پاکستان کا نظام تعلیم اور در پیش مسائل

اس بیں کوئی شک خبیں کہ اقوام وافراد کی ترقی کا انحصارعلم وتعلیم پر ہے اس لیے معاشرہ اپنے نظام تعلیم کی ترقی کیلئے ہمیشہ کوشش کرتا ہے۔مطالعہ ومشاہدہ بنا تا ہے کہ ماضی میں علم وفنون کی ترقی کیلئے علماء اور مفکرین نے زبر دست محنت وکوشش کی۔ان کے پیش نظر ہمیشہ ایک ہی معیار رہا ہے یعنی اہلیت و قابلیت _ یہی وجہ ہے کہ ماضی میں ہماری درس گا ہوں اور اسا تذہ کو ایک مقام حاصل تفا اور پوری دنیاان سے استفادہ کرتی تھی۔ ان اداروں کی بدولت مختلف شعبہ ہائے حیات میں ایجادات ، تحقیقات ، اختر اعات اور انکشافات کو آج بھی دنیالشلیم کرتی ہے اور ان میں ہے اکثر نظریات وحقائق کور ذہیں کرتی ۔ اس کی وجہ کیاتھی؟ ۔ ۔ ۔ استادغور وفکر میں آزاد تھے اور درسگاہ نصاب سازی میں آزاد تھی۔ادارے مالی وسائل ہے آزاد تھے اور حکومت ان اداروں میں مداخلت کرنے کی بجائے آسامیاں فراہم کرنے کیلئے کوشاں رہتی تھی۔ کیکن آج ہمارے تعلیمی ا دارے کیسر کے فقیر ہیں۔حکومتی نصاب بڑمل پیرا ہونے کیلئے مجبور ہیں۔ موجودہ نظام تعلیم ،غور وقکر ،مشاہرہ اور تجربہ کی بجائے طلبا کورٹے اور تقلید کرنے کا سبق دیتے ہیں۔ادارے مالی مجبور یوں کے باعث بےبس ہیں۔ہمارے نہ جا ہے ہوئے بھی طبقاتی نظام تعلیم موجود ہے۔ اکثر بھی وسرکاری ادار کے علیمی تگرانی کے حقیقی شمر سے بے بہرہ ہیں اس وفت تو ہمارے ہاں تعلیمی ڈھانچے میں غیر پیشہورانہا فراد کی کثیر تعداد قابض ہوتی نظر آرہی ہے۔ نئے نے منصوبوں یہ ہے ہی منداز میں غیر ملکی امداد کا کثیر سر مایی خرچ ہور ہا ہے۔نی حکومتوں کا سابقتہ تعلیمی یالیسیوں سے لاتعلق ہونا اورخو دنگ متفقہ یالیسی کے وجود کے بغیر نظام تعلیم چلانا۔۔۔۔ بیہ سب کیا ہور ہاہے؟ اوراس کے کیا نتائج حاصل ہو نگے ؟ شایدان سوالوں کا کوئی خاطرخواہ جواب نه ملے البتہ بیہ بات روز روثن کی طرح سب پیھیاں ہے۔ ہماری حکومتوں کی ناقص پالیسیاں تعلیمی پسما ندگی کی اصل وجہ ہیں ۔ بین الاقوای اداروں کے اعداد وشار کے مطابق یا کستان میں خواندگی کی شرح بہت کم ہے حتیٰ کہ پاکستان میں شرح خواندگی انڈونیشیا، ملائیشیا، بھارت، سری لنکا، ایران اورتزکی جیسے ممالک سے بھی کم ہے گویا ہم آزادی سے لے کر آج تک قوم کو سیجے نظام تعلیم دے ہی نہیں سکے۔ایبانظام تعلیم جس کے تحت ملک تعلیمی ترقی کی راہ پر گامزن ہوتا۔ملک عزیز کا موجودہ تعلیمی نظام کئی ایک مسائل ہے دوجار ہے۔جن کی وجہ سے تعلیمی شعبہ بری طرح متاثر ہور ہاہے۔ان میں چندا یک مسائل کوذیل کی سطروں میں زیر بحث لایا جاتا ہے:

