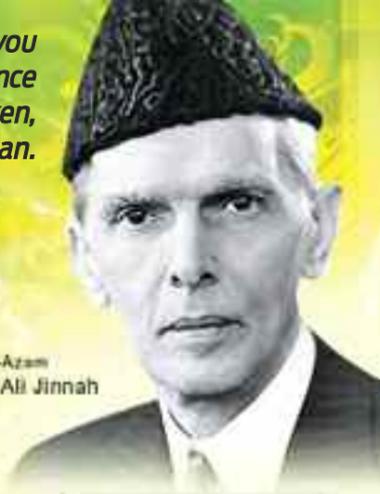




Think 100 times before you take a decision, but once that decision is taken, stand by it as one man.



Quaid-e-Azam Muhammad Ali Jinnah

FATHER OF THE NATION

The Educationist

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IN BRIEF

Pakistan needs to become more innovative: Ahsan Iqbal



KARACHI: Pakistan cannot afford research for the sake of research; the country needs to push for more creative, innovation-driven learning, said federal planning and development minister Ahsan Iqbal. He was addressing the inauguration

ceremony of a 800-megahertz (19 Tesla) nuclear magnetic resonance spectrometer at Karachi University's (KU) International Centre of Chemical and Biological Sciences (ICCBS) on Friday. The minister inaugurated the machine and also launched a book on it, co-written by Dr Attaur Rahman, Dr Iqbal Choudhary and Dr Atiyatul Wahab. - *Staff Report*

Education crucial for poverty alleviation: David Hale



ISLAMABAD: US Ambassador David Hale has said education is crucial to lifting people out of poverty. Speaking at an event sponsored by the United States Agency for International Development's Gender Equity Program to

recognize the annual 16 Days of Activism Against Gender-based Violence, Ambassador Hale addressed this year's campaign theme - From Peace in the Home to Peace in the World: Make Education Safe for All. "Education is crucial to lifting people out of poverty, improving living standards and quality of life, and reducing health and safety risks," Hale said. - *Staff Report*

NTS, AJK education dept sign agreement for teachers selection



MUZAFFARABAD: The Education Department of Azad Kashmir and the National Testing Service Islamabad (NTS) have signed an MoU to devise a mechanism for the appointment of teachers on merit in AJK.

AJK Education Secretary Irshad Ahmed Quraishi and the NTS Chief Executive Dr. Shahzad Khan signed the MoU signing ceremony also attended by education department and NTS officials. According to the MoU, NTS will conduct tests for the appointment of teachers and other staff in the education department on merit for three years and testing centres would be set up at district level to do this. Under the recruitment policy 2016, all appointments from Grade-1 up to Grade-16 would be made through NTS tests to ensure merit in the education department. - *Staff Report*

92pc CSS candidates fail in English



ISLAMABAD: Just 2.09pc of the students who appeared in the Central Superior Services (CSS) exams passed, with 92pc failing in English, the

National Assembly Standing Committee on Cabinet Secretariat was told. The committee directed the Federal Public Service Commission (FPSC) to submit a detailed report on the exams in a month. During the meeting, FPSC representatives said that 9,642 students appeared in the exams this year, of which only 202 had managed to pass. The committee was told that CSS results had been deteriorating over the past few years with 3.33pc students clearing the exam in 2014, 3.11pc in 2015 and 2.09pc this year. The FPSC representative said this was a matter of concern and that it indicated that the quality of education in the country was deteriorating. - *Staff Report*

Editorial Note

Fate of provincial HECs!

The implications of the recent Lahore High Court judgment regarding the appointment of vice chancellors in 4 universities and making seven other VCs appointment provisional have more far-reaching consequences than the appointments at these universities. The judgment also puts to question the powers of the provincial Higher Education Commissions, in Punjab and Sindh. The question to ask here then is to why there is a need to have provincial HECs, when the HEC is the relevant body pertaining to higher education?

This question is not new and has been brought up by renowned academics and legal experts in the past. The recent decision has also taken a similar point-of-view empowering the federal HEC and in this case, the provincial HECs seems irrelevant, to say the least. Some experts have taken a very clear position on the matter that the federal HEC should be in charge and should take the lead for a uniform higher education

in the country. Some have also questioned the influence of political elite and the government over matters of universities and indeed that Lahore High Court's decision noted:

"Out of the five members, which comprise the Committee, at least three are part of the Government and thus can easily sway the process for the search of a Vice Chancellor to a public sector university." It is also noteworthy that renowned academician and former HEC chairman, in an interview to *The Educationist* in September this year, said in clear words that Punjab and Sindh HECs were illegal entities. He said, "Those who are saying higher education is devolved to provinces under the 18th Amendment, they are totally wrong". He also claimed that the provincial HEC would be dissolved and said that the higher education should remain a federal subject. In a recent statement, Dr. Rahman said that the decision had brought some hope that things

would be set right and that it was a step in the right direction - to empower the federal HEC.

After the current and former decisions, it can be interjected that the stance taken by the academics and experts saying that provincial HECs were illegal and federal HEC should be empowered have gained more credibility. Now the ball is in the government's court to prove the worthwhile of pouring in public funds for setting up and running provincial HECs and reasons no to dissolve them.

It is also noteworthy that provincial HECs have failed to accomplish anything that could have cemented their usefulness. The plight of colleges is as miserable as was earlier. Still it's high time to focus on colleges to provide good resource/students to universities. Otherwise, it seems that the chapter of the provincial HECs is coming to a close and Pakistan will, like other countries of the world, accept that higher education is a federal subject.

I SWEAR



KARACHI: Agha Khan University graduating students take oath during the 29th convocation of the university. - Detailed Report on P-12

UET hosts vice chancellors 1st ORIC joint meeting

STAFF REPORT

LAHORE: The University of Engineering and Technology has conducted 1st Vice Chancellors' ORIC meeting, which highlighted that collective efforts and tangible measures are required to provide the research friendly environment, as it is the era to exchange the expertise to bring innovation and ensure its commercialization.

UET Vice Chancellor UET Lahore Dr. Fazal Ahmad Khalid, Vice Chancellor Lahore University of Management Sciences (LUMS) Dr. Sohail H Naqvi, Director Office of Research, Innovation and Commercialization (ORIC) Dr. Amir Ijaz participated in the 1st Vice Chancellor -ORIC Joint Meeting held at University of Engineering & Technology Lahore. Graduate program, faculty and students exchange, research and development, resource sharing and Commercialization were the main items of the agenda. Each segment was discussed

in details by the participants.

LUMS vice chancellor Dr. Sohail H Naqvi said, "A result oriented quality research is a dire need of time which can be helpful for universities to contribute practically in society." He focused on eligibility of information, research, grants and other supportive affairs in the shape of Dashboard to ensure the transparency and deliverance with full of its given mandate. He urged to publish the research article in top five research journals and it will make the worth of all academic and research activities. Dr. Sohail said that LUMS is open for all policies, methodologies, software data and other concerned activities to build strong ties. >>> CONTINUED ON PAGE 09



Educational Policies of Pakistan: Where the country stands?

OVER eight education policies were announced since independence in Pakistan. Education plays important role in the development of any nation. An uneducated society cannot think on intellectual lines. Importance of



By A.R. Sajid

education in modern times cannot be understated being the integral part of our lives. Education helps in evolution, improves one's position in society, provides wide exposure, helps in decision making independently and maintaining healthy lifestyle. Those nations who recognized the importance of education are ruling the entire world. But unfortunately, developing nations like Pakistan are still striving due to neglecting the importance of education. Even seven decades have elapsed of its independence; Pakistan is still far behind of the world in the field of education. Education policies were framed at various points of times to streamline the important field of education but unfortunately none of them was implemented in true letter and spirit. Just three months after creation of Pakistan, its founder Quaid-i-Azam Muhammad Ali Jinnah called for national education conference.

National Education Conference 1947: First National Education Conference was held at Karachi from November 27th to December 1st, 1947. Quaid-i-Azam was its convener. He provided basic guidelines for future educational development. He also emphasised people to realize the sense of honour, integrity and selfless services to the nation. At this occasion, Fazal-ur-Rehman, the Education Minister of the country proposed three dimensions of education, i.e. spiritual, social and vocational. A number of committees were also formed at this occasion such as Primary and Secondary Education Committee, Adult Education Committee, Technical Education Committee, Scientific Research Committee, University Education Committee, Women's Education Committee and Cultural Relations Committee. The major recommendations of the conference were:

i) Free and compulsory education in Pakistan ii) Education should be teamed with Islamic values and iii) Emphasis on science and technical education.

Unfortunately, this policy could not be implemented properly due to various reasons including increased number of immigrants and other administrative problems of new born country and British colonial system was continued.

National Commission on Education 1959: The Commission was addressed by the President of Pakistan, General Mohammad Ayub Khan, on January 5, 1959. Commission made education compulsory upto 10 years of age. It made religious education also compulsory. Further commission also recommended equal expansion for boys and girls education. Major recommendations of the commission include character building, compulsory primary education focus on science and technical education, national language as medium of instruction, three-year degree program, elimination of illiteracy, establishment of university grants commission, combination of internal (25%) and

external (75%) evaluation in examination system and introduction of religious education in three stages, i.e. 1) compulsory at middle level, 2) optional at secondary level and 3) research at university level.

Recommendations of the National Education Commission were very useful but due to limited resources and conditions of country they were not applied in a better way.

New Education Policy 1970: The revised proposals were reviewed by the committee of the cabinet in the light of implications of the announcement by the President in his address to the nation on November 28, 1969. The new Education Policy was finally adopted by the Cabinet on March 26, 1970. Emphasis on ideological orientation, emphasis on science and technology education, decentralization of educational administration, eradication of illiteracy and formation of national education units were salient features of this educational policy. This policy was also not implemented mainly due to the war with India, separation of East Pakistan, and collapse of the military government.

Education Policy 1972: Zulfiqar Bhutto announced a National Education Policy on 29 March 1972. Salient features of this policy include promotion of ideology of Pakistan, universal education, equality in education, personality development, curriculum based on socioeconomic needs of the society, integrated technical and science education, active participation of teacher, students and parents in educational affairs, nationalization of educational institutions, free & universal education up to Class X for both girls & boys (first phase October 1972, all public & private schools to provide free education up to class VIII, Second phase starting 1974, free education extended up to Class X). This policy was a good approach towards betterment, but has many drawbacks due to which it cannot be achieved thoroughly e.g. universal basic education, shift towards agro-technical studies etc.

