institution. The developed countries like UK, Australia, Canada and Japan make extensive use of the radio for teaching at a distance. China, Thailand and Kenya have many years of experience with the radio correspondence approach to learning. Radio Santa Maria is a successful example of home study with the help of radio

by individuals who failed to attend school-based education (McAnany and Mayo, 1980). BOU is also making use of the radio for distance education in Bangladesh.

Radio can be used to relay lectures, provide discussions of other elements of the course materials, give students access to alternative views, provide material for analysis (e.g. children's speech patterns), give access to performance, provide rural experiences, and collect and relay to others the views and experiences of specialists, experts, and witnesses. Because it is so cheap, it can provide a channel for messages to be sent to students, and a way of giving instant feedback place, though it can be used in conjunction with the telephone or letters. Its other major drawback is its ephemeral nature.

BOU is engaged in planning, producing and evaluating both radio broad casts and audio-cassettes for its students. From the very beginning, audio tapes and radio broadcasts have formed part of the BOU course materials.

Television

One of the main objectives of establishing BOU is to provide the various sections of the population with a wider access to higher education. To achieve this objective, BOU has adopted a teaching-learning system based on a combination of print and non-print media. As one of the non-print media BOU aims to advance and disseminate knowledge by television broadcast.

Television is a complex medium. As a medium television can personalize the teaching, enabling the distant student to identify the individually of the teacher(s) responsible for the materials, and provide a public image of the university's presence in the community. As such it also plays an important part in recruiting students. Although that regularly scheduled broadcast would motivate student to keep up with the pace of their studies, this is almost certainly not the case. This pacing function is far more likely to be achieved through regular assessment. While television can be a powerful educational tool, its value is totally dependent on the quality of materials and the skill with which it is used. Moreover, television is essentially a one-way communication medium and as such it does not provide for immediate feedback on learners' reactions, queries

and doubts. Some times the absence of active participation and lack of provision for feedback is likely to fail to sustain the interest and enthusiasm of learners. However, the real strength of television is its unique teaching features and its ability to improve learning efficiency.

Rumble (1994) reported that at the time BOU was planned, the percentage of population having ownership of television was still very low in Bangladesh (0.5 per 100 people in 1990 against 5.5 per 100 people in all developing countries, and 54.4 per 100 in industrialized countries). Not surprisingly, there were concerns about the use of broadcasting technologies where ownership of receivers is so low. Bangladesh Television (BTV), the government owned network, broadcasts on a single channel which currently covers about 85% of the total population area via its originating station in Dhaka, and nine relay stations. Some areas of the country are currently not covered, notably the Chittagong Hill Tracts.

BOU transmits 40 minutes of TV programmes six days a week in between 4.00pm and 6.00pm and 30 minutes of radio broadcasts daily between 7.00pm and 8.00pm. All the schools of the university share these time schedule. Hence, on an average each school has one day per week for its programme. To compensate for low quality tutorial support in areas outside the big cities (where the quality of local tutorial support is difficult to maintain) as well as to ensure a consistent standard of support across the country, each school of the university carefully selects the contents of the radio and TV programme.

The Objectives of the Study

The objectives of the study are as follows:

1. To assess effectiveness of BOU's radio and TV programme
2. To suggest the remedial measures to be undertaken to make the radio and TV programmes more effective for BOU students.

Methodology and Sources of Data

The survey was conducted on a sample of the students of GDM programme of Dhaka, Chittgong, Sylhet, Comila, Mymenshing, Barisal, Faridpur, Jessor, Khulna, Rajshai, Bogra and Rangpur regional resource centres of BOU. A structured questionnaire was used to collect the data.

The questionnaire were distributed among 340 students in ten regional resource centres of BOU, but only 200 questionnaires were received back, being filled up by the sample students. Tabular analysis has been done in the study.

Results and Analysis

Student' profile

According to the questionnaire database information, the distribution of the sample students by different characters is shown in Table-2 below:

Table-2 Distribution of BOU Students by Sex, Age and Occupation

Sex

Sex	Percentage
Male	76.25
Female	23.75

Age

Age	Percentage
20-25	15.00
25-30	31.25
30-35	37.00
35-40	16.25
40+	00.50

Occupation

Occupation	Percentage
Government Service	20.50
Non-government service	48.25
Defense service	06.25
Businessmen	03.75
Regular students and others	21.25

Figures in the table above show the proportion of male and female students of GDM programme to be 76.25 percent and 23.75 percent respectively, but their age distribution differs significantly. The majority of GDM students are below 35 years of age. The younger age of GDM students suggests that these students are, mostly the students or persons at the early stage of their career, interested to improve their skills in business or management. The nature of this programme and its rate of enrolment suggest that this programme has been successful in proving the growing interest in BOU programme. While the majority of GDM students are non-government service holders representing 48.35 percent, 20.50 percent are government service holders, 6.25 percent are from defense and 21.25 percent are regular students* or from other occupation.

