



## **Educational Approach to Character Building : A Paradigm Shift**

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### **ABSTRACT**

This research paper entitled "Educational Approach to Character Building : A Paradigm Shift" is written with the purpose to analyze the position of public and private education sector of Pakistan . As we know it is one of the most important instruments that play their role in economic and human development. This modern world has created many opportunities as well as challenges only those nations can advantage from the opportunities which have acquired the essential knowledge and skills. Significant quality education and training, predominant in the new environment, promotes a productive and informed citizenry, and offers opportunities to the socially and economically underprivileged sections of the general public.

The paper is organized under the following different headings; it begins with introduction, section two contains statement of the problem, section three shows methodology, section four focus on Education increase, Moral of Human Capital, section five point out Male & Female Enrolled in Education, section six shows Physical Infrastructure, section seven reveals Public Private Partnership in Education, section eight shows External Resource Mobilization, section nine discusses Internal Financing of Education, section ten shows examination system, section eleven shows infrastructure section twelve describe Human Resource Development, section thirteen finally shows conclusions and suggestions.

### **1. INTRODUCTION**

Education is the engine for human resource development and literacy is the pre-requisite to consult and benefit from major sources of information and knowledge in today's world. Illiteracy and lack of knowledge of basic mathematics may not be responsible for low quality of life for all, but they are definitely a crucial part of individual development and social participation, Government of Pakistan (2006-07). without education and literacy, it is not possible to realize the goals of balanced and sustainable development. Adm- Curie observe" Countries are under developed because most of the people are under developed, having no opportunity of expanding their potential capacities in the service of the

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society, Pakistan Educational Statistics (2004-05). In developing countries population growth, poverty, health and social problem consequently retard the pace of literacy. Literacy is considered a prerequisite for access to vast sources of knowledge in the present world. It provides building blocks for the communication and understanding between individuals, groups and nations, Pakistan Educational Statistics (2004-05).

## **2. PROBLEM STATEMENT**

The existing system of education neither trains students to participate adequately in the economic, social or political system of the country, nor is geared towards the creation of the good society. In our country the job market has changed. Today, the vast majority of the college graduates have to find employment in the private sector or create business opportunities for themselves. Yet, there is no training in skills (e.g., entrepreneurship, communication, or marketing) that are required in this changed market. Curriculums are designed centrally, which makes it difficult to introduce emerging concerns or tools into the educational system. Textbooks are poorly designed and inadequate in quality as well as content, partly because of the absence of the private sector in the process. There is no effective system of quality control or standards. An improvement is needed at many levels, including curriculum reform, improvement in management systems, introducing career counseling, involving potential employers in the governance of educational institutions, and then improving the examination system.

## **3. METHODOLOGY**

For the research there are various methods but here we have used secondary and tertiary sources. In this regard the data was gathered through various secondary and Internet sources, and after selecting suitable sources data was classified and tabulated and finally used statistical methods and made graph to represent the data in the shape of figures which is the easiest way to present the data and every one can understand the data.

## **4. EDUCATION INCREASE MORAL OF HUMAN CAPITAL**

It is further stated that education is the most powerful force for growth and advancement in an increasingly interconnected world, where the majority of the world's population of the developing countries resides and needs to maximize on productivity and capabilities of the advanced human capital. Today's global economy and the demographic shift towards a large bulge of working-age population provide Pakistan with a perfect opportunity towards growth and progress. The profits of education range from being purely human to political, economic, social and cultural. At the human level, education contributes in enhancing self esteem and confidence leading towards empowerment. Awareness about rights and access to information empowers people to defend and pursue their rights. Evidence from the developing countries show that education is increasingly becoming one of the most effective tools used to empower women and promote tolerance within a society so, education have need of paradigm shift, Government of Pakistan (2006-07).

Education can be instrumental in achieving capabilities such as maintaining good health, controlling reproductive behavior, increasing healthy and educated children, declined rates of infant mortality and raised life expectancy due to healthy due to better standard of living. Literacy also has a strong positive impact on individual incomes and overall economic growth. It is mentioned in word report 2006; the best way of declining poverty is to make the main asset of the poor "labor" more productive. In the recent years, the literacy level in Pakistan has improved bit by bit, Pakistan Educational Statistics (2004-05).