National Education Policy 1979: Minister for Education announced this policy in October 1978. The Draft work plan of the policy was presented to the Cabinet in December, 1978. The Policy was announced in February 1979. In 1979 National Educational Conference was held for reviewing the education system and developed following aims:

i) Fostering loyalty to Islam, ii) Creation of concept of Muslim Ummah iii) Promotion of science and technical education and iv) Equal opportunities

The following strategies were suggested to achieve the goals:

1. Curriculum revision, 2. Merging madrassa and traditional education, 3. Urdu as a medium of education, 4. Effective participation of community in literacy programs, 5. Linked scientific and technical education and 6. Separate set up for male and female.

This policy was not implemented properly and failed due to lack of planning and financial resources.

National Education Policy 1992: A National Conference was held at Islamabad in April, 1991 under the chairmanship of the Federal Education Minister. In this Conference scholars, writers, newspaper editors, scientists,

teachers and Lawyers proposals for preparing the Education Policy. The policy framework was discussed by the Education Minister with the Education Committees of the Senate and the National Assembly. The Policy was announced in December 1992. The major aspect, aims and goals of National Education Policy include Promotion of Islamic values through education, improvement in women education, range of general and technical education at secondary level, demand oriented curriculum, expanded span of graduation and post graduation, use of AV aids promoting private sector to participate in enhancement of literacy. This policy could not be implemented due to change in political scenario of country.

National Education Policy 1998-2010: The Prime Minister advised the Ministry of Education to design a new Education Policy in January 1998. The first revised draft was submitted to the Cabinet on 18 February, 1998. The Policy was announced in March 1998. Major objectives of National Education Policy include making the Quaranic principles and Islamic practices an integral part of education system, to achieve universal primary education, to meet the basic educational needs of every individual, to expand the basic education, to ensure equal opportunity of higher education, laid emphasis on diversification, to make curriculum development a continuous process, to introduce in-service training programs for betterment of education.

Suggestions for achievement of above goals were:

- i) Introduction of idea of multiple text book, ii). Diversification of curriculum, iii) Development of National Testing Services, iv) Expansion and emphasis on technical and science education, v) Upgrading the quality of Deeni Madaras, vi) Teacher training programs both pre and in service and vii) Introduction of comprehensive monitoring system.

Education Sector Reforms 2005-2010: This originated from the policy of 1998-2010 and focuses on development of human resources. The existing Education Policy was announced in 2009. The major thrust areas of ESR include free and universal primary education, free text books, equal access to opportunities of learning and improving all aspects in quality education, introduction of new educational curricula, development of training learning resources and materials, offering incentives for private sector, introduction of computer course at all levels, strengthening of research in higher education and grant for affiliation of madaras, allocation for education would be 7% of the national GDP by 2015, literacy rate will be enhanced to 86% by 2015, a Bachelor degree, with a B.Ed, shall be the minimum requirement for teaching at the elementary level and masters degree for the secondary and higher secondary with a B.Ed, shall be ensured by 2018.

Ultimate Objectives of Pakistani Education policies is advancing literacy rate upto 80% in 2018 from 57% in 2009 which seems to be impossible under present scenario. For attaining higher literacy rates, government should prioritize education. Govt. should work on war footing basis to combat illiteracy in the country.

(The writer is a PhD Mass Communication Scholar and he can be reached at: sajid2756@gmail.com)

Too much planning; too little work

Journey of Pakistan's education policies since 1947

BY KULSOOM FAYYAZ



BENJAMIN Franklin has rightly said, "If you fail to plan, you are planning to fail", but in case of the educational policies of Pakistan it's not the lack of planning rather it's lot of planning which has actually failed them. It is nothing but exaggeration that Pakistan did not have a proper educational policy; in fact, it's lack

of proper implementation of one policy which is still in the phase of experimentation, almost 7 decades after its inception.

Endeavors to raise educational standards have not been rare since the creation of Pakistan. Starting with the national educational conference in 1947, 7 national education policies, 11 five-year plans and several different strategies have been proposed and initiated and a dozen or more conferences, seminars, workshops and other moots on education are held.

The Planning Commission (PC) is responsible with the task of policymaking and all spheres of development including education, which has been responsible for developing five-year development plans since its inception in the 1950s. Since the first five year plan 1955-60 the PC has produced 11 five year development plans so far. It is noteworthy that, other than each five-year plan, some education strategies that run parallel particularly focus on educational improvement. The Ministry of Education (MoE) has mainly prepared these policies. The first such policy effort was the formation of a Commission on National Education in 1959 to make guidance for an educational system, appropriate for the needs and values of Pakistani citizens. Since then succeeding governments have launched education policies during their terms in office viz. the New Education Policy, 1979; the Education Policy 1972-80; the National Education Policy and Implementation Programme, 1979; the National Education Policy, 1992; and the National Education Policy: Iqra, 1998-2010.

Lately, some fresh policies that have supplemented the ongoing education policy, namely: the Education Sector Reforms: Action Plan 2001-2004; the National Plan of Action on Education for All, 2001-2015; and the Report of the Task Force on Higher Education in Pakistan: Challenges and Opportunities. The key fundamentals that determine education policy in Pakistan are the fulfillment of overall literacy including adult literacy, universal primary education for school age children, betterment in school completion rates and lessening student dropouts, enhancing quality, equity and access of education.

However, most of the policies, plans and programmes have failed in achieving their anticipated results. The targets that were to be achieved within twenty years of formulating the first five-year plan in 1955 have not been attained yet. In Pakistan, the failure of educational policy is mostly attributed to the issues of poor implementation. There have been many occasions when educational programmes failed to be properly implemented and achieving desired objectives. Some of the failed mega projects include the Sindh Primary Education Development Project (SPEDP), the Girls Primary Education Development Project I & II (GPEDP), the Primary Education Curriculum Reform Project (PECRP) etc. Many teacher training programmes, carried out by the government, were found not to resemble with the listed aims of strategy. Several five-year plans have also accredited that on most occasions the policies failed at implementation level.

An evaluation of the history of educational planning and development in country demonstrates that setting targets, lamenting the failure to achieve the same, and scheduling new targets with unqualified assurance have been a permanent game that policy makers have played and on too huge civic expenditure over the last 60 years. Dissimilarities in the hues and shades of various governments, whether democratic or martial regimes, nominated or otherwise, socialist or radical, only has marginal and negligible difference to the custom in which the educational policies has been molded. The outcomes or consequences under all circumstances have been the more or less the alike and the outcomes clearly depicts that there has been a lack of political commitment to literacy and education.

Lack of continuity in preceding government policies, exploitation of power by authority figures, insufficient allocation of funds, absence of training for human resource, lack of far-sighted leadership, lack of political will, poor follow ups, substandard monitoring system, incompetent policy evaluations, centralized approach in implementation, lack of political stability and decaying institutional disciplines are the main causes that have plagued the process of educational policy implementation in Pakistan.

Although regularly designed policies in Pakistani education are modeled to be sublime and perfect, yet, because of the reasons acknowledged above coupled by feeble official structures and repeated political interferences, the policies remain unfulfilled and do not achieve the anticipated results. Taking into consideration, the above-mentioned scenario the poor policy implementation in the country, can only be rectified, if firstly, that policy makers and policy implementers are required to be taken on board before, during and after the policy formulation, implementation and policy evaluation stages. This will help in the creation of commitment, strong determination, inspiration and solid individual and institutional foundation for the effective application of the policies. Secondly, increased budgetary allotment for education will also improve the process of implementation if it is carried out with commitment by showing resistance to corruption in all shapes.

The writer is Mass Communication graduate (PU) and The Educationist staffer in Kuwait. She can be reached at: fayyazkulsom@gmail.com

IN PICTURES



LAHORE: VICE CHANCELLOR PROF. DR. HASSAN AMIR SHAH HOSTED THE BRITISH FOREIGN SECRETARY MR. BORIS JOHNSON AT GCU. HE DELIVERED A SPECIAL LECTURE AT THE GCU'S HISTORIC HALL NAMED AFTER GCU'S DISTINGUISHED ALUMNUS DR. ABDUS SALAM - THE SECOND PAKISTANI NOBEL LAUREATE.



QUAIDIAN DRAMATIC CLUB, QUAID-I-AZAM UNIVERSITY WON "FILM & DRAMA FESTIVAL" HELD AT NATIONAL UNIVERSITY OF MODERN LANGUAGES (NUML). A TOTAL 16 TEAMS PARTICIPATED IN THE COMPETITION. TEAM QDC PERFORMED A NEW PLAY, "NANG", AT NUML.



A TEAM OF NATIONAL ACCOUNTABILITY BUREAU HEADED BY ITS DIRECTOR GENERAL, AWARENESS AND PREVENTION, MS. ALIYA RASHEED VISITED HIGHER EDUCATION COMMISSION SECRETARIAT AND MET CHAIRMAN HIGHER EDUCATION COMMISSION PAKISTAN PROF. DR. MUKHTAR AHMED. AS PART OF THEIR MOU SIGNED IN 2014, NAB AND HEC WILL OBSERVE THE INTERNATIONAL ANTI-CORRUPTION DAY IN DECEMBER AND WILL FURTHER EXPEDITE THEIR ACTIVITIES TO PLAY A MORE PROACTIVE ROLE FOR SPREADING AWARENESS, PARTICULARLY AMONG YOUTH, AGAINST CORRUPTION AND MALPRACTICES.



ALLAMA IQBAL OPEN UNIVERSITY VICE CHANCELLOR DR. SHAHID SIDDIQUI PRESENTS A SHIELD TO BARRISTER MUNEEB IQBAL, THE GRANDSON OF ALLAMA IQBAL.



LAHORE: COLLEGE OF PHYSICIANS AND SURGEONS PAKISTAN PRESIDENT PROF. DR. ZAFARULLAH CH, SENIOR VICE PRESIDENT CPSP PROF. DR. KHALID MASOOD GONDAL AND OTHER OFFICIALS WELCOME SUPREME COURT OF PAKISTAN MR. JUSTICE SAQIB NISAR IN THE DINNER OF CHARTER DAY OF CPSP.



LAHORE: COLLEGE OF PHYSICIANS AND SURGEONS PAKISTAN HOLD 50TH CONVOCATION OF POST GRADUATE STUDENTS IN MEDICAL. PRESIDENT CPSP PROF. DR. ZAFARULLAH CH AND SENIOR VICE PRESIDENT CPSP PROF. DR. KHALID MASOOD GONDAL PRESENT A SHIELD TO THE CHIEF GUEST GOVERNOR PUNJAB MALIK MUHAMMAD RAFIQUE RAJWANA.