The majority of the students are interested in the GDM programme because this programme is professional and thus the programme has generated interest among the private and public sector employees.

The opinion of the most of the students of GDM programme is that the students have selected distance and open education because of the flexibility of the programme that allows them to go on with their studies and job simultaneously.

* The students who are not in service.

Access to radio broadcast

Bangladesh Betar's medium wave transmission reaches most of the areas of the country. In fact the radio coverage in Bangladesh is almost around 100 percent. The general economic status of GDM students of the Business School also ensures almost all the students to have access to radio. However it is evident from the research fundings that 86.25 percent of GDM students have access to radio and 50 percent of them found it effective and helpful in their pursuit of studies. Around 45 percent of them could not listen to BOU's radio programme regularly. 81 percent reported that the radio programme is easy to understand. Students' preference for radio transmission, by day of week and time is shown in table-3.

Table-3 Students Preference for the day and time of radio programme broadcasts

a) Day

<i>Day of week</i>	Percentage
Saturday	10.00
Sunday	02.00
Monday	04.00
Tuesday	03.00
Wednesday	05.00
Thursday	05.00
Friday	71.00

b) Time

<i>Time</i>	Percentage
08.00-10.00 AM	05%
10.00-12.00 AM	02%
12.00-14.00 PM	01%
14.00-16.00 PM	03%
16.00-18.00 PM	08%
18.00-20.00 PM	65%
20.00-22.00 PM	16%

School of Business broadcasts radio programme for GDM students on Sunday in between 18.00-20.00 PM. However, 71 percent students prefer radio programme to be broadcasted on Friday and 65 percent opined that broadcast time should be in between 6.00 to 8.00 PM.

Access to TV broadcast

Bangladesh Television, the government owned network, broadcasts on a single channel which currently covers about 85 percent of total population area via its originating station in Dhaka and nine relay stations throughout the country. As per our findings 71.25 percent of the GDM students has access to TV. Eighty five percent of the students appreciate TV broadcasting by BOU, they believe that the programmes are suitable for GDM students and for others in terms of content. GDM students' preference for TV transmission by day of week and time is shown in Tavle-4.

Table-4: Students' preference for the day and time of TV broadcasts

a) Day

<i>Day of week</i>	Percentage
Saturday	11.00
Sunday	01.00
Monday	01.00
Tuesday	02.00
Wednesday	03.00
Thursday	15.00
Friday	67.00

b) Time

<i>Time</i>	Percentage
15-17 PM	06%
17-19 PM	13%
19-21 PM	15%
21-23 PM	66%

School of Business broadcasts TV programme for GDM students on Tuesday in between 15.30 to 17.00 PM. However, 67 percent students prefer Friday as the day of broadcasting and 66 percent students prefer 19.00 to 21.00 PM as the suitable time of broadcasting.

Summary

The findings of the study about the radio and television programmes of BOU can be summarized as below:

1. Radio sets are available to more than 86 percent of the total participants while only 50 percent find it effective and helpful in their study. Nearly 45 percent can not listen to the programmes regularly because of the unsuitable time schedule. Also 14 percent do not have access to radio sets. 81 percent find radio programmes easy to understand while 19 percent find it difficult.
2. The respondents identified some significant problems in the use of radio programmes, the most frequent being:
 - (a) Unsuitable time schedule
 - (b) Non-availability of time due to their business and/or family involvement
3. TV sets were available to more than 71 percent of the students, of the rest 29 percent students had not their own TV sets, 14 percent watched their friends' TV.
4. The TV programme, presented by BOU were appreciated by 85 percent of GDM students. They said the programmes are suitable for their text materials. And 19 percent of the respondent reported that TV programmes of the GDM programme were helpful to gather general knowledge.
5. The responding viewers identified some problems in television programmes which were, by and large, unsuitable time for reviewing the programmes in television programmes which were, by an large, unsuitable time for viewing the programmes and high load shading of electricity.
6. Mostly 79 percent of the viewers expressed their opinion that the TV programmes should be presented on Fridays and between 7.00pm and 9.00pm.

