

DOCUMENT RESUME

ED 074 846

FL 003 937

AUTHOR Saad, Geti, Comp.
TITLE Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971.
INSTITUTION National Science Foundation, Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO TT-72-53025-2
PUB DATE 71
NOTE 60p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Adult Education; *Annotated Bibliographies; Childhood; Comparative Education; Curriculum Development; *Educational Administration; *Educational Finance; *Educational Objectives; Educational Research; Elementary Education; Psychology; Social Sciences; Sociology; Teacher Education; Textbooks; Womens Education
IDENTIFIERS *Pakistan

ABSTRACT

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from April through June 1971. Thirty-two categories include: (1) administration, organization, and financing of education, (2) adult education, (3) agricultural education, (4) childhood education, (5) comparative education, (6) curriculum, (7) development of education, (8) educational objectives, (9) educational planning, (10) educational research, (11) elementary and secondary education, (12) examination, (13) health education, (14) higher education, (15) history of education, (16) Islamic education, (17) teaching of language, (18) libraries, (19) literacy, (20) medical education, (21) philosophy of education, (22) professional education, (23) psychology, (24) science education, (25) sociology, (26) students' problems, (27) teachers, (28) technical education, (29) textbooks, (30) general, (31) women's education, and (32) author index. (RL)

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ED 074846

SELECTED BIBLIOGRAPHY OF EDUCATIONAL
MATERIALS IN PAKISTAN

Vol. 5 No. 2, 1971

Period Covered

April-June 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Compiled for the Office of Education, U.S. Department of
Health, Education and Welfare, and the National Science
Foundation, Washington, D.C. by Mrs. Geti Saad.

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ADMINISTRATION, ORGANISATION AND FINANCING OF EDUCATION

1. ANAS, Ahmed. Ta'aleemi Tax (Education Cess) --- Mashriq (Karachi)
June 28, 1971 (U).

It was about twenty-three years ago that we achieved independence, but many of our educational problems still remain unsolved. The most crucial problem that we are facing today is the absence of any ideological base for the development of education. This deficiency, coupled with meager resources, has crippled the entire system of education. Ours is a poor country having limited resources. But this does not mean that we should grudge to put to use what little we have. Education provides a sound base for the development of all aspects of national life. In the modern world it is considered to be a productive investment. According to international standards, we need to allocate at least four per cent of the national income to education. But the budgetary allocation for education has not yet exceeded one or one and a half per cent of the GNP. If for ten years to come we turn our attention to work on emergency basis as a developing country and spend at least ten per cent of the GNP on education, we can expect a break-through in educational development.

2. BATALVI, Reaz. Private Ta'aleemi Idaray Aur Badunvanian (Private Educational Institutions and Malpractices) --- Mashriq (Karachi)
May 14, 1971 (U).

There are more or less five thousand private educational institutions in West Pakistan, of which about three thousand schools and colleges are run on purely commercial basis. There are about forty colleges in Karachi alone, which are housed in dilapidated private buildings. Students studying in such colleges pay more tuition fees than are prescribed in government colleges. Despite this, they have no facilities of playgrounds or medical relief. The majority of teachers are appointed on part-time basis in these colleges, which are aptly called "education shops". There are few private colleges in the city which honestly discharge their educational obligations. The management of these colleges is not solely responsible for this state of affairs. The University of Karachi, the Secondary Education Board, and the Directorate of Education are equally to blame. The representatives of the University of Karachi who were included in the Governing Body of these colleges never seriously tried to improve the

management. The majority of private colleges in Karachi are running on purely commercial basis. Their aim is not to impart education but to grab money from students.

3. IRSHAD, Hakim Syed. Education Boards --- Pakistan Times (Lahore) April 27, 1971.

The Boards of Intermediate and Secondary Education, Lahore and Sargodha have adopted certain specific measures for improvement. They appreciate constructive criticism, invite suggestions, and accept them if they are useful. During the past decade, the chief complaint against the method of preparing the syllabi and the courses of study was the issuance of arbitrary office order without the consultation of the workers and teachers. In this regard the Lahore Board has made a democratic move. Along with advertisements in newspapers seeking public cooperation in drawing up the syllabi, the Lahore Board has called for practical suggestions from parents, authors, journalists, and scholars.

The Sargodha Board set up Mobile Inspection Squads two years ago for the supervision of, and vigilance at, the examination centers to ensure the efficiency, integrity, and sanctity of examinations. The squads have been maintaining liaison between the centers and the Board on the one hand, and between the centers and the local administration on the other. The Lahore Board has now adopted an equally good scheme, called the "Resident Inspectors Scheme." These inspectors will be required to be available at all problem centers throughout the examination. They will provide cover to the superintendents of examinations, so that they may conduct the examinations fearlessly.

4. Ta'aleemi Idaron Ki Grant Mein Kami (Reduction of Grant in Educational Institutions) --- Hurriyat (Karachi) June 25, 1971(U).

In view of the deteriorating financial situation, the managements of some of the private-owned schools have expressed profound concern over the future of such institutions. The figures which have been disclosed indicate that during the current financial year they have received only a marginal 40% grant instead of 75% as demanded. There are many schools which have so far received only a part of the grant. The provincial secretary of education has assured the delegation of the private-owned schools that additional grant will be given, but his advice to increase the tuition fee to meet the expenses is unrealistic. The announcement of the provincial government that highest allocations have been made in the provincial budget for education should not warrant such a situation.

ADULT EDUCATION

5. CHOWDHURY, Suleman. Boyosha Shikkha (Adult Education) --- Azad (Dacca) May 4, 1971 (B).

In the fast changing world people are required to resolve their own problem. Adult education, which in the west corresponds to further education, has a different connotation in this country. It is a never-ending process in the ever changing world. Adult education is considered the quickest and the surest way to prosperity. Even the poor can carry a revolution in agriculture or industry. The unlettered laborers on the farm and in the industry, after receiving even informal education, can contribute to the productivity of the country. To begin with the leaders should be recruited and trained to stimulate the laborers to learn and improve the quality of their performance. Most of the advanced countries of the world have in the past conducted programs of adult education in one form or another with the object of accelerating progress. For example, in England adult education was conducted through the mechanic schools. This was a class movement organized with charitable motives to add to the skills of the labor. In Denmark adult education was a national necessity and was organized by the missionaries through the Folk Schools. In North America several organisations such as Lyceum, Junta, Chautauquan, had been instrumental in providing adult education. This leads us to a very significant point in the development of adult education. The religious organizations, charitable institutions, vocational groups, university extension departments, etc. take the initiative to provide adult education. The same should be done in Pakistan.

6. JAMAL, Mustafa. Boyosho Shikkha (Adult Education) --- Dainik Pakistan (Dacca) May 24, 1971 (B).

Illiteracy stands as a barrier in the process of development. This is now an admitted fact, and the government is also aware of it. Adult education should, therefore, form an integral part of any plan for social reconstruction. The 80 per cent of the population is to be educated. Every effort should be made to disseminate knowledge as widely as possible. In this effort the government and the people should join hands. The institutions and organisations can play the maximum role in fostering the movement.

AGRICULTURAL EDUCATION

7. ALAM, M.N. Krishi Shikkha-o-Purbo Pakistan (Agricultural Education and East Pakistan) --- Sangbad (Dacca) June 23, 1971 (B).

In accordance with the recommendations made by the Food and

Agriculture Commission, 1961 and the Commission on National Education, 1959, the Lyallpur Agriculture College was raised to the status of West Pakistan Agricultural University, and the Veterinary College at Mymensingh was reconstituted as East Pakistan Agricultural University. The step taken by the Government is in the right direction, but it ~~might have~~ been better to establish the University at the Dacca Farm, close to Dacca City. There is the example of the Tokyo Agricultural University which is situated in the Tokyo City with its experimental farms a few miles away from the campus. In East Pakistan the Bengal Agricultural College was established in 1939 by Moulvi A.K. Fazlul Haq for producing specialist and research workers in agricultural and animal husbandry. A four-year course beyond Intermediate Science (Grade XII) with physics, chemistry, mathematics, and biology was introduced by the University of Dacca for the degree of B.Ag. The curriculum for this degree was prescribed after the curriculum for a similar program at the Reading University (U.K.). In 1945, the course of Reading was reduced to 3 years to produce more agricultural/veterinary science graduates. But there is no provision for any such program in East Pakistan Agricultural University. Although there are three separate faculties, viz., faculty of agriculture, animal husbandry, and agricultural economics and rural sociology, the B.Sc. Hons (Agr.) program exists only in the faculty of agriculture with majors in three subjects. On the other hand, separate degrees of B.Sc. Agr. (Hons), B.Sc. Animal Husbandry (Hons.) B.Sc. Agri. Eco. (Hons.) are offered in the three respective faculties at East Pakistan Agricultural University.

8. CHOWDHURY, Anwarul Haq. Agricultural Education and Research. --- Pakistan Observer (Dacca) June 14, 1971.

Education and research go together in increasing agricultural productivity. In developing countries like Pakistan, where crop yields are among the lowest in the world, the slow rate of progress can be ascribed to deficient education and research. This situation can be improved by ~~manning~~ the agricultural universities and colleges by efficient staff, well-equipped laboratories, and liberal finances for teaching and research. Although experimentation in agricultural science has contributed to our present knowledge about crops and soils, it needs to function as an ongoing project of resource development. Even very small land holdings in Pakistan can be converted into profitable units by increasing per acre yield through research and experimentation. Research is a time-consuming and continuing process. But it is hard to conduct basic researches on two grounds. Firstly, the requisite number of trained and experienced investigators are not available, and secondly, it is hard to keep them on the job unless their working conditions are

made attractive. Any organization for research must fulfil two conditions : the investigator must have freedom to work and proper control over the money provided for his work. The research findings, unless made properly known to the farmers, cannot improve the agricultural yields. Here the extension services can play an important role, but since the land holdings in Pakistan are small and farmers are poor and illiterate, this task relatively is complicated.

CHILDHOOD EDUCATION

9. ROUF, Abdur. Bachchon Ki Rozmarrah Ki Zindagi Kay Chand Ahem Khatraat (Some Important Dangers in the Daily Life of Children) --- Sanvi Ta'aleem (Lahore) 5(1) : 25-39, June 1971 (U).

There are many dangers lurking for children in their day-to-day life during work, play, study, and other activities. These dangers not only affect their freedom of action but also impede the development of character and sometimes endanger their lives. There are four main types of danger, physical, moral, educational, and mental. Physical dangers may be of many kinds. These may be averted with the cooperation between parents and teachers. Moral dangers arise from bad company, temptations from adults of bad character, and from the tricks of criminals.

Educational dangers play a very important part in the lives of children. The object of education cannot be served without first checking these dangers. In this article, the educational dangers discussed are : 1) outdated educational ideas ; 2) defective syllabus; 3) wrong selection of subjects; 4) outmoded teaching methods; 5) defective examination system; and 6) non-availability of healthy extra-curricular activities. In the end the various mental dangers are analyzed, and the remedies are pointed out.

10. SIDDIQI, Mrs. Gool. The Child in the Social Set Up --- Perspective (Karachi) IV(8) 21-25, 1971.

The twentieth century is called the age of the child. Today the child is the most cherished asset of the society and education is child's birth right. The foundation of any program--social, political, and economical fundamentally rests on the needs of the child, his up-bringing, and his well being. A country which neglects these aspects follows a short-sighted policy.

The education program is composed of three elements : the child, the parents and the teachers . There is a detailed discussion of the child's personality, his hereditary qualities, the effect of his environment, his physical growth, and an educational scheme for him. The role of teachers and parents in the up-bringing and education of a child is described. The role of teachers has very much changed in the 20th century. He bears new responsibilities for the suitable education of the child.

COMPARATIVE EDUCATION

11. KHAN, Abid Ali. Education in Iran in the Frame-Work of Tradition and Change --- Jamia Educational Quarterly (Karachi) XIII(1): 42-50. January 1971.

This is a brief historical study of education in Iran in the frame-work of tradition and change. Iran has a long history of her own. She has been through many vicissitudes; she has seen the rise and fall of many dynasties, and she has had many a blood bath at the hands of invaders. She has suffered much, has lost many things, and has preserved many things, such as language, culture, and traditions.

Education also has a very old history in Iran. Right from Zoroaster, who laid great emphasis on moral and religious education, to the present day, when the enlightened monarch has put on army of teachers to the task of spreading education in every nook and corner of Iran, it is a long story of educational movements.

CURRICULUM

12. ABDULLAH, Syed. Hamara Nisab Aur Nazariya-e-Pakistan (Our Syllabus and Pakistan Ideology) --- Mashriq (Karachi) June 23, 1971 (U).