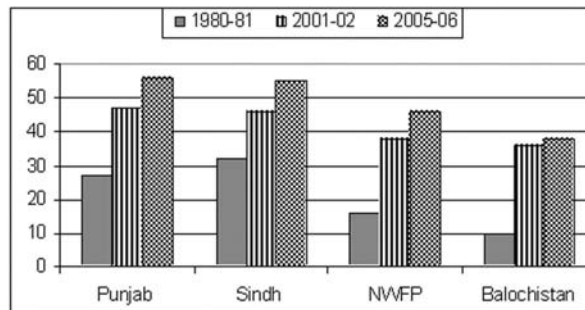
The literacy rate above 10 years was 45%, which has went on to 54% in 2005-06, indicating a 9.0 percentage points increase over a period of only five years. The literacy rate for non-

poor went up from 51% in 2001 to 59% in 2005 whereas for the poor it improved from 30% to 40% in the same above period (Accelerating Economic Growth & Reducing Poverty). The rate of improvement is higher for poor as compared to non-poor. Males literacy rate 10 years and above raised from 58% in 2001 to 65% in 2005-06 while it went up from 32 to 42% for females during the same above period highlighting the gender gaps that still continue in access to education. The percentage of children aged 10-18 that left before completing primary level has declined from 15% in 2001 to 10% in 2005. Government of Pakistan (2006-07). This underlines the government's effort to get better the access and quality of education. Pakistan like many other developing countries faces many challenges in improving their education. The government has realized the importance and generational impact of education on the lives of people and on the overall economy and has therefore committed to improve the quality of education as well as enhance the educational facilities. In 2007, government has decided to increase 100% the education budget in percentage of GDP, Education Sector Reforms, Plan of Action (2002-06). The government proposes to absorb substantial part of this increase in primary and secondary education, while also investing heavily in higher education.

The government must be fully aware of the significance of literacy in the country and must develop consistency to make reforms in this key sector. In Pakistan literacy is slowly increasing from very beginning. Within the literacy rates sex wise division shows that, as expected, literacy among males is higher. However, the rate of increase in literacy for females is faster as compared to the males.

Province wise literacy data shows that Punjab was on the top in the year 2005-06 its literacy was 56% when it was 47% in 2001-02 followed by Sindh 55% in 2005-06 Vs 46% in 2001-02, followed by NWFP 46% in 2005-06 Vs 38% in 2001-02 and followed by Balochistan 38% in 2006 Vs 36% in 2001-02, Literacy Trends in Pakistan (2006).

**Figure - 1**  
Show Province Wise Literacy



**Source:** Government of Pakistan (Various issues) Economic survey, Ministry of Finance, Economic Advisors Wing, Islamabad .

It is clear from the above figure-1 that the literacy of Sindh was higher as compared to other provinces in the year 1981 province of Sindh was on the top and its literacy was 32% when Punjab's literacy was 27% means 5% less as compared to Sindh. Similarly the literacy of NWFP and Balochistan provinces were 16% and 10%, National Education Policy (1998-2010).

It is also noted that the nationally, the gross enrolment rates for the primary school age 5-9 years has been recorded at 87% in 2005-06. A substantial rise in female gross enrolment rate 61% to 80% is one of the main reason for the rise in Gross Enrolment Rate. Province-wise, as well, increased Gross Enrolment Rate were recorded for all the four provinces

with the maximum increase being recorded in Punjab and then Sindh. Similarly, Gross Enrolment Rate at the middle school level age 13-14 years has increased from 41% in 2001-02 to 49% in 2005-06, with the highest Gross Enrolment Rate being recorder in NWFP 38% to 52%. The Net Enrolment Rate for the primary schools was 42% in 2001-02 which has increased significantly to 52% in 2005-06. Overall both the sexes have recorded a 10 percentage point increase in 2005-06 as compared to 2001-02, Pakistan Human Condition Report (2006).

**5. SIGNIFICANCE OF EDUCATION SECTOR**

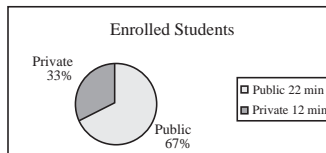
Education statistics indicates that in 2005, there are at present 227,791 institutions in the Pakistan . The enrolment is recorded at 34 millions with teaching staff of 1.357 million. It is indicated in Table-1, and Figs-1,2 and 3, that out of the total institutions 151,744 which is 67% are in public sector and in private sector 76047 institutions 33%. The public sector catering to 22 million 64% of enrolled students and 0.723 million 53% of the teaching staff. Private sector catering to 12 million student and 0.634 which is 47% of the teaching staff, Government of Pakistan (2006-07).