Recommendations

Since the distant learners cannot have much face to face contact with teachers like the on-campus students, sitting with only print materials may be boring to them. Standard instructive radio and TV programmes may relieve them from that boringness. To make the radio and TV programmes more effective the concerned authority of BOU should be careful about the following things:

- The time span for radio programme broadcasting should be extended. The same topic should be broadcast on two consecutive days. It would be very helpful for the students if the programmes are broadcast after 10pm so that the students can listen to the programmes. The broadcasting should be regular and followed by announcing the topic of the next day broadcasting.
- The quality of presentation should be ensured. Presentation must be attractive. To avoid the monotony more visuals/outdoor shots should be incorporated in the programmes. Discussion should be on the critical and hard topics of the course that will help the students better. If the students discussions could be arranged in the form of classroom interaction, they would benefit the students more. Continuous talk of a single presenter may make the whole programme boring to the students.
- The teachers of the concerned school should come forward to design and direct the radio and TV programmes.
- Repetition of a single programme several times in the same semester should be stopped.
- The TV broadcast time should be enhanced. For that BOU can think of getting satellite access and a separate channel should be opened to broadcast its programmes. This will reduce its dependency on the government owned channel too.

- The radio and TV programmes may be supplemented by providing the students with audio and video-cassettes.

References

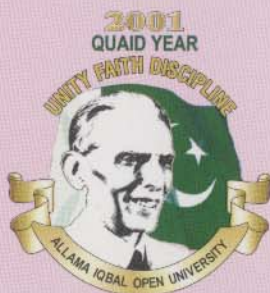
1. Singh, R.P. (1999). Distance Education in New Zealand and Australia, *Indian journal of Open Learning*, Vol.8(3) 229-241.
2. Kachroo, K.B. (1999). Distance Education Programmes at College and University Levels in Jammu Region: An Evaluative Study, *Indian Journal of Open Learning*, Vol. 8(3). 293-305.
3. Jones, J.G. (1962). *Teaching with Tape*, The Focal Press, London.
4. Mardian, F. (1979). *School Radio in Europe*, K.G. Saur Munchen, New York.
5. Jamaison, D.T. and McAnany, E.G. (1978). *Radio for Education and Development*, Sage Publishers, Beverly Hills/London.
6. Mcanany, E.G. and Mayo, J.K. (1980). *Communication Media in Education for Low income Countries: Implications for Planning*, UNESCO.
7. Siddiqui, A.S. (1987). Role of Radio and TV in Distance Education System of Allama Iqbal Open University, *Pakistan Journal of Distance Education*. Vol. 5, No.2.
8. Rumble, G. (1995). Media Use at Open University, *The Guardian (Dhaka Bangladesh)*, Bangladesh Open University, November.
9. Ding, Xingfu (1994). Economic Analysis of the Radio and Television Universities in China, *The Bulletin of the International Council for Distance Education*, UK. Vol.2.
10. Bangladesh Gazette (1992). Bangladesh Parliament: The Act No.38.

PAKISTAN JOURNAL OF EDUCATION

Volume xviii

Issue i , 2001

EDUCATION FOR ALL EDUCATION FOR ALL EDUCATION FOR ALL



ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Promotion of Sports in The Urdu Press in Pakistan

By

Khalid Zaman*

ABSTRACT

This study has scientifically analysed the contents of Urdu dailies which determined and compared sports coverage in daily "Jang" and daily "Nawa-e-Waqt" in order to know how much importance is given to sports activities by these newspapers in Pakistan. As evident from the findings, both the newspapers have got different approaches to the coverage of sports events. Daily Jang gave much importance to the game of cricket while daily The Nawa-e-waqt has considered hockey on top of the agenda on its sports page.

Introduction

There are two important elements in sports: first, the element of joy or amusement derived from bodily exercise; and secondly, the element of physical vigour. The first element predominates the second. According to Ahmed (1997) the spirit of joy always pervades in sports. In this respect, sports differ from indoor games, the main aim of which seems to be development of the body. When a person goes out for hunting, boating, racing or a football match, he goes out primarily to enjoy himself and also to derive some physical benefit out of his sport. Recreation is the principal factor which distinguishes sports from other forms of physical exercise.