The curriculum prescribed for various stages from primary to higher levels of education is disappointing. It is not at all in conformity with the Islamic ideology for which Pakistan has come into being. What we need now is to use our own idios and expressions available in Urdu. It is an admitted fact that every nation has its own language, form, and style. It is not possible to translate these elements of expression into other languages. We have our own back-ground and our own history and culture. It is also unfortunate that our students are ignorant of the history of Pakistan movement and its back-ground, it is also unfortunate that the new generation is not at all interested in studying Islamic history. This needs

reframing a new syllabus which should include books that throw light on the background of the Pakistan movement and bring out the basic facts of Islamic history. This is the only way to give a sense of direction to the youth of today.

13. ABDULLAH, Syed . Hamara Taleemi Nisab(Our Educational Syllabus) --- Mashriq (Karachi) June 22, 1971 (U).

Pakistan is an ideological state, and its system of education should be based on its ideology. There are three more states in the world which are called ideological states, namely, China, Soviet Union, and Israel. In these countries ideology and education work hand in hand. In Pakistan no serious effort has been made to change the system of education according to the needs and aspirations of the people. The present system of education totally disregard the national ideology. All the subjects, whether science, art, engineering or technology, must reflect the ideology of Pakistan : a) by presenting candidly the events of Islamic history; b) by introducing Islamic tenets through education; c) by encouraging thoughtful discussions on different subjects and correcting wrong notions which can create misunderstanding and do harm to our religion; and d) by spreading Islamic education and its basic principles. All subjects which are taught in schools, colleges or universities need immediate modification on these lines.

14. ALI, Syed Raza. Nisab Mein Tabdili Ki Zaroorat : (The Need to change Curriculum) --- Mashriq (Lahore) April 25, 1971 (U).

The writer suggests some radical changes in the present curriculum :

- 1) It should be worked out by experts in the curriculum field.
- 2) It should be national in scope.
- 3) The curriculum should be updated and must fulfil the needs of the day.
- 4) The teachers role must be emphasized and new program materials and methods be introduced.
- 5) The teachers should receive training in the handling of new materials and methods of teaching.
- 6) Extensive and long-range planning should be directed for updating the curriculum. and
- 7) Evaluation system should be radically changed immediately.

15. ALVI, Shahiruddin. Our Educational System and Productivity--Need for Including Productivity Concepts in the Syllabi at Primary and Secondary Education Level --- Jami'a. Educational Quarterly (Karachi) XIII(1): 12-41. January 1971.

A sound educational system has at least six distinguishing features :

- 1) It is inspired by an educational ideology, which reflects the nation's goals and aspirations;
- 2) it creates a base of thoroughly

universal and compulsory education; 3) it reflects children's birth-right of equality of opportunity to receive quality education; 4) it prepares the young to earn a living; 5) it has a consensus and agreement on the question of medium of instruction; and 6) it receives high priority in national planning and budgetting.

Our educational system does not seem to have any of these distinguishing features. Education to be really complete, must be economically productive. There cannot be anything more productive than education which benefits, improves, and develops human resources. Productivity concepts and the syllabi of primary and secondary education have been discussed in great detail, as also the teacher training program in relation to productivity. The need of the day is to transform our unsound educational system into a progressive one geared to a unifying Islamic educational ideology, with vocational and economic competency as the common objective at all levels of education .

16. AZIZ, Abdul. Our Education Curriculum --- Pakistan Observer (Dacca) June 23, 1971.

The continuance of an alien system of education designed to perpetuate the colonial rule for an indefinite period, has created confusion and conflicts and has failed to fulfil the national needs and demands of time. It is, therefore, imperative to develop a national outlook on the basis of national ideology that would contribute to the solidarity and progress of the country. Half-hearted efforts were made in the past to reorient curriculum to suit the national needs and aspirations, but without success. A committee has now been setup to make recommendations for the re-organization of higher education in the province. It is hoped that this time the committee's recommendations shall fully reflect the national ideology. Islam is a complete code of life and the basis of our national existence.

17. HUSSAIN, Zahid. Nisab Mein Khushgawar Tabdilian Laijaen (Pleasant Changes Should Be Brought About in Syllabus) --- Hurriyat (Karachi) June 22, 1971 (U).

In order to make the country economically strong, we have to bring the standard of secondary education at par with that in the developed countries of the world. The students in the developed countries acquire a definite sense of direction for their future at the secondary stage of education. But the state of achievement of our students in this regard even at the college or university level is hopelessly poor. The total number of students in middle and high schools in West Pakistan is 130,000, of which the majority studies in schools where the standard of education is

deplorably low. The overcrowding of students in small stuffy rooms, the inadequate salary of the teacher, the non-existence of educational and technical leadership, the hackneyed system of education, coupled with outdated standards, have brought down the standard of education. This is a definite averting of this situation in technical high schools. Many steps in this direction have been taken, but even the scheme of pilot schools has failed to bring about the desired results.

18. IRSHAD, Hakim Syed. Education Anomalies --- Pakistan Times (Lahore) April 3, 1971.

The following flaws in our educational system call for immediate attention of the Boards of Intermediate and Secondary Education and the University of the Punjab, Lahore.

1) In 1960, there was a sudden increase in the number of subjects taught at various levels. Ever since, the teachers and the students have been grumbling, but the work-load still remains the same. 2) According to rules, a student studying science as an undergraduate is not required to study English poetry and drama, but a student who studies science at the Intermediate level must read these two subjects. This contradiction needs to be corrected. 3) A Matric student in Humanities group, who passes the examination in all the subjects carrying 800 marks, but fails in Social Studies carrying 100 marks, is presumed to have failed in the whole examination, and is doomed for a year. The content of social studies includes a smattering of geography, some ideas of history and a few hints on civics. Why is so much sanctity attached to this subject? 4) In 1960, it was decided to introduce Islamic Studies as an elective subject for the Matric class and a bulky book on the subject was compiled which could not be finished in two years. 5) In 1960, a line was drawn between the two subjects, "English Language" and "English Literature," making the latter an elective subject. But the University of the Punjab and the Board at Lahore do not agree on the interpretation of these two terms. The university says that "English Literature" means that the first paper for B.A. should include a novel, short stories and essays written by eminent writers, and the second paper should include poetry and drama. But in the case of Intermediate students of "English Literature," the Boards have decided that the first paper would include poetry, drama, a novel, and essays by eminent writer, and the second paper would relate to functional English requiring the students to write their own essays and letters, and to explain unseen passages of a highly reflective nature. Will anyone check the idiosyncrasies of our educationists in the interest of the student community?

DEVELOPMENT OF EDUCATION

19. Planning Commission. Education and Training --- In : Summary of the 4th Five-Year Plan 1970-75, 55-62. Karachi, Department of Films and Publications. June, 1971.

The objectives of the Fourth Five-Year Plan are : to create a literate population and an educated electorate; to make the educational system mass functional in terms of its contribution to production and economic growth; to remove the existing disparity in education services between the rural and urban population; to develop national consciousness through a more equitable distribution of educational opportunities; and to make optimum use of the available resources including physical facilities. The major strategy of the Fourth Plan is to see that the system of education is made more functional and reflects a more rational distribution of resources among its component parts. Programs have been formulated in the light of previous trends of development in the various sub-sectors of education and the consensus on priorities as reflected in the New Education Policy.

The salient features of educational policy and budgetary allocations made under the Fourth Five-Year Plan are shown under separate headings.

20. YOUSUF, Mohammed. Asia Kay Dehi Ilaqon Mein Ta'aleem (Education in the Rural Areas of Asia) --- Ta'aleem-o-Tadress(Lahore) 4(2): 73-108, January 1971 (U).

The education problem in the rural areas of Asia should be seen against the background of huge population, changing pattern of population from rural to urban areas, and the different changing rural environments. In most of the Asian countries necessary data of population complexional and educational standard are not easily available. With the improvement of education planning, we may be able to have a better knowledge of our rural areas.

The rural areas of Asia differ widely from one another. However, the one common factor is that change is taking place in every walk of life. New social and economical factors are creating new forces. The influence of Western Education is felt almost everywhere. The demand for education on mass scale is a recent phenomenon.

According to available statistics, there are 77 million children of 6 and 12 years in Asia who have no access to education, and

there are no education facilities for students of secondary stage. There is a discussion of the objectives of our rural education and the means of achieving these objectives. The relevant data are also included.

EDUCATION GOAL

21. ABEDI, Razi. Our Educ. Needs and Aspirations --- Pakistan Times (Lahore) April 4, 1971.

Our educational system can be described as 'humble needs and big plans.' It is good to have big ambitions, but it is bad to ignore our limitations. Success depends on the realization of limitations. We insist on raising the standards by introducing new courses, raising the percentage of minimum pass marks and of marks for second and first divisions. We want to have a highly qualified, preferably foreign trained, staff in our institutions; but we seldom realize the need for quality. The worst follows when these highly qualified people make their way into the educational system of the country. They are disgusted with the performance of the students and the less qualified teachers. They want to improve the standard, which to the average students appears no more than high-browish snobbery.

The problem for educational planner in Pakistan is, therefore, not that of raising standards, but of devising means to save a large number of our youth from the tyranny of an imposed education. In the first instance, we should try to make education as interesting and relevant to life as possible. Education entails large expenditure, including expenditure on physical plant and equipment, proper clothes, books, note-books, and many other items, which are not within the means of a vast majority. We should provide such education that will not deprive the students of their position as the bread-winners of the family. Every primary and secondary school should be equipped with various types of workshop which can cater to the day-to-day needs of the community served by the school. In this regard the status of a teacher in society is significantly important. But the status of a teacher cannot be raised by just giving him more money, nor even by inviting him to big parties.

22. AIJAZ, Saiyied M. Freedom for Education --- Jamia Educational Quarterly (Karachi) XIII(1): 1-5. January 1971.

Concern for the future has always been a strong motivational force. An effective preparation for the future can be made only by living and enjoying the present. All current learning theories emphasize

that if the learner is expected to acquire effective and socially desirable behavior patterns, he must live in a congenial atmosphere, which allows freedom of experimentation to the learner. The foundation of a sound future can be laid by allowing a full and vigorous living in and for the present.

The topic is discussed in detail under the headings: 1) education as preparation; 2) education for manpower development; 3) education for the changing world work; 4) the question of state responsibility; and 5) the question of newer social organization. It is concluded that an education free to pursue its goal of furthering human excellence, unfettered with the limitations imposed both on its goals and methods, could become a more potent agent of human growth as well as of social change.

23. AMEEN, Nurul. Shikkha Baibostha-o-Jatio Manash (Method of Teaching and National Need) --- Purbo Desh (Dacca) June 4, 1971 (B).

Students in Pakistan have developed a behavior pattern that calls for immediate attention. During the last two decades the Government appointed two Commissions to report on education and student welfare. These commissions recommended a change in the curriculum, but the recommendations were usually ignored, and the system of education remained static or rather inimical to dynamism. Yet another committee headed by the Vice-Chancellor of the University of Rajshahi was set up to suggest revolutionary changes in the present system of education. The committee is expected to submit its recommendations in the first week of August. One hopes that the recommendations shall be implemented for the benefit of the students and the teachers.

Education in our context has been associated with employability only, which should not have been the only motive. Unless the system of education is changed, and the teachers are made to work hard to create interest in the students for the acquisition of knowledge, it would be only wishful thinking to expect better results.

24. RAHMAN, Serajur. Education - Its Aim and Purpose --- Morning News (Dacca) June 14, 1971.

The nation has to define and establish clear objectives of education according to the social and economic needs of the country. Such education must serve as a means to fulfil national goals and aspirations. However, one of the fundamental needs is the reorganization of the system of education on Islamic principles. Special emphasis should be laid on creating in the educational institutions

an environment conducive to learning. So, it is proposed that:

- i) In selecting teachers stress should be laid on their personal character. They should be true followers of Islam cherishing the ideology of Pakistan.
- ii) Co-education in our schools and colleges should be abolished because:
 - a) This is un-Islamic;
 - b) Males and females have different functions to perform and should, therefore, receive different types of education.
- iii) The colonial type of Western education needs overhauling so that the mental build-up of students is completely changed.
- iv) No un-Islamic co-curricular activities should be allowed in a Muslim social order.
- v) A single uniform for students throughout Pakistan would create in them a sense of oneness that will foster deep sense of nationalism.
- vi) Respect for the Islamic principles should be cultivated in the students; for this purpose each institution must have its own masjid (mosque).
- vii) Weekly holiday should be shifted from Sunday to Friday.

EDUCATION PLANNING

25. ALI, Riyasat. Aamader Shikkha Niti (Our Educational Policy) ---
Azad (Dacca) May 20, 1971 (B).

There is a constant demand for a radical change in the system of education in keeping with the requirements of modern technological world. The present system of education is merely a copy of the system that was prepared by the colonial rulers. Although the number of literates has since increased considerably, the standard of education has fallen to a new low. Education in both the wings of the country has been considerably commercialised. Majority of the schools and colleges in the country make money in the name of education and care little for the improvement of instruction and student welfare. The Government has so far failed to check the falling standard of teaching and the mushroom growth of institutions trading in education. This state of affairs cannot continue for long and should be changed. The Government should frame a new education policy and ban the commercialization of education.