LAHORE: FEDERAL MINISTER FOR RAILWAYS KHAWAJA SAAD RAFIQUE AND VICE-CHANCELLOR GCU PROF. DR. HASSAN AMIR SHAH GIVES AWAY SOUVENIRS TO THE LOCAL AND FOREIGN EXPERTS AT THE CONCLUDING SESSION OF THREE-DAY INTERNATIONAL CONFERENCE ON "INTER-REGIONAL CONNECTIVITY: CENTRAL ASIA AND SOUTH ASIA" AT THE GOVERNMENT COLLEGE UNIVERSITY LAHORE.



VICE CHANCELLOR UET PROF. DR. FAZAL AHMAD KHALID PRESENTING SHIELD TO DAVID, DIRECTOR TRAINING HUAWEI MIDDLE EAST REGION.



EDUCATION USA AT THE UNITED STATES EDUCATIONAL FOUNDATION IN PAKISTAN (USEFP) CELEBRATED INTERNATIONAL EDUCATION WEEK (IEW) NOVEMBER 13-20 IN ISLAMABAD, LAHORE, AND KARACHI AS PART OF THEIR ONGOING EFFORTS TO FOSTER CULTURAL AND EDUCATIONAL EXCHANGE. IEW IS A JOINT INITIATIVE OF THE U.S. DEPARTMENT OF STATE AND THE U.S. DEPARTMENT OF EDUCATION TO PROMOTE INTERNATIONAL EDUCATION WORLDWIDE AND TO IN-CULCATE A GLOBAL SENSIBILITY AMONG FUTURE YOUNG LEADERS.



LAHORE: VICE CHANCELLOR UET LAHORE DR. FAZAL AHMAD KHALID, LUMS VC DR. SOHAIL H NAQVI, PU ORIC DIRECTOR DR. AMIR IJAZ AT UET'S 1ST VICE CHANCELLOR'S ORIC MEETING.



VICE CHANCELLOR UET TEXILA DR. KIAZ AHMAD PRESENTING SHIELD TO THE FEDERAL MINISTER OF PLANNING AND DEVELOPMENT AHSAN IQBAL IN LAPTOP DISTRIBUTION CEREMONY.

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Amazing bird and electronic tags

We are living in a world of science and technology rather a world of gadgets and nanotechnology. In our daily life, we come across various electronic devices and gadgets fitted with electric sensors, miniature electronic tags, and magnetic tapes.



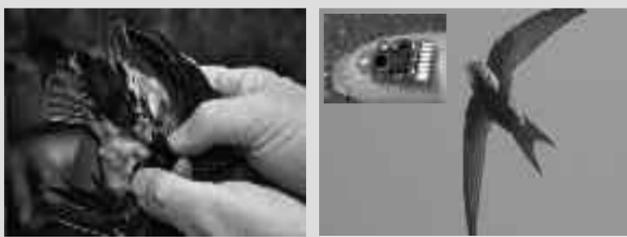
For example, ATM cards at the banks, security alarm systems, mini electronic chips attached with expensive items at shopping malls, books fitted with microchips in the libraries, toys, airplanes, and many more. Anyhow, these mini electronic tags provide a lot of convenience and are entering almost in every field of life. The gadgets or devices, attached to tiny electronic chips, are operated by electrical energy which is obtained from the batteries or some other electric power sources.

These electronic devices, via built-in sensors, can emit and absorb electrical signals to communicate with the object under consideration. These devices are nothing without power (electrical energy). So, it is need of the hour to save energy and produce such electrical appliances or gadgets that could consume energy at a very slow rate.

A team of scientists at Lund University in Sweden has discovered a unique bird that can fly continuously for 10 months without touching the ground. This bird remains on the ground for about 2 months to enjoy the breeding period and then flies back into the air. This bird is actually a kind of swift and its 10-month straight flight is the longest flight of any bird.

The scientists, in their experiment, studied the flight behaviour of a group of 13 swifts. Each bird was attached with a very small lightweight (less than 1 gram) electronic tag at the back. This electronic tag can send data to the ground station whether the bird is in the air or not. The type of gadget used in the study regarding the flight behavior of the birds belongs to data logging technology. This technology can also help find the current location, speed and acceleration of the birds. The scientists have also discovered that the swifts also get new feathers while in the air. There is another astonishing fact associated with these birds that they travel millions of miles during their lifetimes (about 5.5 years) while flying between Europe and Africa during the season. The discovery of this amazing bird will definitely open new corridors to help understand the mechanism of energy consumption at a very slow rate or how energy can be stored for a very long time for such a long journey. The discovery of the astonishing bird has been possible due to the invention of the miniature electronic tags. So, hats off to the electronic industry and the people working over there.

(The writer is Punjab University Physics Department Chairman and Member Syndicate on Associate Professor's seat. He can be reached at: hafizrafique42b1@hotmail.com)



Educating the mind without educating the heart is no education at all.

(Aristotle)

John F. Kennedy assassination



Prof. Dr. Mujahid Kamran

On November 22, 1963, JFK was shot dead in front of cheering crowds in broad daylight, in Dallas, Texas. Why was he killed and what forces were involved? It is now very well established that the CIA has tried to control the narrative on JFK through what is now a days called the mainstream media (MSM). The CIA also hires people for book writing in order to have its own version of history. However, the rise of the internet has allowed people not only to see numerous videos pertaining to the assassination, it has also allowed people to locate books on the topic that are not reviewed in the MSM for the simple reason that they expose the role of the CIA, the US Secret Service, and the Pentagon in Kennedy's assassination. Occasionally children of CIA agents, who as kids had seen and known many things, have also written on the JFK assassination.

The Zapruder film, shot by a bystander, shows very clearly that JFK was first hit from the rear, and then, 6 seconds later, by a bullet coming from the front. Anyone can see this on you tube. That disproves the Warren Commission report that a lone assassin was responsible for the JFK assassination. After the Bay of Pigs fiasco, JFK had dismissed CIA Director Allen Dulles. He had threatened to break the CIA into a thousand pieces and scatter it to the winds. Allen Dulles was a 33rd degree Freemason deeply loyal to the international banking families. His law firm Sullivan and Cromwell represented many Wall Street entities and, in addition, represented the Schroder bank, that bankrolled the rise of Hitler to power. Dulles was made a member of the Warren Commission and controlled the writing of the Warren Commission report. When he was told that the report contradicted the official stance that a lone killer Lee Harvey Oswald was solely responsible for the assassination, he reportedly replied: "The American people don't read." The CIA agent Howard Hunt, who was arrested subsequently in connection with Watergate, told his son Saint Simon on his deathbed that indeed the CIA was involved in the JFK assassination and he was glad that the "bastard" was dead. Hunt's son

published his father's confession in the magazine Rolling Stones later on. In fact, Howard Hunt was in Dallas on the day of JFK's assassination but lied to the court that he was on leave from office and was cooking at home when JFK was shot. To his regret his wife and kids refused to lie to the court and did not confirm his statement!

It is also established now that the Secret Service took steps to expose President Kennedy fully to the bullets of the assassins. His "human shields", Secret Service agents who stand on foot rests at the rear of the car on both sides, were withdrawn as soon as his car started rolling, exposing his rear. This can also be seen on you tube. The Secret Service also rearranged the standard motorcycle escort arrangement further exposing JFK to bullets from the front and the sides. When the first bullet hit JFK the driver should have instantly sped the car away according to SOPs. He instead slowed down the car permitting a second, and fatal, hit from the front 6 seconds later. Then he drove away. The driver of the car following the President's car did not position it in the line of fire after hearing the first shot. The agent in the front right seat of the car did not move at all when he should have thrown himself on JFK after the very first shot. Not a single agent in the entourage returned fire. All bullets were fired at the President only. No one was ever held accountable for these obvious and meaningful violations of SOPs. Military officers frightened the doctors into silence about the two different wounds that killed Kennedy.

The murder of JFK was carried out for several reasons. The Americans and Russians had come very close to a nuclear war when JFK had decided to attack Cuba after Russian missiles had been located on the island. Deeply affected, Kennedy decided that America and the Soviet Union must live in a state of peace, cooperation and harmony. The "military-industrial" complex could not allow an end to perpetual confrontation and war. As a first step, JFK ordered the withdrawal of American "advisors" from that country. The very first order of JFK that was reversed by his successor Lyndon B. Johnson, was the decision to disengage from Vietnam. At the same time JFK had decided to get rid of the Federal Reserve, a private bank owned by set of eight banking families such as the Rothschilds, the Rockefellers, etc. The government of the United States has no control over the Federal Reserve, that acts as the central bank of the US. The owners of the Federal Reserve control America's money line

and can bring about depressions at will and can foreclose homes by simply ordering all banks to recall their loans. JFK had ordered the printing of \$4 billion worth of Treasury bills (as opposed to Federal Reserve notes) to be put in circulation and to withdraw the Federal Reserve dollars. Dulles was an agent of the bankers. It has been established beyond doubt by scholars that these families played a key role in bringing about the two pre-planned world wars. These families want a One World Government under their iron grip, a global slave state, the so called New World Order. JFK had come close to ending their deep and remorseless grip on the USA. This is a suppressed reason for JFK's assassination.

A third reason has been brought out by Michael E. Salla Ph.D., in his 2013 book Kennedy's Last Stand: Eisenhower, UFOs, MJ-12 & JFK's Assassination. Salla has revealed that JFK wanted to disclose information about UFOs to the world, to share it with the Russians, and to explore space jointly with the USSR. Lest someone think that UFOs are a figment of our imagination one may look at the enormous number of videos on you tube where those associated with secret UFO work have recorded their testimony. One may also see the comments of US and Russian astronauts about UFOs that can be located easily through a search engine. MJ-12 was a super-secret group that oversaw the UFO program, including reverse engineering of UFOs as well as spread of disinformation about UFOs. MJ-12 also had the power to order killing of anyone who became a security threat to the program. At the time of JFK's assassination Dulles headed the MJ-12. The secret UFO program in USA has been going on since 1947 at least. The knowledge about the secret sites known as "area 51" and S4 in the Nevada desert is now fairly widespread. Astonishingly the privately owned military industry is deeply involved with UFO technology and the President of the US has little power to access the program. The program is not overseen by the Pentagon but by the CIA. CIA Directors have always had a deep connection with the Wall Street. When Clinton became President he requested his friend Webster Hubbell, a lawyer: "If I put you over there in justice I want you to find the answer to two questions for me: One, who killed JFK. And two, are there UFOs?"