If by education we mean the development of mind and body, then sports admirably serve that purpose. They benefit both the mind and the body, Ahmed (1997) viewed that it is one of the peculiar paradoxes of life that when consciously seek for joy, half the joy is lost. Our body profits by sports more or less unconsciously. There is no sense of dullness in it, as it is often associated with dumb-bell or wrestling. Each movement in hunting or boating or in a football or cricket match is full of new thrills, keeping our spirits high. As there is an intimate connection between our

* The writer is associated with Research & Evaluation Centre, AIOU.

mind and body, what benefits the mind, influences the body as well. Hence, sports serve the purpose of physical exercise and bring an additional charm in the form of recreation or amusement. Another virtue which we find in a sportsman is his abiding sense of honour and truthfulness. A strict sense of honour marks his conduct.

Games/Sports are most significant for maintaining good health. Sports/Games increase the powers of good thinking good habits and protocol. Games are also making men very energetic. From the very beginning, almost every one has been trying to play different sports/games to maintain his health, Ahmed (1997).

The importance of news papers in our daily life has also increased in manifold. As such it enjoys a very important place in the society and plays a very vital role especially in building of public opinion, Siraj (1997).

The present study is based on content analysis on the topic Comparison of Sports pages of daily "Jang" and daily "Nawa-e-Waqat".

Objectives of the Study

This research study has been planned to meet the following objectives:

1. *To get a general awareness of the fact that how much importance is given to sports event by the newspapers i.e. daily Jang and daily Nawa-i-Waqat.*
2. *To develop a comparative review of the coverage of sports events in both the papers.*
3. *To suggest appropriate measures for better sports events coverage to entertain the readers.*

Methodology

In this research study two Urdu daily newspapers daily "Jang" published by Jang Group of Publication "Nawa-e-Waqat" published by Nawa-e-Waqat Group were taken as sample. These two newspaper were taken as sample mainly with the reasons:

1. Both newspapers are very popular among the readers of urban as well rural areas of Pakistan.

2. Both newspapers have very wide circulation as compare to any other Urdu newspapers published in Pakistan.
3. Both newspapers have very long history and are being published just after the establishment of Pakistan.

The sample was further delimited by choosing these two newspaper only for two months i.e. Feb. 1999 to March 1999 by using random technique.

Procedure (Data Collection)

Data collection for contents analysis procedure applied, Bernard (1952). As the present research study analyses *THE SPORTS PAGES OF THE DAILY JANG AND THE DAILY NAWA-E-WAQAT DURING THE PERIOD OF FEB, 1999 TO MARCH 1999*", therefore, content analysis procedure was applied. In this regard all the data was collected from both newspapers available in the AIOU Library and Prime Minister Commission Secretariat Library.

Contents Categories

Following content categories were investigated:

1. *Column*: By column It is meant that how many number of columns are given by the newspapers to sports events. I would try to compare the number of column given to the sports events by the both newspapers.
2. *Space*: Means sports stories coverage in words/Text.
3. *Picture*: Picture means photographs published in daily Jang and daily Nawa-e-Waqt regarding sports activities.
4. *Source*: Source means whether the sports stories/pictures are sourced by the reporter/photographer of the newspapers or sports news items are given by the news agencies.

5. *Headline*: Means number of columns covered by head lines of the sports stories in the newspapers.

Results

Aggregate table for two months from Feb. to March 1999 of the sports pages of the daily Jang and daily Nawa-e-Waqt.

Games	No. of Column		Space		Picture		Source		Headline	
	*J	*N	J	N	J	N	J	N	J	N
Football	Nil	01	Nil	12.5 cm	Nil	Nil	Nil	*S/R	Nil	4.5 cm
Cricket	28	35	29.82.5 cm	29.18.5 cm	27	32	*various	Various	49.5 cm	102 cm
Hockey	11	21	1335 cm	1760 cm	1	22	Various	Various	77 cm	76.5 cm
Squash	02	03	99.5 cm	56.5 cm	Nil	Nil	Various	Various	07 cm	08 cm
Lawn Tennis	Nil	22	Nil	1220 cm	Nil	61	Nil	Various	Nil	63 cm
Badminton	01	07	35 cm	137 cm	Nil	01	Nil	Various	10 cm	29 cm
Volly Ball	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Swimming	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Atheletics	Nil	03	Nil	310.5 cm	Nil	01	Nil	S/R	Nil	09 cm
Polo	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Boxing	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Golf	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Table Tennis	Nil	02	Nil	30 cm	Nil	Nil	Nil	KPI	Nil	9.5 cm
Basket Ball	01	02	12.5 cm	96 cm	Nil	02	S/R	APP	03	10 cm
Wrestling	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Total Space	43	96	44.82.5cm	5540 cm	28	119	*Various	Various	146.5 cm	321 cm

Source: Weekly sports page of the daily "Jang" and the daily "Nawa-e-Waqt" from February to March 1999.