26. CHOWDEURY, M.A. Educated Unemployment: --- Morning News (Dacca)
June 14, 1971.

The growing number of educated persons leaving the institutions of learning at every terminal stage without a comparable rise in job openings may reach a point where the sheer weight of educated unemployment would break down the economic fabric of the

society and cause disorder, disillusionment, violence, or even a revolution. Educated unemployment causes appalling wastage in the country's economy, but it represents only the quantitative aspect of the problem. Poor educational facilities, shortage of teachers, unscientific curriculum, and the teaching programs unrelated to the economic needs of the country are some of the qualitative aspects of the problem. The increase in the number of students and the low standard of education create general dissatisfaction among the educated youth who hold their elders responsible for the low standard of education, and for every inadequacy, social or economic, that they have to suffer.

27. HASAN, Badrul. Ta'aleem Aur Hamari Afradi Quwwat (Education and Our Manpower) --- Mashriq (Lahore) May 6, 1971 (U).

In view of our growing manpower it is incumbent on the government and social organizations to prepare our students for vocational training. During the last ten years the number of educational institutions has increased together with the number of students. But with the increase in the number of students, the employment opportunities have not increased. Every year more and more graduates are coming out of the universities to face the problem of unemployment. In view of this our classrooms should function as industrial training centers. The specialized skill curriculum should be more interesting, meaningful and technically oriented.

28. IDREES, Mohammad. The Educated Unemployed --- Pakistan Times (Lahore) June 11, 1971.

The number of educated unemployed is to be viewed in relation to only four per cent of the secondary school enrolment going in for technical and vocational education. This alone is enough to show how we have failed in our manpower training and utilization. The problem of the educated unemployed is also to be seen in the context of our labor-surplus economy. Our high school education is not even a half-way house. We have not yet given up the notion that education is a crutch on which one may learn to secure a Government job. This shows that our system of education is not geared to the economic needs of the country. Educational opportunities and job openings need a workable coordination. We cannot afford to train manpower in economically non-productive disciplines in the sense that they are not in the mainstream of national requirements. Nor can we afford to be in the position of a poor country which is being constantly drained of its best and most qualified talents. The gratest paradox in our system of education is the fact that on the one hand we are

producing skilled manpower that we cannot afford to retain in the country, and, on the other, turning out a host of people who have no special skills in a competitive job market. Thus, our higher education must be dictated by social and economic needs of the country, and unlike primary education, it should not be considered a birth-right of every individual.

29. MUSTAFA, M.N. Naya Sikkhaniti-o-tar Probbab (New Educational Policy and its Influence) --- Paigham (Dacca) May 8, 1971 (B).

It was hoped that the implementation of the new education policy will help resolve many problems the country is facing today. But the problems still exist and it seems they have not been satisfactorily resolved. Some of these problems relate to medium of instruction, system of examination, non-availability of text-books in time, dearth of good schools, inadequacy of funds, and so on and so forth. They are gigantic problems and need to be resolved realistically, if dissatisfaction among students and the teachers is to be removed. In this context the urgency of making primary education compulsory, free and universal need be emphasized. Whereas the mother tongue of the pupil should be made the medium of instruction, the duration of secondary education be made five years. Of these five years the first two years be devoted to general education and be treated as a period for assessing the students' ability, aptitude and special interests. The much neglected rural population that constitutes almost 85% of our total population needs to have better educational facilities. But this does not mean the state of education in towns is satisfactory. Rather far from it. The apparent increase in number of institutions has merely served the cause of commercializing education. It is, therefore, hoped that the Government would make a concerted effort to solve the problems which baffle the students and the teachers.

EDUCATIONAL RESEARCH

30. FIRDOUS, Khalida. Ta'aleemi Tehqaeq Ki Wus'atein (The Scope of Educational Research) --- Sanuvi Ta'aleem (Lahore) 5(1): 1-17, June 1971 (U).

Educational research is briefly defined. During the last forty years the field of educational research has widened considerably, especially in Western countries. A survey of American efforts in the field of educational research is presented.

Earlier steps in the field of educational research were taken by psychologists, philosophers and historians. John Dewey opened the field of educational research outside classroom. The experts in

economics, political science, sociology, and science also helped in widening the scope of educational research.

The subject of educational research is further discussed under the headings : 1) recent projects of educational research; 2) growing complexities of education field; 3) past methods; 4) present techniques; 5) teaching methods and educational innovation; 6) teacher behavior; 7) new vistas of research; 8) research about home; 9) research about social changes; 10) complexities of educational research; 11) objectives of educational research; and 12) government and private efforts in educational research.

ELEMENTARY SECONDARY EDUCATION

31. AHMAD, Raquibuddin. Madrasah Shikkha Prasange (About Madrasah Education.) - -- -- Purbo Desh (Dacca) June 22, 1971 (B).

The Government has ~~set up~~ a commission to look into the affairs of the Madrasah education, which inculcates in the students the spirit of Islam and teaches them the basic principles of our religion. But very little attention has been paid to the improvement of Madrasah education which was once regarded as a ladder to higher achievements for all Muslim children.

Discussions has now started in several papers about the importance of Madrasah education that should include both religious and general education, such as science, technology, medicine, etc. In the modern technological age no country can afford to neglect scientific and technological education. Pakistan needs scientists, technicians, physicians, etc., comparable with their counterparts in other countries of the world. But at the same time we cannot neglect religious education. It is, therefore, suggested that the subject of Islamic Studies be made compulsory in all degree programs. This will not only help the students learn the basic principles of their religion but also save them from going astray.

32. HASHEM, Mohammad Abul. Madrasah Shikkha : Kotipai Prastab (Madrasah Education : Few Suggestions) Sangram (Dacca) June 16, 1971 (B).

The article is related to Madrasah education in Pakistan and contains suggestions for improvement which the author has advanced following the setting up of a committee for the development of Madrasah education. While putting on record his appreciation

For the action the Government has taken, he makes the following suggestions for improvement and places them for the consideration of the committee. These suggestions are : 1) This is an appropriate time to meet the general demand of all the Muslims in the province to set up an Islamic University. 2) Since instruction through the medium of mother tongue makes the content purposeful and easily accessible, Bengali language be made the medium of instruction. 3) Arrangements be made anew for the translation of books that will be urgently required. 4) Arrangement made for the pre-service training of all the teachers and the training of those who have no proper grounding in the subjects they are required to teach. 5) The teachers so trained be God-fearing and at the same time enlightened, and have no bipartisan attitude in politics. 6) Provision be made for every district or better still every police station have a government owned Madrassah. 7) Adequate academic and physical facilities be provided for the students. 8) There need to be a separate section in all Madrassahs for physical training. 9) Military training be made compulsory for all the students so that in times of military aggression they can defend the country side by side without soldiers.

33. KHAN, Ahmad Ullah. Primary Education and Drop-out Problems --- Pakistan Observer (Dacca) April 3, 1971.

The problem of drop-out has in the recent years, increased tremendously. The reason is basically economic. The poor parents can hardly afford to let their children continue their education. They would rather like them to work on the fields or do small business, which are at least, materially rewarding. This apathy to education may be removed through mass contacts, mobile cinema shows, lectures, and pictorial depiction of the happy life attained through education.

But the most important step which the Government must take to popularize education is to improve working conditions in the rural schools. This will serve as an incentive to the students, teachers, and parents.

EXAMINATION

34. CHOWDHURY, Salahuddin. Porikkha Poddhoti (The Examination System). --- Dainik Pakistan (Dacca) June 20, 1971 (B).

The practice of getting through school and college examinations by foul means is spreading fast in East Pakistan. This had led to a fall in the standard of education. Examination papers consist

only of a set of conventional 'important' questions, and the teachers conveniently guarantee 'success' to their students by asking them to memorize prepared answers to these questions. The students go one better and carry the answers, not in their memory, but in their pockets, to the examination hall.

Various reasons are assigned to the spread of such evil practices in examinations : 1) The socio-economic conditions that compel the youth to get a certificate and go out in search of job as early as possible. 2) The heaviness of the course-content which is impossible to master. 3) A general connivance at these malpractices, which have come to be accepted with resignation as necessary evils.

One way of curbing this evil is to set 90 to 100 per cent objective questions for all subjects other than mathematics and to confront the examinees with about 1,000 such questions in each subject to cover most of the course-content.

35. HUSSAIN, Karrar. Imtehan Ka Maujooda Nizam (The Present System of Examination) --- Hurriyat (Karachi) June 1, 1971 (U).

The increasing number of examiners and paper-setters has brought down the standard of examinations. The whole academic year revolves round examinations. We do not find anything but examinations the year round. A student is allowed to appear at the same time both in the B.A., and M.A. examinations. Not infrequently he gets through the M.A. examination, but fails in the B.A. examination. He, however, does not get the M.A. degree until he manages to get through the B.A. examination.

Suggestions : 1) The number of examinations be decreased so that the increasing number of examiners and paper-setters is reduced. 2) There is no harm if the names of the paper-setters are mentioned on the question papers. This will create a sense of responsibility in them. 3) The answer-books be returned to the examiners, so that they can find out their shortcomings. 4) Since the conduct of examinations requires the services of hundreds of people and yields good remuneration to them, the system has developed many vices during the course of time. Steps be taken to change wages into honoraria. 5) If we wish to maintain the sanctity of examinations, the students be made to realize their responsibility. This will help them change their attitude toward examinations and create a sense of discipline in them.

36. HUSAIN, Syed Shaukat. Imtehani Kapion Ki Janch (Assessment of Examination Papers) --- Mashriq (Karachi) April 8, 1971 (U).

The Karachi Secondary Board has adopted three methods for the grading

of examination papers :1) Centralized assessment which has not been adopted by other Boards of the country. 2) Objective questions. 3) Separate examinations for classes IX,X,XI, & XII. Centralized assessment was introduced in 1962 but was vehemently opposed by teachers. Opposition continued for some time but the teachers had to give way at last . It was explained that the new method would speed up the work. Whatever its merits, this method has given rise to a number of malpractices; 1) Roll numbers of the students are passed on to the examiners. 2) Three hours are allotted to assess twenty copies, but very few examiners follow this rule. 3) Examiners pay more attention to the students of their own schools or colleges. 4) Proper assessment is not done for want of time.

37. NAQVI, M.A. Talaba Imtehan Mein Fail Kiyun Hotay Hain ?(Why Do the Students Fail in Examinations ?) --- Mashriq (Lahore) June 10,1971(U).

The article deals with the possible causes of the high percentage of failures in the examinations of the Boards and Universities. The likely causes are : 1) Adoption of unfair means. 2) Dependence on printed notes easily available in the market on different subjects. 3) The questionable validity and reliability of our examination and evaluation systems. 4) The below-standard teaching and learning practices. 5) Lack of counselling and guidance services. 6) Deterioration of relationship between teachers and students. 7) Lack of interest among the teachers to teach. These defects will have to be removed for the growth of sound education system in the country.

HEALTH EDUCATION

38. TOOSY, Miss Mumtaz. Health and Education --- In : Health of the Nation Conference Proceedings, 130-132. Karachi, Hamdard National Foundation. 1971.

Health is the basis of a full and satisfying life. The upbringing of a man begins from his childhood, and so the care of a child's health is a responsibility that devolves first on the parents and later on the teachers. It is the parents' responsibility to see to it that the child takes wholesome food and cultivates clean and good habits that are necessary for good health. The physical and mental growth of the child rests, after the parents, on the teachers. A school is the place where the child passes a good part of his life, and it is the school where opportunities exist for the proper and all-round development of the child.

The old system of educational did not attach much importance to the health and upbringing of the child. It was the reading of books that was given the first preference. Now-a-days, the emphasis has shifted to physical education, and reading of books takes second place. The program for physical training can be divided into three parts : a) Physical exercises; b) bodily health and cultivation of healthy habits; and c) medical examination and the maintenance of clean and hygienic environment . The program is discussed in some detail.

