

# Three paths to

At present, three parallel education systems run in the country, with none of them having anything to do with the other. The prevailing realities are only promoting social, economic and cultural differences

made to sit on the floor and wait endlessly and fruitlessly for the elusive teacher to make an appearance in the class and to start the hackneyed rote process.

Such schools are at best places where formal training in certain mundane skills like reading, writing, and arithmetic; or a plethora of subjects taught to please one or the other pressure group in the country, is conducted in a dull and routine fashion. At worst, these are the instruments for killing the spirit of joy, initiative and love for learning in children.

Much can be written about the outdated, outmoded syllabi in schools' curriculum in the Matric system, and about the poor quality and contents of textbooks published by state-owned boards that find fulsome support by the education department.

Equally pathetic is the manner of conducting Board examinations where cheating is rampant; papers are leaked out against graft; and results are manipulated and positions awarded for monetary considerations. Answer scripts are lost with aplomb and complete shamelessness by the examiners and the boards, and marks are then awarded on estimates or even on the basis of whims in total disregard to the fact that such acts may ruin the pupil's career beyond repair.

Anyone who is even remotely familiar with the working of our matriculation schools and the psychological equipment of the

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**GROUND REALITY:** The plight of state-run schools provides contrast to what is the case with private institutions

students can clearly see that such schools definitely militate against development of individuality. They not only fail to bring out the uniqueness and possibilities of each pupil, but by their very methods of teaching and discipline, suppress individuality and let his or her distinctive gifts die of

inaction and disuse.

The system has tended to emphasize dubious objectives and values like rote learning and competitive success, by fair means or foul, and has ignored some of the finest and most permanent values and purposes.

The education system pre-

**E** DUCATION in Pakistan is at present passing through a critical phase. This is natural because national life as a whole, of which education is an integral part, is also passing through such a phase. The most dangerous fallout of our existing education system is the polarization of society, which the current education pattern is continuing to support and promote in every devious way.

On the one hand, the medium is English; the fee structure prohibitive and the facilities, enormous and envious. On the other extreme lie the state-run schools where students are