*J Means daily Jang

*N Means daily Nawa-e-Waqt.

*KPI mean Kash Press International

*NNI Mean News Network International

*ANN Mean Asian News Network

*APP Mean Associate Press of Pakistan.

The above table shows aggregate position of coverage by both the newspapers during the period of Feb. to March 1999. The overall picture of the coverage shows that the daily jang has accomodated the following games in its weekly sports pages:

1. Cricket was given 28 columns, 2982 1/2 C.M. space, 27 picture and 49 1/2 C.M. headline.
2. Hockey was also given 28 column, 1335 C.M. space 1 picture and 77 C.M. headline.

3. Squash 2 column, 99 1/2 C.M. space, no picture and 7 C.M. headline.
4. Badminton 1 column, 35 C.M. space, no picture and 10 C.M. headline.
5. Basketball 1 column, 12 1/2 C.M. space no picture and 3 C.M. headline.

In aggregate, 43 columns, 4482 1/2 C.M. , 28 picture and 146 1/2 C.M. headlines.

As far as the daily Nawa-e-Waqt is concerned, it has accommodated nine games in total during the period of Feb. 1999 to March 1999. The detail of the coverage given by the Newspaper is as Under:

1. Football was given 1 column, 12 1/2 C.M. space no picture and 4 1/2 C.M. headline.
2. Cricket 35 columns, 2918 1/2 C.M. space, 32 pictures and 102 c.m.. headline.
3. Hockey 21 column, 1760 C.M. space, 22 picture and 76 1/2 c.m.. headlines.
4. Squash 3 columns 56 1/2 C.M. space, no picture and 8 c.m.. headline.
5. Lawn Tennis 22 column, 1220 C.M. space 61 pictures and 63 c.m.. headline.
6. Badminton 7 columns 137 C.M. space 1 picture and 29 c.m.. headline.
7. Athletics 3 columns, 310 1/2 C.M. space, 1 picture and 9 c.m.. headline.
8. Table Tennis 2 columns, 30 C.M. space no picture and 9 1/2 c.m.. headline.
9. Basket Ball 2 columns, 96 C.M. space, 2 pictures and 10 c.m.. Headlines.

As such, the daily Nawa-e-Waqt in aggregate, provided 96 columns, 5540 C.M. space, 119 picture and 312 c.m.. headline. to the above mentioned nine games. To sum up, this clearly indicates that daily Nawa-e-Waqt has given greater coverage to all categories of sports as compared to the daily Jang.

Conclusion

The following major findings have been drawn on the basis of overall analysis of the data :

- 1- A comparative study of the figures shows that the daily Jang has accommodated total five games such as cricket, hockey, squash, badminton and basket ball during the study period. Total coverage of 43 columns, 4482 1/2 c.m.. space 28 pictures and 146 1/2 c.m. headlines was devoted to the above mentioned five games.
- 2- The daily Nawa-e-Waqt has accommodated total nine games such as football, cricket, hockey, squash, lawn tennis, badminton, athletics, table tennis and basketball during the period of Feb. to March, 1999. As a whole 96 columns, 5540 c.m. space, 119 pictures, and 312 c.m.. headlines were provided to all nine games.
- 3- The daily Jang has given maximum coverage to the game of cricket, devoting total 28 columns, 2982 1/2 c.m. space, 27 pictures and 49 1/2 c.m. headlines, and minimum coverage to the game of basket ball, giving total 1 column, 12 1/2 c.m. space, 9 pictures and 3 c.m. headline.
- 4- Nawa-e-Waqt on the other hand has also given much importance to the game of cricket by giving total coverage of 35 columns, 2918 1/2 c.m.. space, 32 picture and 102 c.m. headline while less importance was given to the game of table tennis with 2 column, 30 c.m. space, no, picture, and 9 1/2 c.m.. headline.
- 5- Hockey, cricket, Badminton, Squash and basketball remained the common games which were provided coverage by both the newspapers.
- 6- Among the common games Cricket and hockey remained the prominent games as both newspaper spared much space for these two games while less importance were given to other remaining games.