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Learn from your enemies

In the practice of tolerance, one's enemy is the best teacher. Almost All the people have enemies in life at some stage. If you pay some attention, you can learn many positive things from them. The people who envy you are really honest as they don't have any interest to remain in your good graces. You are really important to them because most of your enemies will value themselves by the amount of envy you have for them.



First of all, not everyone likes you no matter how hard you try. It is counter-productive to live your life to please someone else. Do what makes you happy and try to please yourself instead of others. Self-esteem is really important. Rejection is also a part of life, don't consider it as a failure so don't carry it with you for more than an hour.

You really need to accept people the way they are, the need of proving that you are right and communicating effectively with them makes you a good communicator. Your enemies are always trying to

pick your weaknesses and emphasizing on your short comings, so pay attention to those points and use it as a tool in making yourself better with those short comings.

Sometimes our enemies are a reflection of ourselves. By studying our enemies, we see the flaws in ourselves, so learn how to change them. Enemies help you learn how to strengthen your mind, emotions and even spirit. Instead of thinking of them as something to avoid, learn from them. Improve your power to stay calm. One of the best lessons to learn from your enemies is to respect others. Adversity is all around us. The lesson to take

from this is to stay strong. Your enemies constantly challenge your patience. Challenge yourself to notice, pay attention and see the positive side of people and things will change your thinking toward positive. If the stove burned you once, don't put your hand on it again. In the end trust is a wonderful thing and gives you pleasure and peace. When it comes to your enemies trust they will always go against you as they have done previously.

(The writer is chairman Liberal Human Forum and Director Vision Telecom. He can be reached at: faizan@vte.com.pk)

Our nation in 'willing suspension of disbelief'



Syed Qasim Raza

In an article William Safire, a political columnist for New York Times (1929-2009), penned down a scene from U.S. Senate hearing room, when Gen. David Petraeus, commander of U.S. forces in Iraq, gave his report on progress in the war. Senator Hillary Rodham Clinton, runner-up U.S. Presidential candidate 2016, reached back 190 years in literary history and told him, "I think that the reports that you provide to us really require the willing suspension of disbelief."

Willing suspension of disbelief is a willingness to suspend one's critical faculties and believe the unbelievable; sacrifice of realism and logic for the sake of enjoyment. The term was coined in 1817 by the poet and aesthetic philosopher Samuel Taylor Coleridge. This technique has widely been used in the world of stage, drama and film. However, politics has become its relatively new host and, unlike stage or film, the 'actors' here have proven themselves better practitioners of the technique.

When Hillary Clinton was asked by Melissa Block on National Public Radio (NPR), "Did you mean that he was misleading Congress?" Clinton said: "I believe that General Petraeus and the brave young men and women who are serving under him are doing everything they possibly can to fulfill their mission."

In the wake of 'Panama Leaks', the biggest corruption case is underway in the Supreme court of Pakistan. Our minds have been hooked on concocted stories, contradictory statements and contrasting evidence. The entire nation has willingly suspended their logical abilities and believed the unbelievable. We, as a nation, have been allured by a few fading 'food and shelter' promises for decades. We have been taken advantage of by many 'saviors', apparently different, but very similar in 'motives'. It is alarming to see not many of us can get out of the influence of political enticement in our system.

Today, we should not identify ourselves with any political party or a group but with principles. It is time to stand up for our own individual benefit – the right of justice and prosperity – by protesting against malpractices, corruption, injustice without affiliating with one personality, group or political party. This is the only way we may be able to take our first step toward a positive future of Pakistan. We should speak against a lie regardless of the mouth it is coming out. Our metrics and criteria need revamping. Our past and current approach has shuddered our ground. We should not be a part of this 'tug of war' between PML(N) and Tehrik-e-Insaf or PPP and PML(N) or any other group(s). On these political fronts what is on stake belongs to none of the claimants but to us – the citizens of Pakistan. We should stand non-partisan and rise for us only. Why do we need an invitation from one political party to protest against the corruption of another party? And then doubt our own plausibility after cross allegations from the group to be prosecuted. We should really stop taking sides and defending individuals or groups. Truth is 'Helpless' in our country. Lie is becoming stronger with every passing day. This is time to revisit our affiliations. It is time to judder ourselves out of this 'willing suspension of disbelief' and start using our reasoning on critical issues like corruption. Our religion is our strength but we should not forget Allah helps those who help themselves. The Almighty, the Omnipotent requires us to seek His help only after we stand up for ourselves. How can we expect an individual, be it an Army Chief or a Chief Justice, to fix our problems while we are in slumber? Protesting on social media has no impact when our Institutions are in shambles. We have never supported our institutions the way we support 'corruption'. They have always spotted us divided as parties in political rallies, processions and not united as the citizens of Pakistan. We must pay heed to this shouting hour and show affiliation to citizenship of Pakistan, to Justice and to Accountability and not to the parties who are responsible for this chaos. We should go and attend the Supreme Court's trial of Panama Leaks without holding any political party flags or chanting any political slogans. Our institution for Justice should witness our interest and urge for a fair judgement. Our demand should be one – a fair and true judgement. This would be helping 'ourselves' and rejecting 'willing suspension of disbelief'.

(The writer is a graduate of MA Communication Management and Public Relation from London Metropolitan University, U.K. He can be reached at: syed_q_raza@yahoo.com)

It's high time to adorn our classrooms with Sir Syed's portrait again



Prof. Dr Zia Ul-Qayyum

With the dogmatists and purblind extremist forces losing much of their clout, the hope of a resurgence of all that they remained dead set against – social, moral and intellectual progress and enlightenment of our nation has already started gaining ground. We must do something to

reverse the damage caused by the fundamentalists during the last three decades or so. Before we go about it, we need to get our heroes back they sent into 'exile' – banished from our thoughts, minds and even classrooms.

One such towering personality among them is the saintly figure of Sir Syed Ahmad Khan, the savior of the nation when it was perched on the brink of oblivion and pitch darkness after the failed Uprising of 1857. We must, for the sake of our younger generation and those who have faint memories of seeing his portrait hung in school classrooms and offices, retell the story of his struggle for the uplift of the Muslims of the sub-continent while they were in a state of quandary. Having lost all hope of regaining their glorious past, they felt deprived, depressed and a disadvantaged community.

Leaderless and directionless, they found themselves in a blind alley with no raison d'être. Their undefined political and economic future and the lack of will to come out of this morass put all odds heavily against them. It was none other than Sir Syed Ahmad Khan, the founder of Aligarh Movement, who emerged with a message of hope, confidence and self-belief for his nation. Apparently an educational movement, it had far-reaching consequences on the history of the sub-continent.

A pragmatist thinker and great reformer, Sir Syed Ahmad Khan girded up his loin to steer his nation clear of post-uprising mayhem. His reformation movement had an all-encompassing effect on the life of the Muslims in the sub-continent, bringing about a re-orientation in their cultural, religious, social, economic and educational outlook and behavior. All his contemporaries, including Maulana Altaf Hussain, adjudged his reforms movement in the light of the great Uprising of 1857 and the subsequent establishment of the British rule in the Indian sub-continent. Sadly enough, even 118 years after his death, it is still customary to evaluate his great reformation work in relation to the 1857 war of freedom. In fact, Sir Syed was the first Modern Muslim scholar who had foreseen the glimpse of the dynamic nature of the coming age.

He dedicated all his efforts towards the progress and development of his country, reinterpretation of various theological concepts and the uplift of the Muslims in India. Sir Hamilton Gibbs described the M.A.O. College founded by Sir Syed as the first "modernist institution of India." He was a message of hope, confidence, courage and a new beginning of life for the downtrodden, bound by the chains of slavery and traditionalism. Sir Syed believed that a blind adherence to faith was detrimental to any reforms taking

the desired effect. It ultimately gave rise to his rational and pragmatic methodology he so fervently supported all his life.

He was severely criticized by the religious elite for his new logical approach towards interpreting various religious beliefs and social problems of practical importance. A new kind of discourse appeared in the Muslim world all thanks to Sir Syed, the pragmatist leader and social thinker. A new society started taking shape with the amalgamation of the east and the west and Sir Syed acted as a bridge between the old and the new. We do feel the need to launch a similar movement as that of Sir Syed's, to address the intellectual and social problems our country is facing today. Allama Muhammad Iqbal said of Sir Syed, "The Muslims of Asia did not give due recognition to the great intellect and intelligence that Sir Syed possessed. The Muslims in Asia were unaware of his true greatness." Maulana Abul Kalam Azad said, "If both the Hindus and the Muslims had fully comprehended the spirit of Sir Syed's teachings and followed them, the country's history would have been different." Sir Syed's achievements should be held in equal esteem along with those of Turkey's Midhat Pasha, Iran's Hijjatul Islam Sheikh Hadi Najam Abadi, Egypt's Mustafa Kamil, Tunisia's Khairuddin Pasha, Algeria's Amir Abdul Qadir, Tripoli's Imam Muhammad Musa, Afghanistan's Syed Jamaluddin Afghani and Russian Mufti Alam Jaan. We need to identify key areas for Sir Syed's reforms to take effect. We need to provide a broader scope and horizon for Sir Syed's teachings and philosophy to flourish. The pragmatism and rationalism of a reformer of Sir Syed's caliber could turn out to be the panacea for all the social evils of today's Pakistan, including intolerance, pessimism and historical narcissism. It is the need of the hour that we should rediscover and revive Sir Syed's teachings for our better, brighter tomorrow.

A few decades ago, Sir Syed was considered among the top three leaders of our national history. In every classroom, the portrait of Quaid-e-Azam Muhammad Ali Jinnah was flanked by those of Sir Syed and Allama Iqbal. However, the winds of change which started blowing in the late 70's deprived Sir Syed of his rightful place. People were held hostage by a strong wave of nationalism and religious extremism brought on by the belligerent rulers and militarist regimes. The Quaid and Allama managed to retain their respective places, the former being the founder of Pakistan and the latter being the son of Punjab. The 9/11 and the events that followed saw a rapid paradigm shift in the world polity. The rulers' belligerency was replaced with moderation and pragmatism. A lot of intellectual and cultural activities along with a renewed search for moderate leaders have been launched. Throughout the history of the Muslims in India, which spans over several hundred years, it is Sir Syed Ahmed Khan who is still unanimously considered the most powerful source of inspiration for our nation. It is high time to accord him a welcome back and adorn our classrooms with his pictures again.