**Table-1**  
Public and Private Institution, Enrolled Students and Teaching Staff

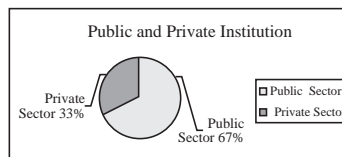
Institution		%	Enrolled Students		%	Teaching Staff		%
Public Sector	151744	67	Public 22 Million	67	Public 0.723 Million	53		
Private Sector	76047	33	Private 12 Million	33	Private 0.634 Million	47		
<b>Total</b>	<b>227,791</b>	<b>100</b>	<b>Total 34 Million</b>	<b>100</b>	<b>Total 1.357 Million</b>	<b>100</b>		

Source: Government of Pakistan (2007-08) Economic Survey, Economic Advisor Wing, Finance Division, Islamabad

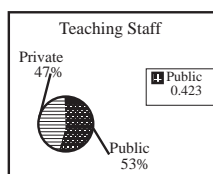
**Figure -2**



**Figure - 3**

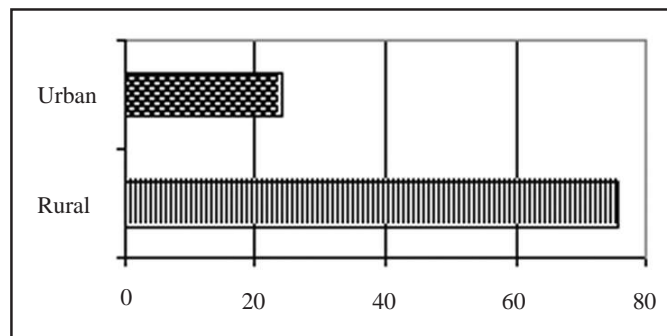


**Figure - 4**



Study reveals that the following Figure-5 shows number of institutions was, 167446 which are 74% of the total institutions are located in the rural areas while only 60345 are located in the urban areas the percentage of urban area was 26%. Out of the total institutions in the rural area, 132008 79% are public institutions while only 35458 21% are private. According to urban areas, the trend has reversed as 40609 67% of the institutions are private while only 19736 means 33% are public. Its is clear that out of total 33,379,578 students, 57% were males and 43% were females with 49% male teachers and 51% female teachers. Study further reveals that out of 1,356,802 teachers, 49% were males and 51% were females, Khan, M. A., (2003).

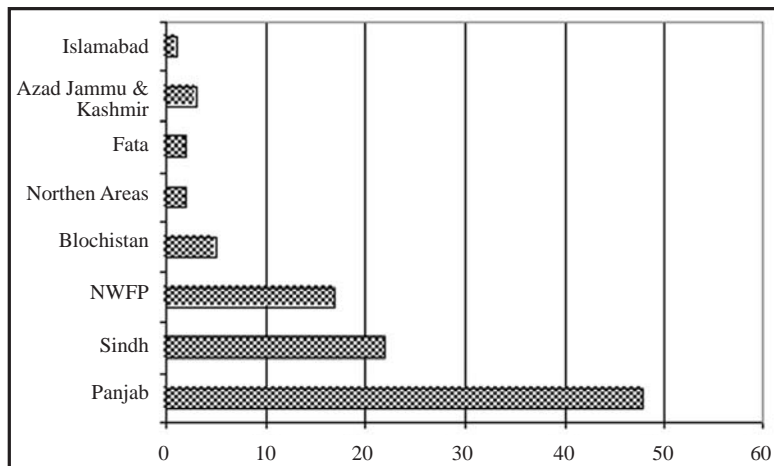
**Figure-5**  
Institution in Rural and Urban Areas



**Source:** Government of Pakistan (2007-08) Economic Survey, Economic Advisor Wing, Finance Division, Islamabad

Study further reveals that out of the total institutions, the province of Punjab shares 48%, Sindh shares 22%, NWFP shares 17%, Balochistan Shares 5%, Northern Areas shares 2%, FATA shares 2%, Azad Jammu & Kashmir shares 3% and Islamabad shares 1%, Ministry of Education (2006). the evidence is given in the following Figure 6.