- 7- The games like volley ball, swimming, polo Golf and wrestling were totally ignored by both newspaper as no coverage has been given to these games during the period of Feb to March 1999.
- 8- As compared to daily Jang, the daily Nawa-e-Waqt as a whole, has not only accommodated more games but also spared much space in all categories, i.e. by space, by column, and by picture.
- 9- While giving sports coverage both newspaper mainly quoted their sports news through various national and international agencies such as *KPI,APP, ANN, NNI and staff reporter.

Summary & Suggestions

This research study was basically designed to get general awareness about the sports coverage policy of the two above mentioned newspapers toward various games and to develop a comparative review of this coverage. The findings of this study reveal that both newspapers adopted different policy coverage of various games on their weekly sports pages.

The daily Jang has given much importance by all means to the game of cricket on its sports pages. While on the other hand, hockey remain the major game which was mainly focused by the daily Nawa-e-Waqt on its weekly sports pages almost throughout the study period of Feb. to March 1999. The daily Nawa-e-Waqt has given greater coverage to the sports in all categories and accommodated more games than the Daily Jang. The daily Jang not only accomodated few games but also given very less coverage especially in terms of column as well as pictures. One thing that can be concluded on the basis of indepth analysis is that both newspapers have ignored those various games in sports coverage which are especially popular among the people of rural areas of Pakistan.

In the light of above mentioned position, we can say that although both newspapers adopted positive approach towards sports coverage, yet there is still room for further improvement especially keeping in view the interest of common readers.

Recommendations

On the basis of findings of this study, following recommendations are being made which may be useful for further policy improvement:

- 1- The daily Jang should increase the coverage of all kinds of sports with attractive pictures.
- 2- Both the newspapers should publish different national as well as international sports events.
- 3- Both newspapers should provide sports rules on sports page.
- 4- Both newspapers should give proper space to the sports.
- 5- Both newspapers should accommodate the game of hockey as a national game.
- 6- Both newspapers should give appropriate coverage to Pakistani regional games which are especially popular among the rural population of Pakistan.

References

1. Ahmed Shafiq 32nd Edition 1997 *The Fundamentals of English Grammar and Composition*, Lahore.
2. Abid.
3. Abid
4. Bernard Berelson, *Content Analysis in Communication Research* (New York: The Free Press, 1952) P.18.
5. *The daily Jang, Rawalpindi*, From Feb to March 1999.
6. *The daily Nawa-e-Waqt Rawalpindi*, Feb to March 1999.
7. Siraj S.A Ed, 1st 1997 *Study Guide M.A. Mass Communication* AIOU, Islamabad.

Focus on Educational Institutions

Imparting Education to Deprived Ones

Note: From this issue we are going to start a regular feature about those organisations which are endeavouring hard to eradicate the darkness of illiteracy from nook and corner of this country. This article is the first of the series. We hope, such organisations would offer us full accounts of their activities.

Editor

This very fact cannot be denied that education is the only foundation of progress and prosperity. All advanced countries have, first of all, developed their educational status, since in the sphere of life, the learning and knowledge play a vital role. It is firmly believed by all that on account of illiteracy and ignorance, no nation can be expected to keep pace with the process of development in economics, science, technology and other important affairs of human life.

This vital aspect of education has been considered extensively in our religion, Islam. The first verse revealed on our Holy Prophet (PBUH) was about "Reading". Thus, every Muslim is bound to read. Allah, the most Merciful has given the mankind a precious thing...PEN! The Almighty Allah has not only taught



through it, but He orders to write down the personal accounts. Without education, how we Muslim can perform these Divine Directives.

Moreover, Islam has laid emphasis on parents, state and community to impart education to young ones. The order, given more than fourteen years ago, runs as follows:

“Children deserve to be well-trained and fully educated. If parents, for some reasons, are unable to discharge their obligations towards their tiny tots, then it becomes the whole and sole responsibility of the state, or community to fulfil these obligations at government expenses.”

It is an irony of fate that no solid and systematic steps were taken to shape the foregoing directives into a factual frame. The result is that even after a lapse of about 53 years, we in Pakistan don't have abundant facilities in the field of children's education.



How lamentable is the scenario that “**Education**”, the birth right of every individual, is beyond the reach of our poor people. A large proportion of the populace is still deprived of the glorious rays of learning. And even a greater number of children... handicapped, deprived and orphans... are yet lingering in the gloomy lane of illiteracy, about whom Quaid-i-Azam Muhammad Ali Jinnah, the Founder of Pakistan, had said:

“There is no doubt that the future of our state will and must greatly depend upon the type of education and the way in which we bring up our children as the future servants of Pakistan.”