(The writer is the vice chancellor of University of Gujrat. He can be contacted at: vc@uog.edu.pk)

21st century education source



Ali Hassan

The core of success is in education. Every student wants to become successful in his/her life, but just to get the education is not enough. Important factor is to get the quality education with good understanding of it. Parents complain that their children work hard but they don't get good grades. Especially in the developing

countries, like Pakistan where parents spend a major part of their income on education of their children, bad grades are always a serious worry for them.

As a teacher, I have observed that most of the students who get education under the old traditional style system when they reached on the stage of colleges level, they have to adopt new system of education, style of teaching and especially the courses content and grading system – everything is new and different for them. It affect their grades and they fail to get good output. I feel that now parents and children should realize that with the hard work they should have to develop the better understanding with course content. Parents complain that children study mostly now Oxford and Cambridge designed topics, or courses which are new for them and relevant guiding books are not available in the market, in case if they are available, too much expensive.

As a student and a teacher I have faces these problems but I overcome with the help of Internet and social media. Now Internet is cheaper and easily accessible in all big cities and mostly students use it.

In start of my teaching career when I faced difficulties or something new for me I just write it on the Google search bar

and search it and get the relevant information and it's easily understandable which helped clear my concepts and crated better understanding of the subject. Firstly student face difficulties to find the relevant information but it gets easy when you use it continuously.

As student internet and social media relay help for you to develop the right concept and understanding and you gets the new thought. I see most of the Student have Facebook, twitter accounts but they don't know how they can use these social sites for their help in studies. Numbers of social community's pages are active on the Facebook related to the study such as for those students who face in mathematic they can join Solution of D1&D2, summaries of novels related question answers ,other subject related group. Teachers are also has the active account on the social sides especially on Facebook and twitter, student can easily follow them.

Student can make their own groups in which they share their thoughts and get better understandings which help full to clear their concepts not just that but through this they learn new things like how they can communicate with others share their ideas and improve their learning ,writing or speaking skills. Ultimately they will just not see improvements in study but in personality too.

Social media and internet can also be become the cause of bad grades because lots of irrelevant stuff is, which distract students attention from studies. I found the student start building the personal relationships on social sites and often get uselessly busy using these sites. Or they think that just to get the concept is enough there is no need to practice it ultimately it led to their bad grades. Creating a balance in everything is very important and I believe social media and Internet are helpful for the students if they use it in right detraction.

Social Media in today's world



Aiman Raza

Aiman Raza Social media is a two-way communication that gives us the ability to communicate. Social media popular websites like Facebook, Twitter, LinkedIn, Blogs, YouTube, Pinterest, Instagram etc. there are now hundreds of social networks are available on the internet.

In my opinion it has had a positive impact. Social media has definitely made us closer to other parts of the world – as someone who used to do the worldwide business from America, it easy for them to interact with their customers worldwide through social media. A relatively new Social Media platform, Instagram, now has more than 90 million active users. Instagram is not as crowded as other Social Media platforms. Instagram can be used for both local and global social media campaigns. Various brands have done very creative work on Instagram. Ford Motor Company used Instagram for its recent Fiesta campaign, and ran a weekly photo challenge on Instagram, where its members had to upload photos with specific 'Ford type' hash tags. Ford's Instagram activity was distributed to other social media platforms, where their community was kept up to date with the photo competition. This was an extremely innovative and successful campaign. The results were amazing: 16,000 photos submitted. The word spread fast, and many people become aware of the 'New Fiesta'. In a nutshell, there is no need to reinvent the wheel. Companies like Ford are providing a proof of concept that Social Media works well. It doesn't mean I don't see the back side of the coin. I do know the cons along with the pros. Downside of the social media is that the user shares too much information which may pose threats to them. Even with the tight security settings your personal information may leak on the social sites. Downloading your videos or pictures and copying your status is an easy task and can be done within few clicks. (The writer Aiman Raza is a Marketing Consultant and Research Analyst)

Send you feedback, Letters to Editor and Articles for publication to: editor@educationist.com.pk

PU IER 4th Int'l Conference on Research in Education ICORE 2016

■ Ahsan Iqbal stresses need-based education, research ■ Dr. Mumtaz Akhtar demands 4% of GDP for education and 3% for R&D



(L to R) Conference secretary Dr. Abid Hussain Ch., IER Director Dr. Mumtaz Akhtar, Dr Mujahid Kamran, Dr. Muhammad Bin Mishal Al Ghamidi from Makkah University, Saudi Arabia, Dr. Rizwan Akram and a foreign guest sit on the stage during the inauguration session.



Federal Minister for Planning and Development Ahsan Iqbal, Dr. Mujahid Kamran, Registrar Dr. Liaqat Ali, UoE VC Dr. Rauf-i-Azam, IER Director Dr. Mumtaz Akhtar, Dr. Abid Hussain Ch., Dr. Rizwan Akram, Dr Mehar Saeed sit on stage during ICORE 2016 closing ceremony.



Dr. Muhammad Bin Mishal Al Ghamidi from Makkah University, Dr. Mujahid Kamran, Dr. Norman Reid from UK, Dr. Mumtaz Akhtar, Dr. Abid Hussain Ch and Dr Rizwan Akram.



Director IER Prof. Dr. Mumtaz Akhtar



Dr. Mujahid Kamran



Dr. Muhammad Bin Mishal Al Ghamidi

BY ALI ARSHAD

LAHORE: Punjab University Institute of Education and Research (PU IER) organized the three-day 4th International Conference on Research in Education (Nov. 23-25, 2016) at Faisal Auditorium new campus. The theme of the conference was “combating contemporary challenges through education”.

Dr. Muhammad Bin Mishal Al Ghamidi from Makkah University, Saudi Arabia was guest of honour of the inaugural session, while Federal Minister for Planning and Development Prof Ahsan Iqbal addressed the concluding session. Other speakers included Dr. Mujahid Kamran, renowned educationists Dr. Muhammad Ahsan and Dr. Norman Reid from UK, Dean Faculty of Education Prof. Dr. Mumtaz Akhtar, Conference Secretary Prof. Dr. Abid Hussain Chaudhry, while researchers from various parts of world and country and a large number of students were present on the occasion.

Addressing the conference, **Dr. Mujahid Kamran** said that education plays important role in nation building however our rulers since the inception of Pakistan did not pay the tune of attention to the education sector which it deserved. He said that the developed nations spent 1.5 to 3 percent of their GDP on research and development. He said America's GDP was around 18 trillion and it spent 360 to 540 billion dollars on research and development per year while Pakistan had a GDP of around 250 billion dollars only and was spending only up to 0.2 percent on research and development per year. While Pakistan spends around 1.7 percent of its GDP on education, he added. “Money is always there. It is a question of priority,” the VC said.

Dr. Al Ghamidi said that nations and societies reached the top through education. He said that we must be fond of seeking knowledge and we must utilize all resources of modern world in this regard. Talking on E-learning role in the Muslim World Development, Dr Muhammad Ahsan said that it was unfortunate that according to IINA Report, around 40 percent of Muslims were unable to read and write. Dr Naureen Durrani presented a research paper on “Official

Knowledge, citizenship identities and social cohesion in Pakistan”.

In her inaugural address, Dr Mumtaz Akhtar said that the conference's aims to share latest research and trends in education at international level. She said that the students of the institute would benefit from the experience and research of international researchers. Concluding session: Federal Minister for Planning and Development Prof Ahsan Iqbal said, “the challenge of the present age is that whatever we are teaching and whatever research work we are doing should be according to our needs”.

Dr Mujahid Kamran, Vice Chancellor University of Education Prof Dr Rauf-e-Azam, Dean Faculty of Education Prof Dr Mumtaz Akhtar, Conference Secretary Prof Dr Abid Hussain Chaudhry, Prof Dr Rifaqat Ali, Prof Dr Rizwan Akram, Dr Abdul Qayyum Chaudhry, delegates from various parts of country were present.

Minister Ahsan Iqbal said, t “we are passing through an era of knowledge revolution and if we did not change ourselves with the changing time, we would meet our end. We must explore new horizons of knowledge and must see how we could utilize knowledge according to our needs. Our universities must find out solutions to the problems being faced by all sections of our society.” The federal minister said that cut and paste knowledge was responsible for our destruction. He said that we were deciding 6 new standards for evaluating universities i.e standard of education, standard of research, academia-industry linkages, university's contribution towards community, relationship between learning and technology and how socially responsible the university product was and creation of entrepreneurship opportunities. He said that 11 thousand megawatt electricity would be added to the system in the next two years.

PU Dean Education and IER Director Dr. Mumtaz Akhtar demanded of the government to allocate 4 percent of GDP to education and 3 percent to research and development. Later, souvenirs were presented to the guests of honor and foreign delegates.



(L to R) Social worker Raja Munawar, Dr Mujahid Kamran, Dr. Mumtaz Akhtar and Dr Mehar Saeed VC PU and Director IER receiving Federal Minister for Planning and Development Ahsan Iqbal in closing ceremony of ICORE. (Dr Shafiq and Dr Rizwan seen in back row)



Federal Minister for Planning and Development Ahsan Iqbal presents a shield to Dr. Norman Reid, a British scholar.



Faculty and conference participants.



IER faculty, guests and students listen to the National Anthem.



An IER student recite a Naat in the conference.



Dr. Rauf-i-Azam, VC University of Education



Dr. Abid Hussain Ch., conference secretary



Dr. Norman Reid from UK



Dr. Rizwan Akram



Dr. Abid Hussain Ch. with IER faculty and staff.



Dr. Abid Hussain Ch, addresses participants.



ICORE participants in Faisal Auditorium.



Conference participants attend a session of ICORE 2016.



Federal Minister for P&D Ahsan Iqbal and Dr. Mujahid Kamran present a shield to conference secretary Dr. Abid Hussain Chaudhry.



PU ASA President Dr. Sajid Rasheed Gujjar with IER Associate professor and Director PU Career Counseling Dr. Abdul Qayyum Chaudhry.



Students pose for a photo during ICORE 2016.

Documentary Display at Minhaj University

BY AR SAJID

LAHORE: A grand Documentary display was organized in Minhaj University by the School of Mass communication, Minhaj University, Lahore. The competition was judged by the journalists Rahat Babar and Ali Tahir Mughees.

The documentary display was organized under the supervision of Chairperson Rubina Saeed, Lecturer Khurram Khurshid and producer Waqas Shabbir.