HIGHER EDUCATION

39. MOSTUFA, A.K.M.J. University Education Commission --- Pakistan Observer (Dacca) June 16, 1971.

The appointment of a committee to revitalize university education is a step in right direction. As the highest seat of learning, a university has an immense responsibility to discharge, viz. the task of re-building the nation, providing trained man-power, projecting the ideology of Pakistan, and enriching our national heritage and culture by widening the frontiers of knowledge. With these objectives in view, it is expected that the members of this committee will make a careful review of the curriculum, the system of examination and research, the quality of teachers, and the methods of teaching that will bring the education content in conformity with our ideology and needs. The following broad outlines are recommended for the consideration of the committee :

- i) More emphasis should be laid on Islamic teaching which is a complete code of life.
- ii) Pakistan Studies comprising political science, history, culture, economics, commerce, agriculture, industry, and external affairs should be introduced in colleges and universities.
- iii) Textbooks on various subjects should be written in three languages--- Urdu, Bengali and English.
- iv) The appointment of lecturers should be made through competitive examinations.
- v) Necessary training facilities should be provided for the teachers of schools, colleges and universities.
- vi) Inter-wing transfer of college and university teachers should be encouraged to the maximum to cement the bonds of unity and Islam between the peoples of the two wings.
- vii) Students should be encouraged to participate in games and sports, athletics, debates, drama, and other cultural functions.
- viii) Education at the higher level should be selective, and the base of technical education and vocational education should be expanded.
- ix) Objectivity in study, research, and in the system of examination should be stressed.

40. Purbe Pakistane Bishwabiddalaya Shikhar Poonerbinnash (Reorientation of University Education in East Pakistan) --- Purbo Desh(Dacca) June 27, 1971 (B).

In order to make education uniform in both the wings of the country, the Islamic Students' Association of Pakistan has put forward the following suggestions for consideration and implementation :

- 1) Throughout the country there should be a uniform curriculum.
- 2) Urdu should be made compulsory in East Pakistan, and Bengali in West Pakistan. This would bring the people closer to each other.
- 3) The system of education should be so revised as to create among the students an urge to know about the basic principles of their religion.
- 4) Educational institutions should have vacations throughout the country at the same time.
- 5) Students and teachers in both the wings of the country should be given ample opportunity to meet each other and discuss their problems in an atmosphere of cordiality.
- 6) Urdu and Bengali should be made the medium of instruction with immediate effect.
- 7) Sufficient stipends and scholarships should be provided to encourage poor but talented students.
- 8) Co-education has played a negative role in our educational institutions and has compelled most of the female students to stay out. A separate university and a separate medical college should be established for female students.
- 9) Keeping in view the role women are destined to play in our society, a separate curriculum be prepared for them.
- 10) More emphasis should be laid on inculcating in students and teachers the ideology for which Pakistan has come into being.
- 11) Evaluation should be based on objective tests.
- 12) The present University Ordinance should be revised to safeguard the interests of the students and the teachers.

HISTORY OF EDUCATION

41. BARAILVI, Syed Mustafa Ali. Adam Report-- 1835-38 --- In :Musalmanaan-e-Bengal Ki Ta'aleem, 105-117. Karachi, All Pakistan Educational Conference. 1971 (U).

On behalf of the East India Company a priest, William Adam, prepared three reports about the local conditions of education in the subcontinent. According to this report there were about one lakh schools in Bengal and Bihar. Primary education was the common concern of government and private people. The reports show that the Hindus were ahead of the Muslims in the field of education, particularly English education.

The third report of Adam is very important from the point of view of education. It contains the education statistics of the area under

the Company's rule and the suggestions for the improvement of vernacular education in the light of the statistics. The report also recommends other reforms of educational importance. But as the honorable Company was more interested in money than anything else, Adam's recommendations were left to rust in the archives and Muslim Education continued to suffer for want of proper facilities.

42. BARAILVI, Syed Mustafa Ali. East India Company Kay Dour Mein Bengal Ki Ta'aleemi Halat (Education in Bengal During East India Company Period) --- In : Musalmanan-e-Bengal Ki Ta'aleem, 64-85, Karachi, All Pakistan Educational Conference. 1971 (U).

In the early period of the Company's rule education was a neglected field in the subcontinent because the Company's efforts were concentrated upon making as much money as possible out of their imperial venture. Other European powers which had established themselves in various parts of India, however made some efforts to introduce some system of education in the country. It was in 1813 that for the first time British parliament earmarked one lakh pounds for education in India. But this money was spent mainly on the promotion of English Language education to the neglect of eastern studies. A number of English schools and colleges were opened in Bengal and a separate education department was established to take care of education in general.

The book describes in detail how the British introduced the English language in the sub-continent and how the new system affected the traditional system in the country. The Hindus eagerly welcomed the new system of education and soon left behind other communities in the field of education. It was Sir Syed Ahmed Khan who first realized the importance of English education and Western knowledge and persuaded the Muslims to adopt the modern system of education.

43. BARAILVI, Syed Mustafa Ali. Hunter Ta'aleemi Commission (Hunter's Education Commission) --- In : Musalmanan-e-Bengal Ki Ta'aleem, 157-169. Karachi, All Pakistan Educational Conference. 1971 (U).

The slow progress of education in the country forced the British government to appoint a commission in 1882 to review the situation and report how far the recommendations of the Wood's Despatch were being carried out. Hunter was appointed as the President of this Commission. The Commission gathered information from all provinces through interviews and visits. In Bengal 31 people were interviewed and 13 memoranda were presented by different organizations. The investigation revealed a pitiable condition of education, particularly in the case of Muslims.

The Hunter Commission made a number of recommendations for improving the educational setup of Bengal. Some of the recommendations were really useful for the Muslims. The most important recommendation concerned the encouragement of private institutions and this helped the cause of education in the province.

44. BARAILVI, Syed Mustafa Ali. Muslamanon Kay Ahd mein Ibtidai Aur Sanvi Ta'aleem (Primary and Secondary Education During Muslim Period) --- In: Musalmanan-e-Bengal Ki Ta'aleem, 46-52, Karachi, All Pakistan Educational Conference. 1971 (U).

Muslims were the first to introduce general education in Bengal. In old times Bengal was a prosperous area and the Muslims of Bengal were rich and influential. Rich Muslims not only arranged for the education of their children but also established schools for poor children. Free-hold lands were granted to highly learned men for running schools. Each mosque also worked as a Maktab which served as an institution of general education. Every village and every town had such Maktab in abundance. According to one estimate, there were about 100,000 primary schools in Bengal and Bihar in 1835. Many schools imparted free education and provided free lodging and boarding to the students.

The systems of primary and secondary education and of female education in those days are briefly discussed. It is found that teachers enjoyed a very high status in society in those days.

45. BARAILVI, Syed Mustafa Ali. 1854 Ka Inqilaabi Murasilah (Revolutionary Despatch of 1854) --- In : Musalmanann-e-Bengal Ki Ta'aleem, 118-133. Karachi, All Pakistan Educational Conference. 1971 (U).

The Woods Despatch of 1854 was the first big step taken by the British government to reform the educational setup of the subcontinent. The main recommendations of the Woods Despatch were : 1) Establishment of universities in presidency towns; 2) establishment of a separate department for education; 3) teacher training arrangement for all types of teachers; 4) retention of all the existing government colleges and schools and establishment of new institutions where required; 5) establishment of new middle schools; 6) proper attention to all types of vernacular schools; 7) introduction of the system of grants-in-aid; 8) provision of English education only where it is demanded and needed; 9) introduction of English language in place of vernacular languages; and 10) filling up of all government vacancies by educated men.

The Despatch discussed thoroughly all ~~facts~~ of education. But for a few changes here and there, our present system of education is the same as that evolved in the light of Woods Despatch. The merits and demerits of the Despatch and its resulting policies are discussed briefly.

46. KHAN, Zafar Hussain. Dour-e-Qadeem Mein Cheen Ki Ta'aleemi Halat Por Aik Nazar (A Glance at the Chinese Education System in Ancient Times) --- Fikro Khyial (Karachi) 9(March, April) : 34-37. 1971 (U).

China claims to be the oldest living civilization. The peculiar geographical conditions of China helped her to preserve its civilization to this day. Education has always remained an important factor in Chinese life. However, the entire education in old China revolved round the teachings and philosophy of Confucius.

The Chinese language is very difficult to learn, and Chinese scholars never tried to simplify this language. This difficulty of language resulted in a dearth of literature.

The learning period in old China was divided into three parts : in the first part a child was taught letters and was required to memorize Confucius's writings; in the second part a student was taught to translate Confucius into new Chinese language; in the third period a child was taught to write essays and was required to learn other subjects. The teaching method was memorization ad verbum from the copy of the teacher.

Education in old China was the responsibility of private people and learned men enjoyed a high status in society. There were special academies for higher education.

ISLAMIC EDUCATION

47. ALVI, Khalid. Rasool-e-Akram Batoure Moallim (Prophet Mohammed as Teacher) --- Ta'aleem-o-Tadress(Lahore) 4(3): 1-36, April, 1971 (U).

Prophet Mohammed was a great teacher sent by God. His teachings cover all aspects of education. The first verse of Quran is an order to read. In Quran at many a places the importance of reading is frequently emphasized in the Holy Book. Prophet Mohammed himself enjoined education upon every man and woman. The various sayings of the Prophet show how deeply interested he was in the propagation of knowledge.

According to Prophet Mohammed, the teacher occupies the highest position and he is a successor of the Prophet. Similarly, the Prophet praised all those who seek knowledge and take pains to acquire it. Prophet Mohammed took every care to insure that the process of education continues after him.

The special features of the Prophet's teachings are : 1) teaching should be of interest to the taught; 2) teaching should be commensurate with the capabilities of the taught; 3) teaching should be in the language of the taught; 4) teaching should be comprehensible to the taught; and 5) teaching should be simple in manner and style.

As a teacher, the Prophet was very humble and generous. The Prophet did not restrict education only to men. He made it equally incumbent upon women.

48. BUTT, Mahmood. Islami Nizam-e-Ta'aleem (The Islamic System of Education) --- Mashriq (Karachi) June 20, 1971 (U).

The present system of education needs drastic changes if we desire a better end product. The present quality of educated men is deplorably poor. One of the many factors responsible for this state of affairs is the continuance of the old system of education. No piecemeal changes in the system would rectify it. It needs thorough overhauling. The present system of education needs reorientation on Islamic lines, so that we can: a) defend our ideological frontiers; b) reform our moral, spiritual and cultural fields; c) eliminate illiteracy from the society; and d) play a vital role in modern scientific and technical fields.

LANGUAGE, TEACHING

49. NASARULLAH, Nusrat. The Fall of English in Pakistan --- Leader (Karachi) April 30, 1971.

The standard of English both spoken and written has fallen in Pakistan. It was never too good despite the fact that many of us were educated in the English medium schools and colleges. Now it is getting worse and nothing is being done to arrest this worsening.

In spite of the fact that even now English is compulsory at all levels, the standard is deteriorating constantly. Students are not aware of the basic rules of grammar let alone syntax and

other elements that make the language attractive. Crores of rupees are being spent on teaching English. There are plenty of English medium schools in the country. We use English at all levels of our national life.

The writer gives the reasons for the fall in the standard of English and concludes that English has little future in Pakistan.

LIBRARIES

50. HAIDER, Syed Jalaluddin and HANIF, Akhtar. College and University Libraries --- In: Studies in Pakistan Libraries Forum April, 1971.

The concept of library service was unknown to the educational institutions of the nineteenth century in British India. For the first time, the Hunter Commission of 1882 took note of this and recommended special grants for the establishment of libraries in academic institutions. The Universities Commission of 1902 recommended the establishment of reference libraries in universities and colleges. The maintenance of a library with lending service was recommended as a precondition for the affiliation of colleges to the universities. In spite of all this, the development of library service in universities and colleges remained inadequate till independence.

The writers discuss in detail the development of university and college libraries in Pakistan and critically examine the services performed by these libraries. The list of university libraries along with necessary information about them is presented in tabular form.

51. HAIDER, Syed Jalaluddin and HANIF, Akhtar. Library Literature --- In: Studies in Pakistan Librarianship, 125-135. Karachi, Librarians Forum. April 1971.

The dearth of professional literature suited to local needs is one of the major problems in the development of libraries and librarianship in Pakistan. In the absence of such literature, the students, faculty members, and practising librarians have to depend almost wholly on foreign literature for acquiring new knowledge and raising their intellectual standard. In order to assess what literature we have and what more we require, we should prepare an inventory of the existing literature.

The present paper is confined to the survey of available library literature. The survey does not show any respectable growth in the volume of professional literature. With the institution of advanced education in this field, the need for literature, such as textbooks, operation manuals, etc., remains as acute as ever in library schools and libraries. The library schools tried to overcome this difficulty by making a research paper compulsory in the curriculum of teaching. In this way some very useful work is being done by the M.A. students.

52. HAIDER, Syed Jalaluddin and HANIF, Akhtar. Library Movement: A Perspective View --- In: Studies in Pakistan Librarianship, 3-11. Karachi, Librarians Forum. April 1971.

Soon after the rise of Muslim power in the subcontinent the educational and learning activities took new shape and a number of scholastic institutions were founded. These institutions had well equipped libraries. The first state library was founded by Emperor Balban of the Slave Dynasty. The succeeding rulers also patronized libraries. This tradition was continued with great fervour during the Mogul period.