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Kavalam Madhava Panikkar

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History of Indigenous Education in the Panjab Since Annexation and in 1882 Gottlieb William Leitner, 1883 Essays on Educational Reconstruction in India Kavalam Madhava Panikkar, 1920 The Encyclopaedia Of Indian Literature (Volume Two) (Devraj To Jyoti) Amaresh Datta, 2006 A Major Activity Of The Sahitya Akademi Is The Preparation Of An Encyclopaedia Of Indian Literature The Venture Covering Twenty Two Languages Of India Is The First Of Its Kind Written In English The Encyclopaedia Gives A Comprehensive Idea Of The Growth And Development Of Indian Literature The Entries On Authors Books And General Topics Have Been Tabulated By The Concerned Advisory Boards And Finalised By A Steering Committee Hundreds Of Writers All Over The Country Contributed Articles On Various Topics The Encyclopaedia Planned As A Six Volume Project Has Been Brought Out The Sahitya Akademi Embarked Upon This Project In Right Earnest In 1984 The Efforts Of The Highly Skilled And Professional Editorial Staff Started Showing Results And The First Volume Was Brought Out In 1987 The Second Volume Was Brought Out In 1988 The Third In 1989 The Fourth In 1991 The Fifth In 1992 And The Sixth Volume In 1994 All The Six Volumes Together Include Approximately 7500 Entries On Various Topics Literary Trends And Movements Eminent Authors And Significant Works The First Three Volume Were Edited By Prof Amaresh Datta Fourth And Fifth Volume By Mohan Lal And Sixth Volume By Shri K C Dutt Burma Burma. Office of the Director of Public Instruction, 1891 **Faithful Education** Ali Riaz, 2008-09-03 In the wake of the terrorist attacks on September 11 2011 discussions on ties between Islamic religious education institutions namely madrassahs and transnational terrorist groups have featured prominently in the Western media In the frenzied coverage of events however vital guestions have been overlooked What do we know about the madrassahs Should Western policymakers be alarmed by the recent increase in the number of these institutions in Muslim countries Is there any connection between them and the global jihad Ali Riaz responds to these questions through an in depth examination of the madraassahs in Pakistan Bangladesh and India In Faithful Education he examines these institutions and their roles in relation to current international politics Essays on Literature, History & Society Sayyid Naqī Husain Ja'farī, Syed Naqī Husain Jafri, 2010 In a consideration of a vast scope of themes such as ghazal as a form of non conformist poetry Hispano Arabic connections with English poetry Syed Ahmad Khan's role in the Urdu Hindi controversy and madrasa education and its contemporary criticism the volume forms an important compliment and corrective to much of the current writings on the various issues Resources in Education ,1996 Government Gazette ,1923 *Quality and Inclusion in Education N.V.*

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Connecting Histories of Education Barnita Bagchi, Eckhardt Fuchs, Kate Rousmaniere, 2014-03-01 The history of education in the modern world is a history of transnational and cross cultural influence This collection explores those influences in post colonial and indigenous education across different geographical contexts The authors emphasize how local actors constructed their own adaptation of colonialism identity and autonomy creating a multi centric and entangled history of modern education In both formal as well as informal aspects they demonstrate that transnational and cross cultural exchanges in education have been characterized by appropriation re contextualization and hybridization thereby rejecting traditional notions of colonial education as an export of pre existing metropolitan educational systems

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Education and the UN Sustainable Development Goals Kim Beasy, Caroline Smith, Jane Watson, 2023-11-02 This book focuses on the complex relationship between education and the Sustainable Development Goals SDGs and highlights how important context is for both critiquing and achieving the Goals though education given the critical role teachers schools and curriculum play in young people s lives Readers will find examples of thinking and practice across the spectrum of education and training sectors both formal and informal The book adds to the increasing body of literature that recognises that education is and must be in its praxis at the heart of all the SDGs As we enter the third decade of the 21st century we have a clear understanding of the wicked and complex crises regarding the health of life on our planet and we cannot ignore the high levels of anxiety our young people are experiencing about their future Continuing in the direction of unsustainable exploitation of people and nature is no longer an option if life is to have a flourishing future The book illustrates how SDGs are supported in and by education and training showcasing the conditions necessary to ensure SDGs are fore fronted in policy reform It includes real world examples of SDGs in education and training contexts as well as novel critiques of the SDGs in regard to their privileging of anthropocentrism and neoliberalism This book is beneficial to academics researchers post graduate and tertiary students from all fields relating to education and training It is also of interest to policy developers from across disciplines and government agencies who are interested in how the SDGs relate to education General

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