Minhaj University Vice Chancellor Dr. M. Aslam Ghauri, Registrar Col. Muhammad Ahmad, Information Secretary Pakistan Awami Tehreek Noor Ullah Siddique, Sohail Raza, Mahindar Singh, Ahmed Sheikh and other distinguished guests from various universities and media houses were also present at the occasion.

Vice Chancellor Dr. Aslam Ghauri and Deputy Chairman BOG Dr. Hussain Mohi-ud-Din Qadiri distributed 1st 2nd 3rd prizes among winners and appreciated the hard work of the students.

At this occasion, Deputy Chairman BOG HUSSAIN MOHI-UD-DIN QADRI addressed to the audience and said that the School of Mass communication is polishing their students very well. He also liked the themes of the documentaries.



Miss Rubina Saeed (Chairperson School of Mass Communication Minhaj University)



Senior Journalist Rahat Babar receives a shield from Dr. Hussain Mohi-ud-Din Qadri and VC Dr. Muhammad Aslam Ghauri



Mr. Ali Tahir from SAMAA TV receives a shield from Dr. Hussain Mohi-ud-Din Qadri and VC Dr. Muhammad Aslam Ghauri



Khurram Khurshid (Lecture) receives a shield

Prof. Dr. Naeem Khan's guest lectures at University of Cyprus Global decline in capture fisheries highlights importance of fish production from alternate sources

STAFF REPORT

Punjab University Dean Faculty of Life Sciences, Professor of Zoology and former Registrar, Prof. Dr. Muhammad Naeem Khan visited the University of Cyprus, Nicosia from November 25-29, 2016. According to the reports reaching from Europe, Dr. Khan, who was awarded a 4 months European Commission's Erasmus Mundus LEADER Staff Visiting Professorship to the University of Crete, Greece, for promotion of academic linkages and research collaborations between Pakistani and European universities, delivered his guest lecture on "Fisheries & Aquaculture in Pakistan" at the University of Cyprus, Nicosia, on November, 28, 2016. During his visit to the University of Cyprus he visited the Department of Biology and met various faculty members and students. In his lecture Dr Naeem said, the global decline in capture fisheries has highlighted the importance of fish production from alternate sources of aquaculture. In Pakistan, inland carp pond aquaculture has opened up new avenues for animal food production, integrated agriculture & rural development and poverty alleviation in rural communities. The environment friendly integrated aquaculture system relying on pond manuring and fertilization with occasional home-made feed supplementation, helps in the local recirculation of agriculture and animal organic wastes.



Arabia Sea coast of South Asia and Middle East has tremendous marine and coastal aquaculture potential. Due to its geostrategic location, trade, oil and shipping routes, the region is hub of diversified global business investments and economic activities including aquaculture. Pakistan's virgin Arabian Sea coastline of 990 kilometers, forming the northern boundary of the Arabian Sea is home to famous ecological hotspots of Indus River Delta Mangrove forests and most northerly distributed (rare) temperate zone coral reefs. The prospects of culture of marine finfish in open pen-sea cage aquaculture in the region are enormous as hydrographical and farming conditions are suitable /similar to other aquaculture rich regions of the world, having many natural inlets and suitable sites for coastal & marine aquaculture.

It is anticipated that Mediterranean cage aquaculture technologies can be transferred and promoted on a large

commercial / industrial scale in Arabia Sea as these waters are known to have suitable natural productivity, water quality and rearing temperatures in the area. The seminar presentation will give a bird eye view of the inland pond aquaculture in Pakistan and explore the prospects of transfer of European aquaculture technologies for the development of marine cage culture in Arabian Sea, Pakistan. Dr Naeem also holds Post Doctorates from the University of Zagreb, Croatia (2016); Pacific National Vancouver, British Columbia, Canada (1998); a PhD from the University of Guelph, Ontario, Canada (1996); M.Sc Gold Medalist from Punjab University in 1983. He qualified CSS Examinations in 1987 & 1988 and PCS Examinations in 1988 and also holds a law degree from Punjab University. He is recipient of thirty (30) Distinctions, Honors & Academic Achievements, including five (5) Gold Medals/Awards, author of fifty one (51) internationally published and fifty (50) nationally published research papers. He has attended thirty (30) international conferences overseas and has supervised the research of two (2) PhD and many graduate students. Prof. Dr. Muhammad Naeem Khan has 30 years of illustrious Professional career as Dean, Professor, Registrar and Director External Linkages, Punjab University; Professor, Dean & Chairman, University of Veterinary & Animal Sciences (UVAS), Lahore and as Director Fisheries, Government of Punjab, 1996-2003.

Sindh University PhDs number increases to 253 Teacher Nazia Parveen Gill returns to SU after PhD from Netherlands

STAFF REPORT

JAMSHORO: Dr. Nazia Parveen Gill, Assistant Professor, Department of Statistics, University of Sindh, Jamshoro returned to his parent institute after successfully completing Doctor of Philosophy (PhD) studies at Netherlands – increasing the number of PhDs to 253 in the SU fold.

The contribution of her thesis is on, the linear mixed effects models and the generalized additive models. Her work has also developed some methodology for generalized additive modeling of ordinary differential equations. The data analysis was performed on real biomedical data set.

Dr. Nazia's project explains that linear models have been very useful and popular in applied medical research. Linear model are simple to implement and they have the additional advantage of ease of interpretation. However, for more complex applied problems lesser known generalization of linear models are needed within the biomedical sciences. Her research shows that there are many data sets of underlying complex processes that cannot be handled by means of linear regression. For example, individuals are measured across time or across different items inducing correlation.

Dr. Nazia called in courtesy on Prof. Dr. Muhammad Siddique Kalhor, Vice-Chancellor University of Sindh and shared the details of her research project abroad. She also briefed the Vice-Chancellor on the significance of her endeavor. Dr. Kalhor congratulated Dr. Nazia upon her sparkling success; and observed that it was very brave and extra ordinary woman as she exhibited immense academic and professional strength by completing her research project in a foreign land successfully and in time.

Dr. Kalhor termed Dr. Nazia's success as a significant step forward towards record achievements of University of Sindh in the current year. He observed that university of Sindh was very proud to have more than 253 PhD teachers in its fold and expressed the fact that many other teachers were also about to complete their doctoral degree in Pakistan and abroad.

USEFP celebrates international education week

STAFF REPORT

LAHORE: Education USA at the United States Educational Foundation in Pakistan (USEFP) celebrated International Education Week (IEW) November 13-20 in Islamabad, Lahore, and Karachi as part of their ongoing efforts to foster cultural and educational exchange. IEW is a joint initiative of the U.S. Department of State and the U.S. Department of Education to promote international education worldwide and to inculcate a global sensibility among future young leaders.

The number of Pakistanis studying in the United States for the 2015-2016 academic year rose significantly to 6,141, an increase of 14.7 percent over the previous year, according to the annual Open Doors Report.

Christina Tomlinson, Minister-Counselor for Public Affairs at the American Embassy in Islamabad noted that "Over a million

international students took advantage of the opportunity to study in the United States during the 2015-2016 academic year and we are pleased that ever more Pakistani students are studying in the United States. A U.S. college degree is valued all over the world and we welcome the opportunity to share the best of our academic traditions with the international community. It's mutually beneficial as international students enrich the experience of American students."

A highlight of the International Education Week (IEW) in all three cities was the U.S. Alumni Fair, which brought together U.S. Alumni from over 40 different institutions in each city respectively. Local students and parents had a unique opportunity to learn about the academic culture and social life at the represented institutions.

USEFP Executive Director, Rita Akhtar, encouraged students and parents to take advantage of the IEW activities and learn

more about higher education in the U.S.: "Pakistani students who study in the United States are well prepared for the challenges and opportunities of the global economy. Studying abroad also strengthens ties and fosters friendship among students from different countries."

Other features of the IEW included the High Achievers' and Counselors' Recognition Ceremony, which celebrated outstanding students from local high schools and recognized the hard work of counselors in advising their students all year around. Extracurricular activities, often crucial in building a well-rounded student profile, were given their due. The third annual USEFP Sports Day was held in Islamabad and for the first time in Lahore. Local school teams of men and women, showcased their athletic talent by competing in football, basketball, and table tennis matches. The Second Annual USEFP Cricket Tournament was

organized in Karachi and encouraged both men and women to engage in Pakistan's most popular sport.

To promote a sense of civic responsibility among students, community service days were organized at centers catering to the underprivileged segments of the society. Students got to express their creative talent by participating in an Arts Workshop in Lahore and a Dramatic Reading Contest in Islamabad. Students also logged onto webinars and virtual advising sessions with various university representatives in the United States.

Education USA at USEFP offers free advice and assistance to students interested in applying to or learning about U.S. colleges and universities. USEFP is a bi-national commission established in 1950 by the governments of Pakistan and the United States. It is one of 49 Fulbright Commissions located throughout the world.

Andhra Pradesh to replicate Finland model of education

VIJAYAWADA: The State government is contemplating bringing in reforms in education system and bringing education up to 12th standard under one roof. If its plans bear fruit, intermediate education will be clubbed with school education. The government has plans to follow the Finland system to improve the standards.

According to The Hindu, Human Resources Development (HRD) Minister Ganta Srinivasa Rao said the State government had constituted a committee to study the Finland model vis a vis the education system in Andhra Pradesh. The problems such as service rules relating to school and intermediate education were likely to come in the way of unification of primary, upper primary and high school and intermediate streams. The committee would suggest ways and means and prepare a road map to implement two-tier education system — school education and university education, he said.

Another major reform in the offing is grading of schools in the State. The schools would be graded on the lines of the National Assessment and Accreditation Council (NAAC) accreditation given to colleges and varsities. The procedures and guidelines were being prepared, he said.

Saying there had been no recruitments in aided schools since 2004, the Minister said the government had decided to recruit about 985 teacher posts in primary, upper primary and high schools. The government had also decided to fill up vacancies in the universities. As many as 1104 posts, including professor, were lying vacant in the varsities. The APPSC would conduct screening test for 846 assistant professor posts, while professor and associate professor posts would be filled up through regular procedure, he said.

Mr. Srinivas Rao said the government would conduct a two-day workshop for 350 best Head Masters (HMs), two each from 175 Assembly constituencies, in Vijayawada on January 5 and 6. The workshop would deliberate on issues such as curriculum, extra curricular activities, sports etc in education system. The government would also organise Savitri Bai Phule birth anniversary as woman teachers' day on January 3, he added.