Under the British rule libraries gained importance with the progress of education. In the territories now called Pakistan, the library movement found its way in mid-nineteenth century and a number of public libraries were founded in this region. These included the Punjab Public library, which is the largest library of Pakistan today. The writer discusses in detail the expansion of the library movement in Pakistan since independence and points out various developments in the field.

53. HAIDER, Syed Jalaluddin and HANIF, Akhtar. Professional Education --- In: Studies in Pakistan Librarianship, 70-76. Karachi, Librarians Forum. April 1971.

Librarianship was first conceived as an independent discipline and self-sufficient profession in 1915 at the University of Punjab. This was a certificate course of 4 months duration and open to all who wished to adopt librarianship as a career. The curriculum included instruction in the theory of classification, cataloging, bibliography, book selection, and library administration. This course continued up to 1947.

The training facilities for library workers were virtually non-existent when Pakistan came into being. This situation continued for years, although short-duration certificate courses were conducted by the Punjab University and Library Association. It was in 1956 that a Post-Graduate Diploma institution was opened

in the Karachi University. Other universities soon followed suit. In 1962 the Dacca and the Karachi Universities raised the Diploma program to the Master's level and in 1968 the Karachi University also instituted the Doctoral program.

The writers have given some details of the certificate courses, Post-Graduate Diploma programs, Master's degree program, and Ph.D. program. The prospects for library education in Pakistan are discussed in the end.

54. HAIDER, Syed Jalaluddin and HANIF, Akhtar. Public Libraries --- In: Studies in Pakistan Librarianship, 12-28. Karachi, Librarians Forum. April 1971.

The history of public libraries in the subcontinent can be traced back to the first half of the nineteenth century when a number of public libraries were started as subscription libraries in big cities. Not much is known about these libraries except those of Bombay and Calcutta. By mid-nineteenth century public libraries were also started in the territories now known as Pakistan. In the last quarter of the nineteenth century the establishment of public libraries began receiving encouragement and support from local authorities. The second phase of the development of public libraries began in the early years of the present century. Free library service thrived under the patronage of the princely states.

On independence all the important public libraries, with the exception of the Punjab Public Library, went to the share of Bharat. Pakistan had to start from the scratch. The development of libraries in Pakistan is described in detail. The present position of public libraries is not very happy. In fact there is no organized system of public libraries. The factors hampering the development of public libraries are: 1) economic and sociological problems; 2) problems of education and literacy; 3) absence of library legislation; 4) lack of proper planning; and 5) lack of coordination.

55. HAIDER, Syed Jalaluddin and HANIF, Akhtar. School Libraries --- In: Studies in Pakistan Librarianship, 43-55. Karachi, Librarians Forum, April 1971.

The provision of libraries in schools is an educational phenomenon of the twentieth century and the fruition of the ideas began after the First World War. School libraries started in the subcontinent in the early years of the present century. In the thirties more determined efforts were made to provide libraries in schools.

The progress of school libraries in Pakistan is still very slow. The report of the National Education Commission of 1959 emphasized the importance of school libraries in our educational setup. This official recognition helped the development of school libraries in the following years. However, the development is very slow and far from satisfactory. Majority of schools are without libraries and the schools that have libraries do not provide adequate library service to students.

The writers discuss the problems and prospects of the school library program in Pakistan and emphasize realization of the importance of libraries. However, it will take several years to provide the minimum of school library service throughout the country.

56. HAIDER, Syed Jalaluddin and HANIF, Akhtar. Science and Technology Libraries --- In: Studies in Pakistan Librarianship, 56-69. Karachi, Librarians Forum. April 1971.

On the eve of independence the libraries of the Punjab and Dacca universities were the only institutions having a sizeable collection of scientific literature. The first step to establish science libraries and library service was taken in 1955 when a foreign expert was specially called for this purpose.

The need for the provision of better libraries for scientific and technological research was recognized by the government. The report of the Scientific Commission of 1960 specially emphasized the importance of science libraries and made various suggestions for their improvement.

According to a rough estimate there are about 60 science-technology libraries in Pakistan attached to research establishments of the central and provincial governments, research councils, science universities and science faculties of various universities, technical colleges, and research institutions. To a large extent these libraries are located in urban areas where industrial and commercial development has been fastest. The writers have given some data about these science-technology libraries and have pointed out various difficulties faced by these libraries in providing effective library service.

57. SHAMSUDDULAH, A.M. University Libraries in Pakistan --- Pakistan Observer (Dacca) June 26, 1971.

The aim of a university library is to organize reading material for comparative, analytical and research studies. The making of such library depends upon the subject and the resource awareness

of the libraries and the scholars who use it. In 1947, Pakistan inherited only two university libraries with one hundred thousand volumes in each. Of these, one was located at the University of Dacca in East Pakistan and the other at the University of the Punjab, Lahore, in West Pakistan. Today there are as many as 13 university libraries in Pakistan, of which at least six have more than one hundred thousand volumes. This is a tremendous growth compared with what was available in 1947, and the figures in 1970 rose to 1.5 million volumes. But most of the university libraries have little scope for future expansion. There is no airconditioning, and the university libraries occupy only a part of the administrative or academic buildings. Strangely enough, the help and advice of librarians was never sought at any stage of the planning of university library. A university library in Pakistan further faces difficulties in procuring the required reading material of foreign origin, which is neither locally available nor freely importable.

LITERACY

58. ALVI, Naeem. Ta'aleem Ka Aik Naya Tajurba (A New Experiment in Education) --- Lail-o-Nahar (Karachi) 2(8) 33-36, 1971 (U).

A former high-ranking government official has recently started an education movement through National Literacy Foundation. He spent a great deal of his time with the lower strata of the people to find out their problems and needs. This experience has led to the conclusion that the main reason of all backwardness and poverty is ignorance and that universal primary education should be provided if any betterment in the social conditions of the people is desired.

In Pakistan more than 80 per cent people are illiterate and every year there is a substantial increase in the number of uneducated children. The educational experience of the last 23 years has made it abundantly clear that the present educational setup is not going to help much in any speedy spread of education. There must be some less costly short cuts. Through this newly founded National Literacy Foundation efforts are being made to provide education to those children who do not have resources but have desire to read.

The article briefly discusses the education scheme and the special nature of education provided by the schools of the Foundation.

59. SIDDIQUI, Ahmad Husain. Jehalat Kay Khelaf Jang (Fight Against Illiteracy) --- Mashriq (Lahore) July 26, 1971. (U).

Even after twenty-four years of independence the percentage of illiteracy in Pakistan is alarming. The writer presents a number of suggestions to fight illiteracy : 1) Education should be made compulsory. 2) More attention should be paid to the rural areas, where majority of our population lives. More primary schools should be opened in villages and arrangements should be made for adult education. 3) Every mosque should be used as an adult literacy center. 4) Unemployed graduates should be employed and sent to rural areas to educate the people. 5) An army of our grown-up students should be mobilized for fighting adult illiteracy. 6) A comprehensive program should be launched like that of Iran to fight illiteracy. 7) Student groups should be organized in every locality to teach the people at least to write their names.

MEDICAL EDUCATION

60. IDREES, Mohammad. Medical University --- Pakistan Times (Lahore) May 15, 1971.

Our medical education faces a grave crisis. Every year hundreds of candidates fail to take up medical courses for want of seats in our medical colleges. The alarming doctor-patient ratio is the result of the bureaucratic system of medical education, that we have failed to change. We have reserved medical education for the selected few. It is essentially elite-oriented. We have been concerned only about the student unrest, youth conflicts, and other behavioral deviations among the youth. The era of educational mistakes is not over. We allow thousands of students every year to take the pre-medical course. But when they go one step further and seek a career in medicine, they are compelled to seek some other educational avenues. The need of the hour is a National Medical University which should not be reserved for the elite. It should be opened to all 'Normal students!'.

PHILOSOPHY OF EDUCATION

61. RIAZ, Mohammed. Ibn Khaldun Kay Nazriae Ta'aleem Ki Amliyat (The Practicality of Ibn Khaldun's Theory of Education) --- Fikro Khyial (Karachi) 9(March, April): 41-44. 1971 (U).

In his famous Muqaddimah Ibn Khaldun wrote on education at many places, but in the sixth chapter of the Muqaddimah the subject of

education is discussed in some detail. His views on education as presented in Muqaddimah are still fresh and have practical value.

The salient features of Ibn Khaldun's educational philosophy have been discussed under the following headings : 1) education, a basic necessity in human society; 2) education through actual observation; 3) training of teachers; 4) special educational efforts for rural areas; 5) Harmonious relations between teachers and students ; 6) education by understanding; 7) education in mother tongue; 8) specialization in education; and 9) contents and periodicity of education.

The practicability of Ibn Khaldun's ideas is ^{ever} lasting even to this day many of his ideas are followed in the field of modern education.

PROFESSIONAL EDUCATION

62. WAHEED, Khalid. Peshawarana Tarbiyat (Vocational Training)
--- Sadaf (Karachi) January to March 19-20, 1971 (U).

During the current year the number of employable persons will exceed 60 million. We have not only to provide them jobs but also to increase their per capita income. This will be possible only if we make them capable enough to work more productively and efficiently. This can be done by providing extensive vocational training facilities to them.

The importance of technical training cannot be overemphasized. Through training we increase the efficiency of the labor force and make them capable of handling new technical equipment and machinery.

In our country there is a great shortage of technically trained men and this shortage is increasing every year. The program of technical training, to be completed, requires concerted efforts both by the government and private industry. The article discusses in detail how government and industry can provide better facilities of technical training. With adequate technical training the problem of employment of labor force will be automatically solved.

PSYCHOLOGY

63. RAUF, Abdur. Ta'aleem-o-Tarbiyat Kay Chand Ahem Pehlu (Some Important Aspects of Education and Training) --- Ta'aleem-o-Tadrees (Lahore) 4(3): 75-100, April 1971 (U).

The ultimate objective of education and training is to make children civilized and useful citizen. Without education and training children are likely to grow as useless citizens in future life. With no education to keep them occupied, children necessarily take to loitering about on the streets and picking bad habits.

The topic of education and training is discussed under the headings: 1) moral conditions of our children; 2) children in the streets and bazars; 3) effect of the moral conduct of the parents; 4) adults' conduct in the streets and bazars; 5) moral atmosphere at schools; 6) professional guidance and training; 7) economic and social evils; 8) selection of subjects in school; 9) personal and social health; 10) reasons for unscientific selection of subjects; 11) professional training for children; 12) provision of guidance to children; 13) increase in the number of difficult children and its reasons; 14) wrong methods of reform; 15) difficult teachers and difficult children; and 16) story of a difficult child.

In the end a comprehensive scheme for a Children Guidance Clinic is given.

64. RAUF, Abdur. Zehaanat Aur Uski Pemaish (Intelligence and its Measurement) --- Ta'aleem-o-Tadrees (Lahore) 4(2): January 1971 (U).

Confusion and chaos is rampant today, in every department of life. Mentally abnormal people are growing in number. People are not taking interest in their work and are becoming lethargic in their behavior. In classroom teachers complaint that boys of high and low intelligence sit together in one class, and this creates problems in teaching. Only intelligence measurement can solve these problems in the light of correct observation of each individual. It is comparatively easy to deal with a subject whose intelligence factors are known.

The article discusses intelligence and the old as well as modern methods of measuring it. Graded intelligence categories of adults and minors are given at the end.

SCIENCE EDUCATION

65. Planning Commission. Scientific and Technological Research --- In : Summery of the 4th Five-year Plan 1970-75, 117-119. Karachi, Department of Films and Publications. June, 1971.

In the early years of its existence Pakistan had to rely largely on borrowed technology for its development. This was both natural and unavoidable in the initial stage of economic growth. With the passage of time more and more people have been trained in modern techniques and scientific know-how. The stage has now been reached when Pakistan has to lay greater stress on scientific research than before.

Pakistan, with its limited resources, cannot afford to undertake research on problems which have either already been solved or whose solution is of little practical value to its economy. A developing country like Pakistan should draw upon the vast pool of scientific knowledge that has accumulated in the developed countries.

The scientific research programs carried out during the Third Plan will be accelerated and expanded during the Fourth Plan. Major research programs will relate to scientific and industrial researches in agriculture, water, power, atomic energy, health and medicine, physical planning and housing, and the transport and communication sector.

The sectorial allocations for scientific research are outlined in an appendix.

SOCIOLOGY

66. CHOUDHURY, Abdul Haque. Education and Man's Development --- Perspective (Karachi) IV(8) 65-68, 1971.

Education is an action in thought. Through education man becomes conscious of himself and the world around. He becomes a rational being. The importance of education in the development of man cannot be overemphasized. The writer explains in detail the meaning of real education. In his scheme of education the liberal arts play a very important role in the development of man. Education in order to be effective should be true to life.