We the people of Pakistan never paid serious attention to this alarming situation of illiteracy. As usual, we drafted a number of

"Education Policy", but of no avail. The literacy ratio is the same, as five decades ago. Even the harbinger of "Iqra Charge" has gone to his eternal home without seeing his scheme flourished despite millions of rupees poured in the pipeline only for draining. All luck for the new generation of Pakistan.

Despite this pathetic scene, there appears a ray of hope in the shape of "Rural Education and Development Foundation" (READ), an NGO of unique kind. Founded in 1994, this organization took it upon itself to spread the light of learning in Azad Kashmir and the Northern Areas. In the very beginning, the READ Foundation established 21 schools, having a total number of 2000 students. The process of establishing school and enrolling the students continued rapidly without any pause and stoppage.

It is because of organisation's zeal, courage, stamina and inclination that presently 325 schools are running in the area of Azad Jammu and Kashmir, Murree, Abbotabad and Northern Areas. In these institutions around 25508 students are enrolled, who are imparted education by 1072 trained and experienced teachers, both male and female. Among these students, around 2425 are those who have unfortunately become orphan and no one of the land seems to look after such deprived youngsters. It's none but READ Foundation, duly fired with sincere spirit, is serving this dire need of the day, and pursuing a comprehensive programme for the betterment of children bereaved of parents. The organisation does not claim any school fee from such bereaved ones, rather arrange for other relevant teaching materials free of cost.



Here it may be clarified that the Foundation tries to trace out some Sponsor or *Guardian of the poor* who himself bears all the teaching expenses of each orphan. To cover up the costs of course books, exercise copies, other reading materials, uniforms, etc. an average annual expenditure per child comes to Rs.3000. Ironically, READ Foundation has not yet succeeded to trace out *Guardians of the poor* for 800 orphans. As such, it is facing a great deal of hardship in running the organisation as it ought to be.

The other specific feature of READ Foundation is to extend full-fledged support to those students who have been uprooted from their hometown in the Indian occupied areas. Due to terrible atrocities being unleashed by Indian armed forces, a large number of Kashmiris have been migrating towards Azad Kashmir, and taking shelter in "Refugee Camps" set up by the Government of Azad Jammu and Kashmir.

The Foundation has taken it upon itself to provide educational facilities to the children in these camps. It is heartening to know that this organisation has been able to open 16 educational institutions in these camps, including three girls schools. 9 of them are up to the Primary level, 4 middle and 3 high schools. In these schools, about 2210 refugee children are getting proper education. Not only that these deprived and uprooted children are being imparted free education, they are also provided educational facilities and uniform. In all Rs.3000 a year are spent on each orphan and refugee child of the camp.

It can't be denied that our educational institutions are failing to deliver goods because the education they impart fail to reach the required standard. That is why education has not been contributing to the overall situation of the people of Pakistan as it ought to be. Keeping this fact in view, READ Foundation has decided to fill in the vacuum which exists in



educational environ. For the implementation of this scheme, establishment of schools is a must. And it is good to know that Foundation's network of schools is expanding. The educational institutions are being established on a self-sustainable basis... and entirely with the help of *donors and sponsors*.

Here it may be pointed out that in the construction of one room, a sum of Rs.90,000/- is incurred, while for establishing a full-fledged school, about 8 lac rupees are required.

After going through all these activities and achievements, one is compelled to call the READ Foundation a harbinger for poor, deprived, breaved, uprooted, handicapped children of the country, whom the Father of the Nation had described as "*future servants of Pakistan*".

Dr. Mahmudur Rahman
Editor

BOOK REVIEW

A Poetic Collection of High Order

Bagh-i-Shab,

By Samina Raja;

Al-Hamd Publications, Rana Chambers,

Lahore; pp-160, price: Rs.100/=

Poetry is said to be an art of expression. It does not deal only with internal emotions of human being, it also exposes the external environment of the universe. The scope of poetry is wide indeed. Its main characteristic is to present a true picture of that surrounding the poet encounters with. Moreover, the poetry is destined to disclose the domain of dreams.