Principal Secretary (Higher Education) Sumitra Dawra, Principal Secretary (School Education) Sandhya Rani and SSA Project Director G. Srinivasulu were also present.

5 out of every 6 predicted results for A-levels turns out to be wrong

Calls for 'complete overhaul' of UK university application process

LONDON: University workers are demanding an overhaul of the UK higher education application system after a report revealed that five out of every six predicted results for A-levels turns out to be wrong.

Research commissioned by the University and College Union (UCU), which analysed the results of 1.3 million students over a three-year period, found that the majority of students applying to university are predicted better results than they ultimately achieve.

The study by Dr Gill Wyness of the University College London Institute of Education revealed that just 16% of applicants' grades were predicted correctly; three-quarters were over-predicted and 9% were under-predicted. Under the current system, most students make applications to universities based on

their predicted grades, which leads to uncertainty for both students and institutions when results differ from predictions – as they frequently do. Many students end up securing places through the clearing system.

The UCU is advocating a new post-qualifications admission system where students only apply after they have received their final results, which would create greater certainty for both student and institution. The union also believes it would get rid of the growing use of unconditional offers, which it describes as "unethical".

UCU general secretary, Sally Hunt, said the report exposed the majority of predicted grades as little more than "guesstimates", which were an inadequate basis on which young people and universities were asked to make key, life-changing decisions.

—The Educationist Monitoring

UET hosts vice chancellors' 1st ORIC joint meeting

CONTINUED FROM PAGE 01

UET Vice Chancellor UET Lahore Prof. Dr. Fazal Ahmad Khalid said that the synchronization of all related operations is major demand to meet the challenges of market at national and international level. "All targets of development can attain through collaborative mechanism in entire professional track." He highlighted that universities are facing challenges regarding funding and grants which are the basic ingredients of applied research. These shortages of resources can be overcome with the exchange of skills, workforce and equipment.

Similarly innovation and commercialization are key factors to collect the revenues for varsities. The UET vice chancellor ensured the expansion of this platform to activate ORIC established at different universities to share best practices and to explore many new areas of joint partnerships.

In meeting Directors ORIC UET Lahore and PU Prof. Dr. Asim Loan and Dr. Amir Ijaz gave brief introduction, functions, outputs and future plan of their respective institutes and applauded the initiative taken by UET to provide a platform to share the experience and learning.

Director Khawarzimi Institute of Computer Sciences Prof. Dr. Waqar Mehmood and Director Quality Enhancement Cell UET Prof. Dr. Ghulam Abbas Anjum emphasized the role of research and new area of commercialization to come forward and compete the markets. In meeting, Saad Sohail from LUMS, Registrar UET Lahore Muhammad Asif and Public Relations Officer Adnan Khaliq Bhatti were present in all proceedings appreciated this thought provoking effort made by UET Lahore.

'No education for children of illegal immigrants'

PARIS: French leader Marine Le Pen has proposed that the children of illegal immigrants should be refused public school places as part of tough proposals to restrict state services.

"I've got nothing against foreigners but I say to them: if you come to our country, don't expect that you will be taken care of, treated (by the health system) and that your children will be educated for free," Le Pen said.

"That's finished now, it's the end of playtime," she told an audience at a conference organised by a polling group in Paris. The leader of the National Front (FN) is forecast by opinion polls to finish second in next year's presidential election but she is hoping for new momentum after the victory of Donald Trump in the United States.

Speaking to AFP afterwards, she clarified that she only wanted to block education for immigrants who are in the country illegally, not all foreigners. But she said that any foreigner using the public education system without paying tax in France should have to contribute.

"We're going to reserve our efforts and our national solidarity for the most humble, the most modest and the most poor among us," Le Pen told the conference. The FN sees itself as part of a global revolt against immigration, established political parties and globalisation epitomised by Trump's victory last month.

It regularly criticises the use of France's chronically over-budget social security system for foreigners, arguing that French people should be prioritised. Le Pen falsely claimed on Thursday that anyone aged over 65 could arrive in France and start claiming old-age social security payments.

Polls currently show her qualifying for the second-round of May's election where she is forecast to face -- and be defeated by -- rightwing Republicans party candidate Francois Fillon. Few analysts see her as likely to take power, but the last 12 months has been an unpredictable year in politics and France's sickly economy and immigration are top issues for voters.

Le Pen wants to withdraw France from the eurozone and has called for a referendum on France's membership of the European Union. Fillon has also taken a tough line on immigration in his programme, promising to reduce it to a "strict minimum" and calling on newcomers to adapt to French culture. He has rejected the idea of "multiculturalism" and insists that France must defend its traditions, language and identity. —The Educationist Monitoring



Governor Punjab Malik Muhammad Rafique Rajwana, Vice Chancellor UET Prof. Dr. Fazal Ahmad Khalid with registrar, controller examinations and deans of faculties sit on stage during UET 23rd convocation.



Chancellor/Governor Punjab Malik Rafique Rajwana and Vice Chancellor UET Dr. Fazal Ahmed Khalid award an honorary degree of PhD to former VC UET Gen(r) Muhammad Akram.



Deans of faculties and Registrar during the 23rd convocation of UET.



Chancellor of the UET Malik Muhammad Rafique Rajwana and Vice Chancellor UET Dr. Fazal Ahmed Khalid after awarding gold medal to a position holder student.



A group photo of convocation participants and graduates.



Graduates celebrate after the convocation.



Vice Chancellor UET Prof. Dr. Fazal Ahmad Khalid and Registrar Mr. Muhammad Asif present a shield to the chief guest Governor Punjab Malik Muhammad Rafique Rajwana.



A student receiving her degree from Governor Punjab Malik Muhammad Rafique Rajwana and Vice Chancellor UET Dr. Fazal Ahmad Khalid.



Graduating students feel cherish after receiving their degrees.

Education System of Pakistan: Problems and Solutions

BY AFTAB HUSSAIN

The education system of Pakistan is comprised of 260,903 institutions and is facilitating 41,018,384 students with the help of 1,535,461 teachers. The system includes 180,846 public institutions and 80,057 private institutions. Hence 31% educational institutes are run by private sector while 69% are public institutes, according to a research study titled: "Education System of Pakistan: Issues, Problems and Solutions," by Aftab Hussain.

The study concludes that reforms required in the education system of Pakistan cannot be done by the government alone, public-private participation and a mix of formal as well as non-formal education can pull out majority of country's population from illiteracy. Similarly, to make the youth of the country an asset, attention should also be paid to vocational and technical training.

INTRODUCTION:

It is mandated in the Constitution of Pakistan to provide free and compulsory education to all children between the ages of 5-16 years and enhance adult literacy. With the 18th constitutional amendment the concurrent list which comprised of 47 subjects was abolished and these subjects, including education, were transferred to federating units as a move towards provincial autonomy.

The year 2015 is important in the context that it marks the deadline for the participants of Dakar declaration (Education For All [EFA] commitment) including Pakistan. Education related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA targets and its Millennium Development Goals (MDGs) for education call for an analysis of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended.

ANALYSIS OF EDUCATION SYSTEM IN PAKISTAN

Pakistan has expressed its commitment to promote education and literacy in the country by education policies at domestic level and getting involved into international commitments on education. In this regard national education policies are the visions which suggest strategies to increase literacy rate, capacity building, and enhance facilities in the schools and educational institutes. MDGs and EFA programmes are global commitments of Pakistan for the promotion of literacy.

A review of the education system of Pakistan suggests that there has been little change in Pakistan's schools since 2010, when the 18th Amendment enshrined education as a fundamental human right in the constitution. Problems of access, quality, infrastructure and inequality of opportunity, remain endemic.

ISSUES

A) MDGS AND PAKISTAN

Due to the problems in education system of Pakistan, the country is lagging behind in achieving its MDGs of education. The MDGs have laid down two goals for education sector:

Goal 2: The goal 2 of MDGs is to achieve Universal Primary Education (UPE) and by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. By the year 2014 the enrolment statistics show an increase in the enrolment of students of the age of 3-16 year while dropout rate decreased. But the need for increasing enrolment of students remains high to achieve MDGs target. Punjab is leading province wise in net primary enrolment rate with 62% enrolment. The enrolment rate in Sindh province is 52%, in Khyber Pakhtunkhwa (KPK) 54% and primary enrolment rate in Balochistan is 45%.

Goal 3: The goal 3 of MDGs is Promoting Gender Equality and Women Empowerment. It is aimed at eliminating gender disparity in primary and secondary education by 2005 and in all levels of education not later than 2015. There is a stark disparity between male and female literacy rates. The national literacy rate of male was 71% while that of female was 48% in 2012-13. Provinces reported the same gender disparity. Punjab literacy rate in male was 71% and for females it was 54%. In Sindh literacy rate in male was 72% and female 47%, in KPK male 70% and females 35%, while in Balochistan male 62% and female



23%.

B) EDUCATION FOR ALL (EFA) COMMITMENT

The EFA goals focus on early childhood care and education including pre-schooling, universal primary education and secondary education to youth, adult literacy with gender parity and quality of education as crosscutting thematic and programme priorities.

EFA Review Report October 2014 outlines that despite repeated policy commitments, primary education in Pakistan is lagging behind in achieving its target of universal primary education. Currently the primary gross enrolment rate stands at 85.9% while Pakistan requires increasing it up to 100% by 2015-16 to fulfil EFA goals. Of the estimated total primary school going 21.4 million children of ages 5-9 years, 68.5% are enrolled in schools, of which 8.2 million or 56% are boys and 6.5 million or 44% are girls. Economic Survey of Pakistan confirms that during the year 2013-14 literacy remained much higher in urban areas than in rural areas and higher among males.

C) VISION 2030

Vision 2030 of Planning Commission of Pakistan looks for an academic environment which promotes the thinking mind. The goal under Vision 2030 is one curriculum and one national examination system under state responsibility. The strategies charted out to achieve the goal included:

(i) Increasing public expenditure on education and skills generation from 2.7% of GDP to 5% by 2010 and 7% by 2015. (ii) Re-introduce the technical and vocational stream in the last two years of secondary schools. (iii) Gradually increase vocational and technical education numbers to 25-30% of all secondary enrolment by 2015 and 50 per cent by 2030. (iv) Enhance the scale and quality of education in general and the scale and quality of scientific/technical education in Pakistan in particular.