The present educational system is criticized. In this education memorizing plays a dominant role which distorts the process of real learning. It is suggested that the importance at present attached to

examinations should be minimized. There are many other suggestions for improving the educational setup and making education really worthwhile.

STUDENTS' PROBLEMS

67. ALI, Md. Azhar. Shikkha o Shomasya (Education and Student Problems) Purbo Desh (Dacca) April 8, 1971 (B).

In recent years student unrest has become a formidable problem for the educators. It had its beginning in the exploitation of innocent students by different political parties. The problem now manifests itself in many aspects : 1) Assaults on students by miscreants have destroyed the peaceful atmosphere of the educational institutions. 2) Failure of students in large numbers in the final examinations has made them desperate and unmindful of the consequences of their actions. 3) The use of unfair means in the examinations had rapidly increased. 4) The conflict between Bengali and Urdu has become a head-ache for the educators and administrators alike. 5) The combination of English as the medium of instruction has given rise to an unending controversy . 6) The poor pay and bad working conditions of the teachers have added to the dis-content of the teaching staff. 7) The soaring prices of the necessities of life in rent times have bit hard both the students and teachers and have driven them to desperation. Unless these causes of unrest are removed through a strong and concerted action of the government, there is little hope of the student community coming round to sanity and decorum.

68. KHAN, Mohammad Abul Fatah. Talebilm Aur Unkay Masael (Students and Their Problems) --- Mashriq (Karachi) May 4, 1971 (U).

Our children should be educated in such a way that they can themselves resolve and cope with their problems. Since children love games, they should be educated through games while in lower classes. The problem method was first introduced in the United States by Killpatrick. This system neither divides different subjects under a syllabus nor requires a particular book to be taught on a particular subject. Only planning is necessary to solve their problems. The children thus receive education with the help of their own knowledge and experience during the completion of this plan. Through this system our children can be educated irrespective of their caliber. This system also prepares our children to think and act independently. If this system is introduced in the primary schools children would be better able to face their future.

TEACHERS

69. BASHIR, Mohammed. Teacher - the Maker of Man --- Jamia Educational Quarterly (Karachi) XIII (1): 51-54. January 1971.

The future of a nation, country, and in fact the future of mankind depends on the teacher. A teacher is a pivot round which the whole process of education revolves. Teacher is a maker of man. A teacher has a direct and strongest influence on the mind of young child. The child acquires habits and manners through the attitude of his teacher. A teacher exercises great influence in building the character of the nation. It is therefore essential that a teacher should possess certain qualities that will make him a good teacher.

The qualities of a good teacher include personality, knowledge of child psychology, aptitude for his profession, leadership, high sense of morals, good pronunciation, sound health, and a spirit of cooperation.

We have no teachers possessing all these qualities. Really capable persons avoid the teaching profession because of lack of incentive. Unless the present status of teachers is improved, the improvement in quality education will remain a far cry.

70. HAQ, Abdul. Aamader Shikkha Kon Pothe (Whither Our Education) --- Azad (Dacca) April 10, 1971 (B).

One of the causes of the decline in the standard of education is the fact that the teachers both in the Government and non-Government institutions do not take active interest in their work. The reasons are not far to seek. Teachers are not respected in society. Their meager salary that can hardly suffice for their basic needs, compels them to seek other avenues of income, such as private tuitions. This situation gives rise to various malpractices. It has been found that the students who engage teachers as private tutors get comparatively good marks in the examinations. This has not only lowered the standard of education, but has also opened the door to many malpractices, known and unknown. Only a rise in the economic and social status of the teachers can stop this rot in our society.

71. THANVI, Mohammed Asad. Niji Kalijon Kay Asateza Kay Masail (Problems of Teachers of Private Colleges) --- Jang (Karachi) April 4, 1971 (U).

Teaching is a noble profession and those who are engaged in this

profession deserve the highest esteem and material benefits in society. But the actual position is just the reverse in case of our country. Teachers' emoluments are incomparably lower than those of the persons employed in other professions.

The position of teachers of private colleges is even worse than that of the teachers employed in government colleges and universities. These teachers have no security of jobs or other facility. The government last year promulgated an ordinance for improving the situation of teachers of private colleges. This ordinance has been rejected outright by the teachers and termed as a cruel joke on them. The writer lists the various demands of teachers and discusses in some detail how far the ordinance meets these demands. The ordinance falls short of expectations in respect of many demands and leaves many basic issues unsolved.

TEACHER EDUCATION

72. SAAD, Ismail. A Theoretical Reappraisal of Teacher Education in Pakistan --- Jamia Educational Quarterly (Karachi) XIII(1): 6-11. January 1971.

It is true that good teachers are born rather than made; yet it is equally true that despite their endowed gifts even good teachers need to be taught, trained and prepared. The standard and quality of their education and training will reinforce their ability to influence the young minds. Techniques of instruction have developed enormously, and we now know much about the social and psychological makeup of young students. It is imperative that the teachers receive a thorough grounding both in the methods of teaching and in behavioral sciences.

For a correct appraisal of the present-day teacher program in Pakistan, the problem must be critically examined in the social perspective, in a framework of the system of education as a whole, and in the light of the requirements of an adequate teacher preparation program. While undertaking such appraisal in relation to Pakistan, it is suggested that, with some modifications according to our needs and requirements, we can make use of Theodore Brameld's seven-year rigorous teacher training program beginning immediately after the higher secondary stage.

TECHNICAL EDUCATION

73. Staff Reporter. Karachi Mein Engineering University Ki Zarurat (Need of an Engineering University in Karachi) --- Jang (Karachi)

June 25, 1971 (U).

The students of N.E.D. College, Karachi are demanding for their college the status of a university and immediate construction of a new campus. In these days of technical progress we cannot achieve prosperity without adequate facilities of technical education at higher levels. An engineering university is a must for Karachi, after the breakup of one unit and the formation of a separate province of Sind.

N.E.D. College is the most appropriate institution to be turned into a full-fledged university. This is a very old demand. Moreover, the problem of the availability of monetary resources and trained staff is not as big as elsewhere in the country. This demand should be immediately accepted. Although the construction of a new campus for N.E.D. College is long overdue, this fact should not be a hindrance in the way of according the status of a university to the N.E.D. College. The construction of the new campus should not be delayed any longer.

TEXT BOOKS

74. AHMED, Nazir. Difficulties in Producing Science Textbooks --- Pakistan Times (Lahore) April 3, 1971.

Over a number of years the West Pakistan Textbook Board has been producing, directly and indirectly, science textbooks for schools in West Pakistan both in Urdu and English. There have been some complaints that the books were not fully suitable for teaching science. It was suggested that books may be imported from England, at least for those of our students whose medium of instruction is English. But there are two difficulties that should be taken into account : a) The British schools ^{are} well-equipped with scientific apparatus that our school do not have. b) In teaching subjects like Botany and Zoology, reference has to be made to the flora and fauna to which the students must have actual access. It would serve no usefull purpose to have a theoretical explanation in the textbook imported from England without any recourse to experiences in the laboratory. Therefore, the text-books for teaching sciences, whether in Urdu or English, have got to be specially written for students in this country. Last year a textbook of general Science for school students was written by a panel of authors and put before a few hundred school teachers at the Educational Extension Center, Lahore. Many good and constructive suggestions were received and incorporated in the textbook. The Board is also instructing the authors to incorporate in their writings a considerable number of illustrations and numerical questions.

75. AHMAD, Nizamuddin. Pathya Pushtak Shamasya (The Problem of Text-Book) --- Sangbad (Dacca) April 2, 1971 (B).

The article deals with the non-availability of textbooks and the difficulties of the students in obtaining them even after four months of the start of the academic year. Political instability in East Pakistan has created many problems. But this does not justify any delays in the printing of textbooks. They could have been published before the year was out. Of course, the problem is not new for the parents and the students. Editorials appear in newspapers and the Textbook Committee is criticized for its inefficiency and negligence. Students raise a hue and cry, and the public expresses its indignation. And there the matter rests and the students are left with no alternative but to depend on cheap notes available in the market. The responsibility of the Government is twofold : first to see that the textbooks are available in the market in good time, and the second to stop cheap notes flooding the market. Unless this is done, bad notes will continue displacing good books to the detriment of education in the country.

76. ASLAM, M. Punjab Textbook Board's Reference Library --- Pakistan Times (Lahore) April 3, 1971.

The library of the Punjab Textbook Board comes under the category of special libraries to serve a specialist clientele. It is located within a single establishment, where all are engaged in working toward one common end. Special library is a twentieth-century concept. The idea of modern special libraries in Pakistan has evolved with the march of time and has taken shape in the form of special libraries of the Government and autonomous bodies, academic institutions, and training centres. The library of the Board serves the purposes of a specific field of knowledge and a specified group of research workers, authors, and publishers. It started with a small collection of text-books, when the board began its operations as the "West Pakistan Textbook Board," in July 1962.

Reference and research materials in this age of specialization are growing at such a rapid rate that it is not easy for a research worker to find the exact information he needs. Here comes the "Reference Library" as an intermediary between the reader and the source material. One of the main obstacles in institutional libraries is the problem of suitable accommodation. This library also lacks adequate space and modern facilities that readers may expect. At present it is housed in a small hall of a hired building in the Production Wing.

77. MAHMOOD, Mir Naseem. The Textbook Board- Achievements, Problems and Prospects. --- Pakistan Times (Lahore) April 3, 1971.

The author in his capacity as chairman of the Text-Book Board has described its achievements, problems, and prospects. A common shortcoming of the textbooks has been their poor illustrations. The artists employed by private publishers have not been able to maintain standard. One of the common complaints has been that books are written without consulting the practising teachers and workers. For the first time in the history of textbook production in Pakistan, experimental editions of books of science and mathematics for Class VI were distributed free of cost with the cooperation of the Education Extension Centre to some 5,000 teachers. The comments received from the teachers, the training institutions, and the Institute of Education and Research will be kept in view in the preparation of the forthcoming textbooks. This is the first step in the right direction. The problem of piracy was the biggest headache for the Board. Quick action could not be taken against pirates under the previous copyright Ordinance. A new anti-piracy ordinance was promulgated on June 30, 1970, which makes piracy of textbooks a non-bailable offence. Prizes have been announced for the best textbooks on Arts and Science for each class. It is thus sought to recognize the merit of those publishers who cooperate in the venture of producing better textbooks.

GENERAL

78. Aamader Shikkha Pratishthan (Our Educational Institution) --- Ittefaq (Dacca) May 22, 1971 (B).

Since the political crisis in March last the worst sufferers in East Pakistan have been the students in schools, colleges, and universities. The unprecedented calamities are playing havoc in the normal life of East Pakistan. The students have already lost one academic year. The Government should try to resolve some of the major problems of the students and teachers. The students have thrown away their books, and the teachers are marking time without any salary for the last few months. The educational institutions have suffered heavy losses. The Government must build up the confidence once again, and the Boards and Universities should make readjustments in the examination schedules.

79. ALAM, Wahidul. Aamader Shikkha Podhoti (Our System of Education) --- Sangbad (Dacca) April 4, 1971 (B).

The process of curriculum development in Pakistan has been very slow and the existing curricula are outmoded, unscientific and unrelated

to life. Whatever is taught is not designed to meet the specific needs of the students. Curriculum in the modern sense should provide an all-round development of the students, physically, intellectually, emotionally, socially, and vocationally. One of the chief objectives of the curriculum content should be social efficiency, both in and outside the school. It should be based on the individual and social needs of the students and should conform to the following pattern : i) survey of the needs of the students and the society, ii) analysis of the needs, iii) provision of the means for fulfilling the needs, and iv) organisation. The process of curriculum building in this country has not been developed on scientific lines . On the one hand it does not meet the demands of the modern time, and on the other it is purely theoretical in its contents and dangerously heavy. Modern education demands that curriculum should be based on the following principles : i) formulation of a philosophy of the subject to be taught in a given class, ii) determination of overall objectives, iii) logical organization of topics into independent units, iv) formulation of specific objectives for each unit, v) method of teaching, vi) provision for activities and teaching material for each unit, and vii) evaluation.

80. CHOWDHURY, Salahuddin. Dharmiyo-o-Aadhunik Shikkha (Religious and Secular Education) --- Dainik Pakistan (Dacca) April 30, 1971 (B).

Fruitless discussions have started between the two groups of students, one championing the cause of secular education, and the other advocating education based on religion. This discussion actually started when the present Government announced the new educational policy some two years back. There is not a single Pakistani who will support anything basically un-Islamic . This does not mean that in the modern technological world other essential subjects are to be ignored. Our existence as a viable nation demands the adoption of modern trends in education embracing science, commerce, industry, technology, etc. Secular education does not mean negation of religion. A judicious combination of both produces an enlightened individual who ensures the continuity of culture and material prosperity. However, satisfaction of the inner self of an individual is not less important. This is the fundamentals of religion are usually taught to the students at an early stage of their education in all the modern countries of the world.