**Figure-6**  
Province Wise Breakup of Educational Institution



## 6. RANK OF EDUCATION

There are 86% primary schools in the public sector and 14% in the private sector. There are 51% higher secondary schools in the public sector whereas 49% are in the private sector. Around 70% of total vocational/polytechnics are found to be in the private sector and remaining 30% in public sector. In case of degree colleges, 68% are public and 32% are private. Of the total students enrolled, 37% are in the primary level, 20% in the middle while 28% in the secondary level and remaining 15% for the above secondary level, Ministry of Education (2006). The evidence is given in the following Figure-6, which shows the public and private schools.

**Table-2**  
Rank of Education Sector Percentage wise

S.No.	Particulars	Percentage	%age of Every Sector
1.	Primary Schools in Public Sectors	86%	
2.	Primary Schools in Private Sectors	14%	=100
3.	Higher Secondary in the Public Sectors	51%	
4.	Higher Secondary in the Private Sectors	49%	=100
5.	Vocational/ Polytechnics in the Public Sectors	30%	
6.	Vocational/ Polytechnics in the Private Sectors	70%	=100
7.	Degree Colleges in the Public Sector	68%	
8.	Degree Colleges in the Private Sector	32%	=100
9.	Primary level Students Enrolled	37%	
10.	Middle level	20%	
11.	Secondary Level	28%	
12.	Above Secondary Level	15%	=100