This very fundamental aspect of poetry is embodied in Ghazal – a genre having a short lyric. From the time immemorial it has been the dogma of traditional critics that Ghazal means, “*talking to the tender sex.*” They have strictly confined this genre to such a medium required for dealing with “*Love*” and “*Beauty.*” Though this characteristic of Ghazal cannot be overshadowed at all, but this genre is more than that. Ghazal is an art of a high order and is the medium through which the greatest artists of Urdu poetry have produced their finest works of art. For the brevity and depth of meaning of every line, totally different from the other genres, the Ghazal is regarded a unique poetic piece. Mir, Ghalib, Faiz, Firaq, Nadim and Faraz are the top-ranking Ghazal-writers of Urdu whose poetic canvas is not confined merely to old norm of this genre, rather their works highlight the different phenomenon of human life. Even political, economic, social, psychological and historical aspects of the age are vividly elaborated in their heart-touching Ghazals. Without fear of contradiction, one can say that the subjects of Ghazal, commonly known as love, beauty, union, separation, nightingale, wine, saqi, etc., have been extended to the realities of life, pain of the common man, sorrows of the nation, cruelties of the monarch, atrocities of the high-ups, etc.

Among such Ghazal-writers, Samina Raja deserves to be mentioned. Within a short span of time, she has made a place in the domain of modern Urdu poets. She has undoubtedly broadened the scope of so-called Ghazal – writing. She portrays the modern world with the

blood running in her vein. She decorates the dark valleys of human life with the tears of her eyes. She intends to illuminate the gloomy picture of downtrodden masses. All these humanitarian acts have been performed through Ghazal and even with its two hemistichs, and thus Samina conveys a complete picture of the surroundings, so-called traditions, selfish nature of human kind, etc.

The book under review is the collection of her 90 Ghazals. To illustrate what has been stated in this volume, are quoted below some lines:

*Ruki Hoi hon wohin aur naiy savery ko,
Toloo hotey houiey bagh-e-shab se dekhti hon!*

*Dekha nahin hai aftar nisf-i-nehar per khab,
Arsai zindagi mein bus subh sey sham ho gai!*

*Char janib wohi bahroop badalti dunya,
Wo jo hum rakhtey they ik deda-l-hairan so hai!*

There may not be two opinions regarding new trend in Samina's Ghazals. As it has already been said before, the province of this poetic genre is vast and varied. As such this poetess has not confined her Ghazals only to romantic concepts, rather reflected the true thinking of a man living in this modern age of science and technology.

Dr. Mahmudur Rahman
Editor

BOOK REVIEW

CHILDREN'S DICTIONARY

Bachchon Ka Deni Lughat

By Prof. Ishaque Jalalpuri.

Published by Adab-ul-Atfal, 4-A, Sector 4-B, Khayaban-i-Sir Syed, Rawalpind. 260pp. Rs.200/=(H.B); 150/=(p.B).

In the domain of literature, language and learning, the legitimacy of lexicography cannot be overruled. It is the main source through which the common reader handles numerous problems pertaining to word-lore, arising during the course of study. It is evidently due to dictionary that any person either learned or novice can get command on and accumulate a certain amount of working vocabulary, i.e., substantial stock of words, that one can confidently and correctly use in one's writing and even in his discourse .

An such, dictionary occupies a prestigious position not even in the realm of language and literature, but evidently and significantly in the field of education and teaching. At no stage, the importance of word- building can be ignored. This art of etymology is a *must* for all.

In the history of Urdu language, the art of lexicography is not an unknown and imported one. A number of dictionaries have had been compiled in the past, and a few ones are still in the process of being prepared voluminously, specifically that of *Urdu Lughat Board*, Karachi. But the pity pins us panicky is the acute dearth of dictionary for children.

It was only the great poet Ghalib who took initiative in this field as early as in 1850s, and had compiled *Qadir Nama*, a poetic book giving Urdu meanings of Persian words commonly used in that era. But this word- book vanished from the scene just like other children's dictionaries, i.e. *Khaliq Bari*, *Raziq Bari*, *Eizid Bari*, etc. Since then, there appears a flaw.

It is heartening to see that after a wide-gap, an educationlist has come forward and managed to publish a valuable dictionary for children. Prof Ishaque Jalalpuri, ex-Education Advisor, Curriculum Wing, Ministry of Education, has painstakingly compiled this 260-page dictionary which stands unique in Urdu. It is intended not only for the students of Islamiyat,

but appears to be useful for young members of Muslim families. Containing about 1600 entries, this dictionary deals with those words which belong to basic education of religion. All the headwords are written in bold letters and have been defined simply. They show the spelling of the words in visible calligraphy. Each and every sense of a word has been elaborated minutely.

This *Deeni Lughat* for children includes those elementary words which are most likely to be needed by the children during their study of Islamiyat. It may be said that Prof. Ishaque's effort is unique and the dictionary deserves to be utilised by Muslim children.

Dr. Mahmudur Rahman
Editor