81. DAOOD, M. Suleman. Ta'aleem Mein Masawaat Aur Qabiliyat (Equality in Education and Ability) --- Ta'aleem-o-Tadrees (Lahore) 4(3): 37-74, April, 1971 (U).

The reason for the recent crisis in education is the disharmony between the educational system and the different environments. This

disharmony, in turn, is due to lack of equality of opportunity for the students in the field of education.

A brief explanation of Educational equality is followed by an account of how far this equality is found in different societies. The three questions discussed in detail are 1) How far the efforts to provide equal opportunities in education have been successful; 2) How far education has helped in producing equality in society; 3) What more is required to achieve the goal of equality in education.

It is shown how far the concept of educational equality is at work in different countries and it is concluded that there is more equality of education in industrially developed countries than in those that are industrially un-developed.

82. HAQ, Moinuddin. Amader Shikkha (Our Education) --- Dainik Pakistan (Dacca) June 6, 1971 (B).

The modern world recognizes education as an investment in human resources that ultimately guarantees economic progress and rise in the Gross National Product. Education and economic growth are interdependent and complementary to each other. Without proper education there can be no economic growth and without economic stability there can hardly be any provision for good education. Hence the need for a good scientific planning of education. But the practice is otherwise in East Pakistan. Trainees in the primary training institutions, are recruited on no established principle. Fresh graduates from secondary and higher secondary schools, and working teachers with two to fifteen years of teaching experience take the same training. These extremes in the qualifications of the trainees should be narrowed down by modifying the rules for admission. It would be more desirable to bar fresh graduates of secondary and higher secondary schools from admission to training institutions till they have gained experience. They at least should have one year's experience of teaching.

83. HAQUE, Abu Obaidul. The Existing Education System. Pakistan Observer (Dacca) May 24, 1971.

The existing system of education, inherited from the British colonial administration, was designed to create a class of people suitable for employment in the lower cadres of administration. The objective was not to produce scientists and technically skilled manpower on which the socio-economic progress of the nation could be based. But the new education policy indicates a massive shift toward vocationally and technically oriented education. This would necessitate a change both in the program and method of teaching and learning. The existing system is defective inasmuch as it encourages mere memorization of the content to pass the examinations.

This results in an unproductive education with almost no marketable skills. The new program of education should underscore practical skills to provide a creative manpower for the effective utilization of resources.

84. KHURSHID, Abdus Salam. Schoolon Aur Kalijon Mein Talaba Kay Liye Uniform (Uniform for School and College Students) --- Mashriq (Karachi) May 31, 1971 (U).

The writer welcomes the Punjab Government ban on "Fashion-Parade" in educational institutions. The parents, teachers, and the authorities of all the educational institutions should cooperate with the government in implementing this ban which would be conducive to discipline and sound administration. The writer also recommends introduction of "uniforms" both for male and female students. This should help eliminate the inferiority complex which is doing incalculable harm to students who cannot afford costly costumes. The question of discipline applies both to students and teachers. If the teachers are punctual and they avoid politics and devote more time to teaching, students will also follow their example. The genuine complaints and grievances of students should be redressed immediately. Immediate action will improve discipline and student-teacher relationship.

85. Nizam-e-Ta'aleem Ka Almia (The Tragedy of the System of Education) --- Hurriyat (Karachi) April 19, 1971 (U).

It is tragic that about 84 per cent of our population is illiterate. What is more unfortunate is the fact that the ratio of expenditure in the field of education is the lowest in Afro-Asia. Some ten million students of school-going age have to go without schooling. Apart from its quantitative aspect, the quality of education is also poor. The objects for which people spend on education are never achieved. The curriculum and the methods of teaching are obsolete. Most of the teachers seem to be ignorant of the basic ideology of Pakistan with the result that they fail to create true incentive and interest in the minds of students.

86. USMAN, Mohammed. Ta'aleem Kay Rog (The Ills of Education) --- Imroze (Lahore) May 2, 1971 (U).

Education is not confined only to the teachers and the taught. It has a universal impact on the society as a whole. Education problems are in fact the problems of the country. We have tried to provide all kinds of education, namely, art, science, medical, technical, etc., but we failed to remove so far the glaring defects in our

educational setup. The education we provide certainly helps the individuals in getting employment, but it does not make/^{them} good citizens of Pakistan. Our new generation is ignorant of our past struggle for an independent ideological state. The present education has little relation to our social setup. The great changes we wanted to bring about are still a dream. Even the first step has not been taken so far.

What we need is a new educational setup which will make the coming generation true citizens of Pakistan. The writer suggests pertinent changes in different fields of educational activity.

87. USMANI, I.H. Pakistan Mein Talim Ka Almia (The Tragedy of Education in Pakistan) --- Hurriyat (Karachi) April 20, 1971 (U).

The system of education for women in Pakistan has been so devised that after completing their education ~~their~~ contribution toward manpower needs is almost nil. Pakistan is a poor country, and half of her population cannot be allowed to sit idle. Women may be usefully employed in such profession as secretarial work, sales assistant, school teachers, nursing, etc. We have to evolve a new system of education for women so that they may work and continue their education at the same time. They need to be trained in subjects like nursing, cooking, book-keeping, typing, stenography, embroidery, knitting. This would not only add to the income of the schools, but would also make them experts in their respective fields. The department of education should experiment on these lines in different educational institutions. The trained girls should be provided facilities for visiting to villages, where they could be of immense help to the illiterate population. They would, thus be able to play a vital role in developing the economy of the country.

88. USMANI, I.H. Pakistan Mein Talim Ka Almia (The Tragedy of Education in Pakistan) --- Hurriyat (Karachi) April 21, 1971 (U).

There is no denying the fact that progress has been made in the field of education, but this progress is not very significant. At the time of independence there were only 28 thousand primary schools in Pakistan with 50,00,000 students on the rolls. The number of schools rose to 60,000 in 1970 and the number of students to 10,000,000. But this leaves out another 10,000,000 without schooling facility. Most of the Primary schools are housed in structures without a roof over them. In this respect the conditions of secondary schools (from Class VI to Class X) are not very different.

The number of secondary schools in West Pakistan is 5,500, while in

East Pakistan it is 5,500. In 1971, the total number of secondary schools was 6,000. There are now 320 colleges in East Pakistan and 345 in West Pakistan, with seven universities through out the country. But little attention has been paid to the development of technical education. The number of vocational institutions in the country at school level is only 390, where 50,000 students are under training. At higher levels there are 70 colleges and four technical universities. The annual output of these technical institutions is : engineers 1,000; agricultural graduates 600; and doctors 800. The total expenditure incurred by the Government is substantial, but compared to similar expenditure in developed countries, it is not very high.

89. USMANI, I .H. Pakistan Mein Talim Ka Almia (The Tragedy of Education in Pakistan) --- Hurriyat (Karachi) April 24, 1971 (U).

The dearth of institutions that can provide vocational training both to boys and girls has created unemployment in the country. After having the school, the students invariably go in for higher education . The situation in the developed countries of the world is quite different. The majority of the students take to vocational education, and they get it. Similarly, if our boys and girls spend their time on vocational education instead of wasting it on general education in colleges and universities, unemployment will vanish from our country. It is true that there are a few institutions that impart quality technical education, but they do not compare favourably in their achievements with those of the advanced countries of the world. The men we produce are deficient both in theoretical and practical skills, and carry low value in the employment market. This is mainly due to the absence of any coherence in our system of education. We must therefore, evolve a coherent and dynamic system of education which could change the old precepts and practices and teach the children to love and respect manual work and develop confidence, initiative, and creativity, in them.

90. USMANI, I. H. Pakistan Mein Talim Ka Almia (The Tragedy of Education in Pakistan) --- Hurriyat (Karachi) April 25, 1971 (U).

The system of education should be reconstructed on the following lines: a) Revolutionary change in the syllabi and the method of teaching should be introduced forthwith, so that the students may learn what they really need in their practical life. b) The teachers should inspire the students with the sense of dignity of labor. c) Experimental models should be setup for the new system of education which may be later expanded. d) The system of education should aim at creating and consolidating a powerful and ever-sustaining industrial revolution in Pakistan on a stable agricultural base.

e) The government should take over the administrative and financial control of all the government and non-government educational institutions to achieve these aims . g) In addition to Urdu and Bengali, which are our national languages and the future media of instruction, English should be retained as one of the important languages of communication in the international, diplomatic, industrial, scientific, and technological fields.

WOMEN'S EDUCATION (Special Section)

91. AHMED, Syed Riaz. Co-Education Is Certainly More Helpful --- Leader (Karachi) April 29, 1971.

The problem of co-education in schools and colleges in Pakistan is very controversial. Long and heated debates on the subject have failed to clinch the issue.

The writer advocates co-education in schools and colleges. The university has already adopted the system of co-education. It is wrong to assume that co-education encourages moral degradation. On the other, hand co-education produces a healthy competition among boys and girls in the field of study. The mixing of boys and girls at this stage leads them to better social adjustment in future life.

Strict supervision is suggested to prevent boys and girls from slipping into moral errors. The students should be told the limits of free-mixing. Once they fully realize the need for proper behavior, they are sure to behave properly. It is hoped that sooner or later the co-education system will have to be adopted and the sooner it is done, the better for a healthy growth of our society.

92. ALI, Anita Ghulam. Women's Education as Human Resource --- In: Female Education, 79-84. Karachi, Jamia Millia Teachers College, 1971.

A country that commits itself to accelerated economic growth needs a strategy of development. It must increase sharply its rate of savings in terms of men and money, and it must invest wisely in both men and machines. The development of human resources, i.e., the building and effective utilization of the skills of all its people is an essential element of the modern strategy of development. However, in Pakistan, we have neglected a very useful half of our population, namely the

women. Our Government has failed to put to use the special aptitude of women for delicate work.

In Pakistan defective planning has given rise to the following Problems: 1) the shortage of highly educated professional manpower; 2) shortage of technicians, nurses, technical supervisors and sub-professional personnels; 3) competent teachers are always in short supply; and 4) the shortage of experts in native crafts. The reasons of this defective planning are: 1) the attitude of males against higher education for women, their training in technical skills; 2) the government has discouraged women from even administrative jobs; 3) the freedom to choose the education of choice and enter the profession of choice without consideration of merits. Government should take measures to protect women from the baser elements of the society and efforts should be made to make good use of the inherent qualities of women by purposeful planning.

93. BAQAI, M. Sabihuddin. A Study of Discriminations Against Educated Women in Pakistan --- In: Female Education, 99-106. Karachi, Jamia Millia Teachers College, 1971.

Women play a vital part in the development of a society. Historically, their contribution has been very considerable throughout the rise and fall of civilization. Their roles in social life have always been numerous, diverse, and highly valuable. Society lives because of the cooperation of men and women. This is a universal phenomenon. The role of women in Pakistani society is examined under the headings: 1) educated women; 2) women's gainful employment; 3) handicaps in obtaining jobs; 4) male domination; and 5) marriage

Although the majority of our girls aspire for higher studies and gainful employment, and although employment opportunities for girls are fast increasing, yet our women are handicapped in several respects. To make education of women meaningful and gainful for society, these handicaps and discriminations will have to be removed by hard and concerted efforts.

94. BUKHARI, Yaseen. Husool-e Ta'aleem Kay Baad Larkian Kiya Karen? (What the Girls Should Do After Acquiring Education?) --- Hurriyat (Karachi) April 11, 1971 (U).

Educated girls have bright prospects in the field of architecture. Although this profession is new for girls, they have better opportunities of employment than boys in this field. In Islamabad alone, our female architects can get employment in the schemes of house-building, satellite town, and new industrial estates. It is

encouraging to see that more girls are now taking to architecture as a subject of study in different colleges. The government also is offering better facilities to the students interested in this field.

95. CHANNA, Mehboob Ali. Islam and the Education of Women --- Jamia Educational Quarterly (Karachi) XIII (2): 9-18. April 1971.

Education is compulsory for both men and women in Islam. Islam is the first religion that acknowledged the importance of women in society and enjoined them to seek knowledge along with men. This attitude encouraged Muslim women to acquire knowledge through education. The history of Islam shows that educational facilities were always available to women. Islam produced many a great woman in the field of learning.

The beloved wife of Prophet Mohammed, Hazrat Bibi Aisha, was the first systematic lady teacher in Islam. After the historical Hijrat to Medina, the Holy Prophet himself established the institutions of instruction in which female education occupied a high place. The Prophet himself attended the assembly once a week and imparted instruction.

The writer mentions many other names of important women in the field of learning and knowledge in various periods of Islamic history.