Problems: The issues lead to the comprehension of the problems which are faced in the development of education system and promotion of literacy. The study outlines seven major problems such as:

1) Lack of Proper Planning: Pakistan is a signatory to MDGs and EFA goals. However it seems that it will not be able to achieve these international commitments because of financial management issues and constraints to achieve the MDGs and EFA goals.

2) Social constraints: It is important to realize that the problems which hinder the provision of education are not just due to issues of management by government but some of them are deeply rooted in the social and cultural orientation of the people. Overcoming the latter is difficult and would require a change in attitude of the people, until then universal primary education is difficult to achieve.

3) Gender gap: Major factors that hinder enrolment rates of girls include poverty, cultural constraints, illiteracy of parents and parental concerns about safety and mobility of their daughters. Society's emphasis on girl's modesty, protection and early marriages may limit family's willingness to send them to school. Enrolment of rural girls is 45% lower than that of urban girls; while for boys the difference is 10% only, showing that gender gap is an important factor.

4) Cost of education: The economic cost is higher in private schools, but these are located in richer settlements only. The paradox is that private schools are better but not everywhere and government schools ensure equitable access but do not provide quality education.

5) War on Terror: Pakistan's engagement in war against terrorism also affected the promotion of literacy campaign. The militants targeted schools and students; several educational institutions were blown up, teachers and students were killed in Balochistan, KPK and FATA. This may have to contribute not as much as other factors, but this remains an important factor.

6) Funds for Education: Pakistan spends 2.4% GDP on education. At national level, 89% education expenditure comprises of current expenses such as teachers' salaries, while only 11% comprises of development expenditure which is not sufficient to raise quality of education.

7) Technical Education: Sufficient attention has not been paid to the technical and vocational education in Pakistan. The number of technical and vocational training institutes is not sufficient and many are deprived of infrastructure, teachers and tools for training. The population of a state is one of the main elements of its national power. It can become an asset once it is skilled. Unskilled population means more jobless people in the country, which affects the national development negatively. Therefore, technical education needs priority handling by the government.

Poverty, law and order situation, natural disasters, budgetary constraints, lack of access, poor quality, equity, and governance have also contributed in less enrolments.

An analysis of the issues and problems suggest that:

The official data shows the allocation of funds for educational projects but there is no mechanism which ensures the proper expenditure of those funds on education.

The existing infrastructure is not being properly utilized in several parts of the country.

There are various challenges that include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance.

The faculty hiring process is historically known to be politicized. It is because of this that the quality of teaching suffers and even more so when low investments are made in teachers' training. As a result teachers are not regular and their time at school is not as productive as it would be with a well-trained teacher.

Inside schools there are challenges which include shortage of teachers, teacher absenteeism, missing basic facilities and lack of friendly environment.

Out of school challenges include shortage of schools, distance – especially for females, insecurity, poverty, cultural norms, parents are reluctant or parents lack awareness.

SOLUTIONS

There is a need for implementation of national education policy and vision 2030 education goals. An analysis of education policy suggests that at the policy level there are several admirable ideas, but practically there are some shortcomings also.

It may not be possible for the government at the moment to implement uniform education system in the country, but a uniform curriculum can be introduced in educational institutes of the country. This will provide equal opportunity to the students of rural areas to compete with students of urban areas in the job market.

Since majority of Pakistani population resides in rural areas and the access to education is a major problem for them, it seems feasible that a balanced approach for formal and informal education be adopted. Government as well as non-government sector should work together to promote education

in rural areas.

The government should take measures to get school buildings vacated which are occupied by feudal lords of Sindh, Balochistan and Punjab. Efforts should be made to ensure that proper education is provided in those schools.

The federal government is paying attention to the vocational and technical training, but it is important to make the already existing vocational and technical training centres more efficient so that skilled youth could be produced.

Since education is a provincial subject, the provincial education secretariats need to be strengthened. Special policy planning units should be established in provinces' education departments for implementation of educational policies and formulation of new policies whenever needed. The provincial education departments need to work out financial resources required for realising the compliance of Article 25-A.

Federal Government should play a supportive role vis-à-vis the provinces for the early compliance of the constitutional obligation laid down in Article 25-A. Special grants can be provided to the provinces where the literacy rate is low.

RECOMMENDATIONS

Technical education should be made a part of secondary education. Classes for carpentry, electrical, and other technical education must be included in the curriculum.

Providing economic incentives to the students may encourage the parents to send their children to school and may help in reducing the dropout ratio.

Local government system is helpful in promoting education and literacy in the country. In local government system the funds for education would be spent on a need basis by the locality.

Corruption in education departments is one of the factors for the poor literacy in the country. An effective monitoring system is needed in education departments.

For any system to work it is imperative that relevant structures are developed. Legislation and structure should be framed to plan for the promotion of education in the country. After the 18th amendment the education has become a provincial subject, therefore, the provinces should form legislations and design educational policies which ensure quality education.

Unemployment of educated men and women is a major concern for Pakistan. There should be career counselling of the pupils in schools so that they have an understanding of job market and they can develop their skills accordingly.

Counselling of parents is required, so that they can choose a career for their child which is market friendly.

There are two approaches to acquiring education: First, which is being followed by many in Pakistan is to get education to earn bread and butter. The second approach is to get education for the sake of personal development and learning. This approach is followed by affluent and economically stable people who send their children to private schools and abroad for education. The problem arises when non-affluent families send their children to private schools, and universities.

This aspiration for sending children for higher education is wrong, because the country does not need managers and officers only. There are several other jobs where people are needed. Hence the mind-set of sending one's children to university only for becoming officers and managers needs to be changed. — Source: IPRI-Pak



LAHORE: General Raheel Sharif visited Govt College University Lahore and interacted with the students and faculty members. VC Dr. Hasan Amir Shah and faculty welcome him to his alma mater.



D.G. KHAN: MNA Shehnaz Saleem Malik and Ghazi University Vice Chancellor Dr. Qaiser Mushtaq distribute laptops among students under the Prime Minister's Youth Program, Phase-II.



Vice Chancellor GCU Dr. Hassan Amir Shah leads a walk against drugs with Director General ANF Punjab Brig. Khalid Mahmood Gorraya, comedian Iftikhar Thakor and Rashid Mahmood.



FAISALABAD: Vice Chancellor GCU Faisalabad Prof. Dr. Muhammad Ali, Dean faculty of Science & Technology Prof. Dr. Muhammad Zubair, Chairperson department of Zoology Prof. Dr. Farhat Jabeen inaugurating the new building in zoology department.



PHEC Chairman Prof. Dr. Mohammad Nizamuddin and University of Health Sciences Vice Chancellor Maj-Gen(r) Dr. M. Aslam award degree to a medical graduate at the convocation.



A group photo of UHS faculty and graduates with chief guest Dr. Nizam and VC Dr. Muhammad Aslam after the convocation.



Murad stresses for a broad-based, MULTIDISCIPLINARY EDUCATION

STAFF REPORT

KARACHI: Sindh Chief Minister Syed Murad Ali Shah, on Saturday stressed the need and importance of a broad-based, multidisciplinary education to meet challenges facing the country. Addressing as chief guest to the Aga Khan University (AKU) 29th convocation, he said "We need natural scientists and social scientists, writers and artists, entrepreneurs and public policy experts who can work across boundaries of all kind in order to start and lead progress in wide range of fields". While praising the AKU's plans to

invest in a new Faculty of Arts and Sciences (FAS) in Karachi, he spoke of the social contribution that a liberal arts education can make. The chief minister also spoke of the "unyielding power" of their education to impact humanity and urged graduates to use their skills to address many issues in Pakistani society. "Be conscious of that power and use it to give the best to humanity", he added. Firoz Rasul, President, AKU in his welcome address spoke about how we, as human beings, seek a higher purpose, a challenge that brings meaning to our lives, and that leaves a mark on the lives of others.

He mentioned that one great challenge is the Sustainable Development Goals that 193 countries, including Pakistan, have committed to by 2030. "If Pakistan were to meet them, it would be a country transformed a place where no child suffers from hunger, every boy and girl is taught by well-qualified teachers, and all people have access to high-quality healthcare. At AKU, we are working to make that vision a reality, as an educator of leaders, a source of research that generates solutions to critical challenges and a provider of life-saving health care", Firoz Rasul stated.

Medical doctors who are a waste!

BY TABINDA HAFEEZ

LAHORE: Pakistan Medical and Dental Council (PMDC) recently announced the reservation of seats in all public and private medical colleges on the basis of gender. In this modern era there is no space for gender discrimination. Earlier, in 1991, 70 percent male seats and 30 percent females sets were reserved. Further, Supreme Court of Pakistan had already abolished the 60:40 gender-based quota for medical colleges in 1991. Female students are more hardworking due to which ratio of female students in medical profession is far higher than males. But the harsh truth is that most of the girls don't practice after their marriage. MBBS is increasingly becoming a "tag" to catch good marriage proposals for the girls. Parents want a good match for their daughters and doctors are in high demand for marriage proposals which urge parents of girls to get them admitted in medical colleges. Resultantly, most of the girls never practice when they get married.

For instance, there are 40 public and 61 private recognized medical colleges. Government is spending almost 3-4 million on each MBBS student. In government medical colleges they only have to pay 0.1-0.2 Million but after graduations only 50% percent work. Pakistan Medical and Dental Council (PMDC) President Dr Hameed revealed that "Pakistan is producing



around 14,000 doctors per year, out of whom 70 per cent are women. There are around 50,000 to 60,000 medical practitioners against the demand of 600,000 in the country. It is feared that almost 50 per cent of the medical students would never work. The government spends almost Rs 2.5 million on each MBBS student. Unfortunately, after completion of their course, most of the female medical graduates never work."

This reporter met some lady doctors who are not practicing after marriage. Dr. Sehrish Karim, graduate from King Edward, moved to USA after marriage. She only managed to complete her house job and MBBS certificate. Now she is a mother of two kids and a happy house wife. She hasn't any regret for leaving her profession and career. Another example is Ms. Faiza Nazir, a graduate from Allah Iqbal Medical College. She got married in final year of MBBS and discontinued studies. She even failed to complete her house job.

Furthermore, number of registered specialists are 26,636, out of them only 6653 (25 per cent) are females. Majority of female graduates don't go for post-graduation studies.

Introducing quota system is not a better solution. There are much better ways to tackle gender gap in medical profession. Society should come forward to address societal pressures and heightened expectations. Career counseling may also be introduced during FSc/A-level. Government should also enforce a compulsory five year service for all medical graduates. Government should establish women only hospitals, experts said.