**Source:** Government of Pakistan (2006-07) Economic Survey, Ministry of Finance Economic Advisors Wing, Islamabad.

Figure - 7

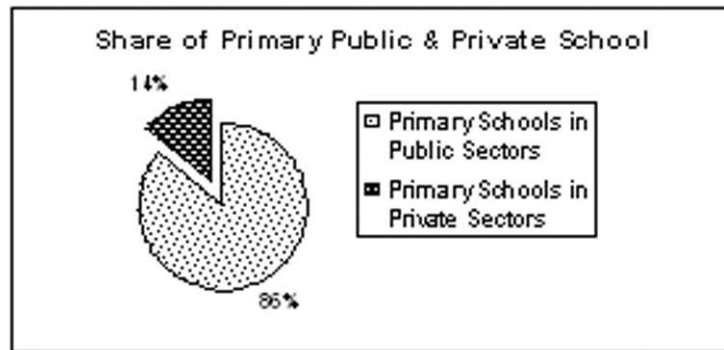


Figure - 8

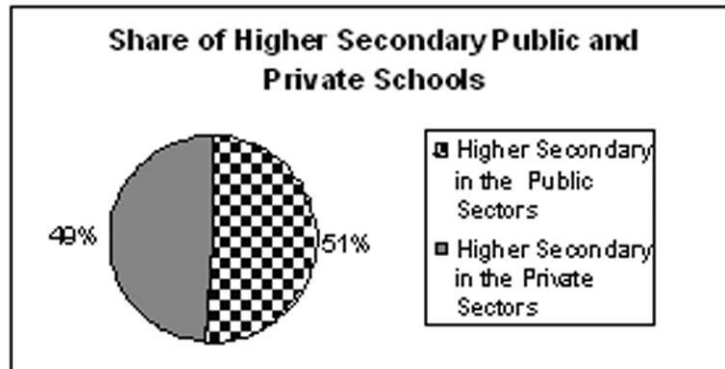


Figure - 9

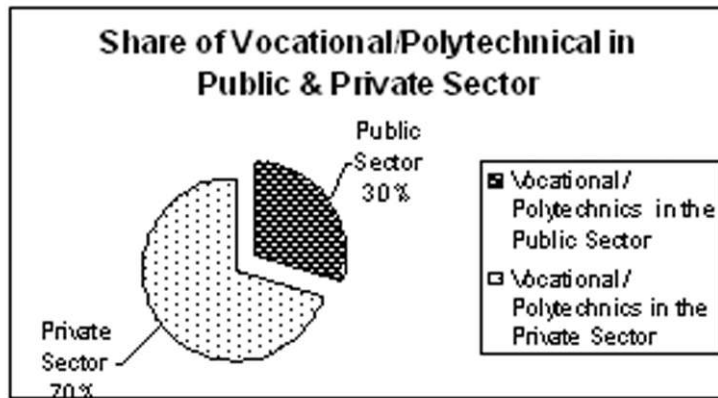


Figure - 10

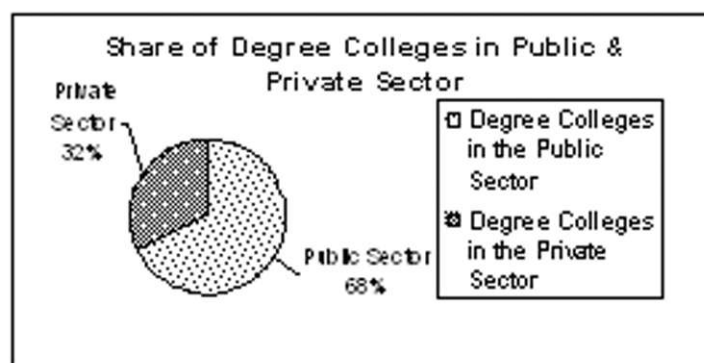
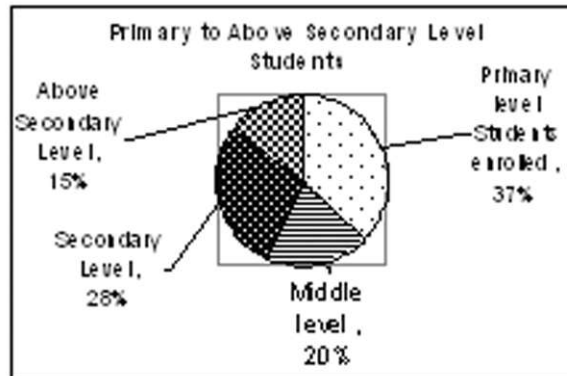




Figure - 11



## 7. TWO TYPES OF RELIGIOUS SCHOOLS

In our country there are two types of religious schools called Mosques schools and Deeni Madaris that are operating within the education sector. In the year 2006-07 there were 12153 Deeni Madaris. Among from them 55% were located in rural and 45% in urban areas, among from them only 3% are managed by government and 97% are privately managed. The total enrollment in these Madaris was 1549242 which are only 4.6% of the overall enrollment. Just about 65% are located in Punjab and NWFP and remaining in other parts of the country, Pakistan Education Conference 1947.

## 8. TOTAL NUMBER OF PRIMARY SCHOOL TEACHERS

Total number of primary school teachers is 399517 out of which 78% are serving in the public sector whereas 22% in the private sector. Generally teacher to student ratio at the primary level 1:31, 1:21 at the middle level and 1:23 at the secondary, Shahnaz Wazir Ali. (2003).

## 9. GENERAL UNIVERSITIES

The general universities are 49 of which, 13 are located in the rural areas while 36 are positioned in the urban areas. At university level education is still dominated by the public sector as out of the total 31 are public while only 18 are private universities, Government of Pakistan (various issues).

## 10. MALE & FEMALE ENROLLED IN EDUCATION

In rural areas, out of 687613 teachers only 278383 (40%) are females in comparison to 409230 (60%) males. The female student are enrolled about 14 million in comparison to 19 million male students. Among these 14 million girls students 5.3 million are at the primary level, 3.129 million at the middle level and 4.02 million are enrolled in the secondary level. More girls 537904 are enrolled in degree colleges as compare to boys 419257 but fewer girls reach to the university level education. Out of 537904 girls that have bachelor degree only 63110 (11%) reach the university while out of 419257 boys 131861 (31%) reach the universities. Near about 19853 females students are enrolled in medical colleges and university in comparison to 10778 male's students, Government of Pakistan (2006-07).



### 11. PHYSICAL INFRASTRUCTURE OF GOVERNMENT SCHOOLS

In our country, out of total public institutions, 35% were without boundary wall, 31% were found to be without drinking water, 54% were without electricity, 38% were without proper Latrine and 6% were without a building. It is observed that lack of physical infrastructure is increasingly becoming one of the major causes for less enrollment and high drop out rates. Around 41% of total schools in Sindh were found to be without building, 35% in Punjab, 12% in NWFP, 6% in Balochistan and 6% in other areas. Around 39% schools in Punjab, 27% Sindh, 17% in NWFP, 9% in Balochistan and other 8% in other areas are without electricity. In Punjab 29% of Schools are without proper arrangement of clean drinking water as compared to 25% in Sindh, 21% in NWFP, 12% in Balochistan and 13% in other areas like Islamabad, FATA, Northern areas. Schools without proper Latrine ranges from 39% in Punjab, 22% in Sindh, 18% in NWFP and to 11% in Balochistan, Pakistan Educational Statistics (2004-05).