96. GORGANI, Tanwir Jehan. Education of Women and their Social and Political Progress --- Jamia Educational Quarterly (Karachi) XII(2): 39-55. April 1971.

This paper begins with a discussion of the concept of education. Education influences the lives of individuals and society. The modern concept of education differs widely from the traditional one.

The writer discusses in some detail female education in its historical perspective. The revolution in manners and modes of society in general led women to participate in educational, social and political affairs with increasing freedom. The individual and organized efforts of women have reshaped the traditional social patterns. The paper notes the contribution of Islam to female emancipation and gives a survey of women's role in the social and political fields in the Indo-Pak subcontinent with special reference to Pakistan.

97. HUSSAIN, Mahmud. Fourton Kay Liye Alahada Nisab (Separate Syllabus for Women) --- Hurriyat (Karachi) April 27, 1971 (U).

During recent years female education has gained much importance, and separate schools and college have been established for girls. But all this is confined only to big cities. In the rural areas where 85% of the total population of the country, lives, have no educational institutions for women. Poverty, early marriages, rigid customs, lack of educational facilities have contributed to this lack of interest in female education. If women receive proper education and training, they can play an important and effective role in the welfare of the nation. Our women enjoy the right of franchise, but this right can be exercised meaningfully only if they participate in the political life of the country. Strong political organizations are not possible without their full participation. There exist full facilities for women to acquire vocational training, but this training goes waste because of their early marriages. A poor country like Pakistan cannot afford such loss of human resources.

7 98. HUSSAIN, Mahmud. Female Education : An Introduction --- Jamia Educational Quarterly (Karachi) XIII (2): 1-5. April 1971.

Female education is the weakest link in our system of education. We have no clear ideas about female education. We have neither made a serious attempt to view this problem in its socio-economic complexity nor clearly grasped the educational implications involved in this problem.

It is true that with the increase in general awareness of the importance of education in the country, the awareness of the importance of female education has also increased. However, the increase in female education is only quantitative, and even that is restricted to only urban areas. In rural areas, where the bulk of our population lives, interest in female education is totally absent.

Our first and immediate problem in the field of female education is to create a wider and deeper realization of its importance among the masses. We must clearly grasp the fact that progress in economic, political, and social life is inseparately bound with the progress in the education of women. The emphasis on, and orientation of, female education should be in harmony with their social role and aspirations.

99. JAMEEL, Syed Afsar and SATTAR, Farooq. Engineering Mein Talibaat Ka Mustaqbil (Future of Girls Students in Engineering) --- Akhbaar-e-Jahan (Karachi) 5(23): 33 and 35. 1971 (U).

In the present-day world women are no longer confined to the four walls of their homes. They are out in the fields and factories beside men. Like in other fields, women in Pakistan are taking keen interest in the profession of engineering.

After the abolition of the female quota for admission to the N.E.D. Engineering College, the writers, interviewed many women to find out their views on the policy of discouraging women from joining engineering profession. The following questions were put: 1) Why do you consider engineering profession necessary for women in the presence of abundant manpower in the country? 2) Does the engineering profession interfere with the household duties? 3) Is not the engineering profession difficult for women? 4) What will be the result if the reserved quota is not reallocated? and 5) Are you satisfied with women's future in the engineering profession?

The survey contains the replies and shows the keen interest women take in technical profession.

100. KHAN, Begum Rana Liaquat Ali. Female Education --- Jamia Educational Quarterly (Karachi) XIII (2): 6-8. April 1971.

Women themselves are eager for vocational education and professional training in the ever-widening fields of activity, and in principle there should be no bar against them as women. What requires constant vigilance is the tone and quality of the education we give our girls, for they are the future wives and mothers and workers who set the standards for home and society. Scientific, vocational and professional education for women is a need, not a wastage of educational opportunity, in conflict with their social role. There are certain subjects, such as domestic sciences, which are of special utility and interest to girls and which should form part of their curriculum through the school years.

What our young educated women need to remember is that their education is not a mere idle and personal adornment, but a hard-earned social trust to be used intelligently for their own continuing development and that of society at large.

101. KHAN, M. Hakimuddin. Women's Education --- In: History of Muslim Education, 116-130. Karachi, Academy of Educational Research, 1968.

In Islam education is obligatory on every individual, man and

woman . From the earliest days of Islam we find women who were widely known for their learning and accomplishments. Women's education was never ignored in the Indo-Pak subcontinent during the Muslim rule.

Small girls did not observe Purdah and, therefore, sat with boys in elementary schools. Their education mainly consisted of reading the Quran and learning the hthree R's. A few women set up **Maktabas** at their homes, where instruction was imparted on monitorial system. Free education was a noteworthy feature of these institutions. There were certain schools and **Maktabas** exclusively meant for girls, with male teachers on the staff. Besides small **Maktabas**, there were certain big schools for girls. For women, literary studies were considered more important than higher or religious education. In spite of all this, arrangements for girl's education were neither so elaborate nor so regular as for boys.

At the end there are some details of the literary accomplishments of the women of the time, showing the progress of popular education among women, in those days.

102.KHAN, Mohammed Aslam. Makhloot Ta'aleem (Co-Education) ---
In : Female Education, 123-135. Karachi, Jamia Millia Training
College. 1971 (U).

The idea of co-education is based on the modern concept of equality of men and women in every walk of life. This concept of equality of sexes owes **its** origin to the Industrial Revolution. Till the 19th century man was the bread-earner and the responsibility of household lay with the women. Co-education did not exist in **earlier** societies. Though Islam preached equality of men and women and enjoined women to acquire knowledge, yet co-education had no place in the Islamic System of education at any time.

The **arguments** for and against co-education are analyzed in the light of modern trends in Western society and the eastern values of culture and morality. In our society the idea of co-education militates against our basic values of life. Even in Western societies people are seriously thinking of **giving** up the system, which seems to have **generated new social and economic pressures**.

103.KIANI, Mrs. (Aquil) . . . Education of Women and Changing Patterns
of Family Life --- Jamia Educational Quarterly (Karachi) XIII(2)

19-28. April 1971.

The family is said to be in transition in most of the developing countries of South East Asia. Pakistan, as a developing nation, is also passing through this stage of transition. New values are emerging in the wake of social and economic evolution brought about by industrialization and the use of technology in all spheres of life.

An attempt is made to find out how women's education can effectively perform its functions in the present process of change. In the light of the changes that are taking place in the institution of family in Pakistan, an attempt is made to find out what kind of education can prepare the women in our country to play their role more effectively in the new circumstances. Suggestions are put forward for an education plan suitable to the changing patterns of family life.

104. MANZOOR, Suraiya. Pakistan Mein Makhloot Ta'aleem (Co-Education in Pakistan) --- Hurriyat (Karachi) April 14, 1971 (U).

Lately the demand for setting up a separate university for women has gained momentum. It is argued that in mixed universities boys and girls get interested more in each other and less in studies, and soon abandon education. But there are mixed colleges in the country where boys and girls are being educated without any harmful results. Co-education, of course, provides good opportunities both to boys and girls to know each other. The girls are now mature enough to take care of themselves in a mixed university. In view of the increasing interest among girls for higher education, planning in education needs a revolutionary change. The emphasis should be on such skills as would help them earn their livelihood and run their homes efficiently.

105. MEHRUNNISA. Larkian Aur Engineering Ki Ta'aleem (Girls and Engineering Education) --- Hurriyat (Karachi) March 27, 1971 (U).

There have always been in our country two different opinions on female education. One school of thought wants that our girls should remain secluded within the four walls of their homes. The other has generously allowed the girls to receive secondary education. Parents belonging to the first school of thought are not prepared to send their girls to colleges or universities because they do not like the atmosphere in these institutions. They are afraid that girls may go astray in these institutions as they now are. But such fears are fast losing validity, and parents have begun to realize that womenfolk can play a very

important part side by side with men in national development if they are provided opportunities for higher education. Girls are now competing successfully with boys in all branches of education. Pakistan, being a new and small country has has provide facilities to both men and women for higher education, particularly in science, engineering, technology, etc.

106. OMAR, Mrs. Salma. Education of Women and the Changing Patterns of Family Life --- Jamia Educational Quarterly (Karachi) XII(2): 29-38. April 1971.

We should not relegate women's education to the background on the pretext that we do not have enough resources for the education of men. Nor should we argue that while we have a mass of unemployed educated men, there is no use creating a new class of unemployed educated women. One should not forget that women not only constitute almost 50 per cent of the population, but also play a vital role in determining the quality of life for the rest of the 50 per cent population including both children and adults.

The necessity of education for women is no more a debatable matter. The first issue is whether the changing patterns of family life in our country, in common with other developing countries, require a change in the kind of education that should be imparted to women. The second issue is whether education for women should have, as one of its primary aims, preparation of women for gainful employment. These two issues have been discussed in some detail.

107. QADRI, Asadul. Female Education in Islam --- Morning News (Dacca) February 5, 1971.

What Islam has said about education in general is well-known, but what it has said or done for female education seems to have passed the attention of even woman writers and educators. Islam has been the first religion in the world to declare that acquisition of knowledge is obligatory for all Muslims, men and women. It clearly explains their separate needs, and prescribes different types of education. Islam says that man is better fitted for the pursuit of science and technology, while woman is better suited for the pursuit of arts and household skills. The Prophet of Islam is the first leader in history to make public education a state responsibility. The first academy for men was established in the Prophet's mosque (Masjid-i-Nabvi), and the first academy for women was established in the Prophet's House. The Prophet had reserved one day in a week for the education of

women. In this regard the first two centuries of Islam are important, as they produced eminent scholars (Ulama). In the Indo-Pak subcontinent the Mughals took special interest in getting their princesses educated, and the idea spread to the nobles and other people. Emperor Shahjehan, patronized a number of educational institutions, and this tradition was kept alive by the later Mughals, and therefore, by the Courts of Oudh, Hyderabad (Deccan), Bhopal, etc. We are looking forward to the establishment of a Women's University in Pakistan.

108. TALAT. Whither Girls' Education? --- Pakistan Times (Lahore) March 7, 1971.

It is high time the curriculum prescribed for girls was so changed as to enable them to earn a living. In Japan women make dolls at home on commercial basis. Light tasks, such as watch-making, book-binding, poultry, needle work, and fruit preservation can be done by women. University degrees are useless for them if they do not bring them economic gain. Poor families provide their girls college education by making great sacrifices and in return face frustration. The Government should, therefore, set up polytechnics for girls to ~~teach~~ teach them useful skills and constitute a Female Career Planning Board to study the type of female education required for various career openings.

109. TAMANNAI, Begum Safia. Ta'aleem-e-Niswan Aur Islam (Islam and Female Education) --- Jamia Educational Quarterly (Karachi) XII(2): 56-65. April 1971 (U).

The lap of the mother is the first training ground for the child. This sums up the importance of education for mothers. Although the necessity of female education has now become an accepted fact, yet there is sharp disagreement as to how modern education can be fitted into the existing framework of religion and tradition.

Islam has enjoined every man and woman to acquire knowledge. In the heyday of Islam, women vied on equal terms with men in the pursuit of knowledge and learning. Gradually the situation changed and the doors of knowledge were closed on women. Even today the education of women is a somewhat debatable issue. According to Islam there are no restrictions on female education. Modern society also requires women to go in for education. In our present setup the only condition should be that the education of women should be pragmatic and purposeful so that they become worthy mothers of worthy sons and daughters.

110. SAAD, Ismail. Demand for a Separate University for Women --- In: Female Education, 93-98. Karachi, Jamia Millia Teachers College. 1971.

The demand for a separate university for women has become a controversial issue. Those who favor the proposition have a number of weighty arguments on their side. Some of these arguments are of a purely educational nature and others have social, moral, and sociological implications.

These arguments have been discussed in some detail and certain general conclusions have been drawn. First, the establishment of a separate university is not undesirable provided the funds are available and the program of studies is not too restricted in its scope. Secondly, any segregation of male and female students should be based on sound social and psychological considerations. Thirdly, women should receive education and training as required by their social role and family responsibilities without any curtailment of opportunities to participate in the economic, political, and social activities.

111. SHAH, Mrs. Naseem. Khwateen University (Women University) --- In: Female Education, 117-122. Karachi, Jamia Millia Teachers College, 1971 (U).

Often we hear the demand for a separate university for women. The demand is based: 1) on the assumption that co-education is against the tenets of Islam and social moralities of the East, and b) on the hope that such a university will be better able to fulfil the special needs and requirements of the syllabi suitable for women.

The discussion centers round these points. First, it is shown that co-education does not go either against the teaching of Islam or against the laws of Eastern morality. Secondly, it is argued that there is no need of a separate university for women because the basic roles of man and woman in society are the same. Moreover, Pakistan cannot afford the luxury of separate universities for women, when 60 per cent of our children have no education facilities at all. The demand for a separate university is untimely and unreasonable.

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