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Edu. Dawn 25.5.03



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...vailing in Pakistan is one that we have inherited from colonial days, and have failed to develop one of our own to meet our distinct needs. If Chief's College (Atchison) was founded in 1885 to



provide high-quality education to sons of feudal lords and tribal chieftains, then the present-day elitist brands of schools, with their prohibitive fee structure, keep the children of the poor, lower middle class and even middle class at bay and deny them the exposure provided by these well-equipped educational institutions.

The elitist schools of Pakistan, where the tuition fees is anywhere between Rs 5,000 and Rs 10,000 per month with a number of other accompanying charges, follow the 'O' and 'A' level system of examination of British universities and syndicates.

Bemoaned the trustee of a public school run by a charitable trust, "I would have preferred to go to the Grammar had my family not compelled me to study in the school founded by them." Why? "No particular reason. Snob value, I suppose," he conceded honestly without realizing even for a moment that his innate honesty comes from the values acquired in the non-elitist school in which he had studied. His son and daughters are now doing what he could not.

Even in cadet colleges that are intended to attract and to meet the needs of the sons of the poor and the lower middle class, have hopelessly missed their objective. "Since the skill of English speaking is essential to get admission in cadet colleges, only boys who have studied in good English-medium schools for the first

six or seven years of their educational life find admission in these colleges," said a former student of Hasan Abdal.

The adoption of the medium of English is mainly because every parent wants his child to learn English as a language of social and professional advancement. People are taken more seriously in this country if they can speak English, even if it were to cover up for their general ignorance and lack of understanding of vital issues.

One is led to believe that our education system dutifully follows the 1835 Education Policy of Lord McCauley. It is obvious to any fool that the decision to establish the Urdu University in Pakistan is a cosmetic measure and an act too late and too little to make any change in the education profile of the country.

But the upper class wants English as a *pas-devant-les-domestiques* code to distance itself from the rest of the countrymen. Schools are equipped with state-of-the-art equipment for learning with ample grounds for games and physical activities. The annual curriculum of the institution includes art, computers, electronics, science modelling, music, dance, photography, carpentry and many other vocational outlets to discover the 'intelligence window' of every individual child.

While most of such co-curricular activities are considered taboo from the point of view of religion in 'ordinary' schools, they provide the elitist children a high degree of self-confidence and self-belief and a blossoming of their inborn talents by highly paid and qualified faculty.

After a sound school education in the country, the sons and daughters of the

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