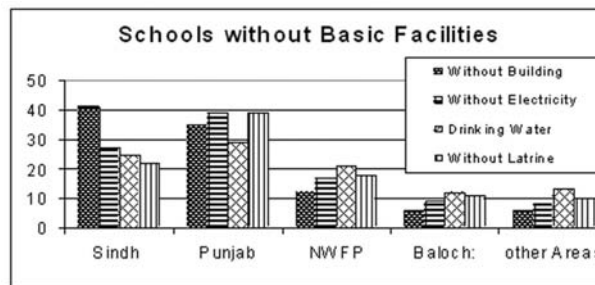
Study further ascertained that total number of intuitions with building is 216490 out of which 51.6% are in satisfactory condition, 26% need minor repair, 17% need major repair and only 5.7% found to be in dangerous condition. Highest percentage of school buildings that fall in the dangerous category among all the provinces is in Balochistan 8.6 %. While maximum number of dangerous about 13 % school building are located in AJK, Government of Pakistan (2006-07).

**Table-3**  
Schools without Basic Facilities

S.No.	Province	Without Building	Without Electricity	Drinking Water	Without Latrine
1.	Sindh	41	27	25	22
2.	Punjab	35	39	29	39
3.	Sindh	12	17	21	18
4.	NWFP	6	9	12	11
5.	Other Areas	6	8	13	10
<b>Total</b>		100	100	100	100

**Source:** Government of Pakistan (2006-07) Economic Survey, Finance Division, Economic Advisory Wing, Islamabad.

**Figure-12**  
Schools without Basic Facilities



**Source:** Government of Pakistan (2006-07) Economic Survey, Finance Division, Economic Advisory Wing, Islamabad.

## **12. PUBLIC PRIVATE PARTNERSHIP IN EDUCATION**

In under developed countries illiteracy is one of a major obstacle to economic growth, although in the fight against poverty access to primary schooling is widely accepted priority but most governments in the developing countries are not able to expand the delivery of the educational services due to rapidly expanding population and tight government budgets. It is also noted that there are leakages involved in the use of public educational expenditure which impact on the quality of the service delivery by the public institutions. In this regard private institution 76,000 attend to the educational needs of 12 million children. The trend in the enrollment indicates that the gender gap is closing down in case of private schools as compared to public school. If we analyze the private to public school ratio in each province it seems that the presence of the private schools is lowest in the Balochistan while it is highest in the Northern Areas. Islamabad Capital Territory 44% of the institutions were public and 56% were private institutions, *Ibide.*, pp.

The total expenditure by the private sector is 35 billion. Around 45% of total private expenditure is spent at the secondary level. Private expenditure on Madrassas is 2 billion. It is clear that existence of private schools is quite a significant phenomenon in Pakistan and encouraging public-private partnership. In recent years, we have seen some examples of public-private partnerships, especially in the education sector like the Global Education Initiative (GEI) in Jordan which has been successfully replicated in India, Egypt and Palestine. In 2007, the World Economic Forums GEI and UNESCO will launch a new program under the title of Partnerships for Education. This shows that public-private partnership is a global agenda and a developing country like Pakistan can really benefit from the resources of the international community in initiating a comprehensive partnership, *Ibide.*, pp.

## **13. EXTERNAL RESOURCE MOBILIZATION**

In Pakistan, donors assistance for education sector consists of loans as well as grants which come through different ways, loans are received from three multilateral organizations namely Asian Development Bank, the World Bank and the Islamic Development Bank. Grants are made by six organizations, like ILO, UNDP, UNESCO, UNFPA, UNICEF and WFP. Bilateral organizations extending grants include Aus Aid, CIDA, DFID, EC, GTZ, JICA, NORAD and USAID, but it is advice for the government to rely on her own resource and stop corruption from this important sector, *Ibide.*, pp.

## **14. INTERNAL FINANCING OF EDUCATION**

The actual public sector budgetary expenditure on education has remained around 2% of the GDP. The expenditure on education has been steadily increasing over the last 4-5 years but still it is not enough as compared to developed countries. It has increased from 1.8% in 2000-01 to 2.42% in 2006-07. This indicates the government wants to promote and provide education to every one, without race but education sector has need of honest officials, *Pakistan Educational Statistics (2004-05)*.

## **15. EXAMINATION SYSTEM**

It has been decided that each province will designate a Lead Board responsible for preparation of question papers, conduct of examination, evaluation of answer books compilation and declaration of results. Other Boards shall work as Satellite Boards. This system can result in ushering a uniform educational standard throughout the province. Furthermore, the format of the question papers has been revised so as to facilitate the complete comprehension of the subject being taught at class X, XI and XII. The papers now alienated into three parts. The first 20% will be objective multiple choice questions and 50% questions will be for short answers. Only 30% questions will be for descriptive

answers. During the year 2006 teachers have been trained to prepare the children to answer the questions on this pattern. First composite examination for classes IX and X in 2007 all over the country except the province of Sindh, which has planned to start the composite examinations from 2008. In this regard the teachers of Sindh province must be once again trained, Government of Pakistan (2006-07).

## **16. NEED OF HUMAN RESOURCE DEVELOPMENT**

Ministry of Education is responsible for the development of human resources of the educational institutions. Scholarships play vital role in promoting literacy as benefits reach the beneficiary directly and the deserving students can benefit from quality education. Government of Pakistan has launched scholarships schemes for talented and needy students at the provincial and federal level. Ministry of education has devolved the scholarships to Higher Education Commission (HEC). The HEC programs have been executed under a well thought out strategy for poverty alleviation. Implementation of this strategy over the past four years has resulted in a doubling of enrollment in higher education, 20% yearly growth in internationally indexed research publications, award of more than 2,000 domestic and 1,200 international PhD scholarships, standardization of a four-year undergraduate degree program, a digital library program with access to more than 70%, Annual Report (2006).

## **17. CONCLUSIONS/SUGGESTIONS**

Finally it is concluded that education is one of the most powerful instruments of change and it can achieve national goals through producing young minds imbued with knowledge, attitudes, skills and competencies to shape the future destiny of the nation. It is also noted from above study that the best way of declining poverty is to make the main asset of the poor "labor" more productive. In our country sex wise literacy shows that it is higher among males and it is increasing faster among females. Province wise literacy shows that Punjab was on the top in the year 2005-06 its literacy was 56%, but before the 80's province of Sindh was on the top throughout the history of Pakistan.

In our country the gross enrolment rates for the primary school age 5-9 years has been recorded at 87% in 2005-06. It is clear from the above study that in 2005, there were 227,791 institutions and the enrolment is recorded at 34 millions with teaching staff of 1.357 million. Out of the total institutions 67% are in public sector and 33% in private. In Pakistan, public sector catering 53% of the teaching staff, private sector catering 47% of the teaching staff. In rural areas, out of 687613 teachers 40% are females in comparison to 60% males. The female are enrolled 14 million in comparison to 19 million male students. Among 14 million girls students 5.3 million at primary level, 3.129 million at middle and 4.02 million are in secondary. More girls 537904 are enrolled in degree colleges as compare to boys 419257 but fewer girls reach to the university. In infrastructure there is also need of paradigm shift because around 41% schools in Sindh were found without building, 35% in Punjab, 12% in NWFP, 6% in Balochistan and 6% in other areas. Around 39% schools in Punjab, 27% Sindh, 17% in NWFP, 9% in Balochistan and other 8% in other areas are without electricity. In Punjab 29%

Schools without proper arrangement of clean drinking water as compared to 25% in Sindh, 21% in NWFP, 12% in Balochistan and 13% in other areas like Islamabad, FATA, Northern areas. The percentage of schools without proper Latrine ranges from 39% in Punjab, 22% in Sindh, 18% in NWFP and to 11% in Balochistan.

It is also recommended that government must encourage teachers because they have a key role to play in determined the quality of out put of educational institutions. But if they lacking in professional and academic capability cannot be expected to contribute to the academic well being of their students so teachers training institutions have been reviewed

and revised to produce teachers for the twenty first century.

The government must promote and delivering gender equality because at it is weak one. There are areas in which significant progress has been needed and ratio of girls and boys at all levels of education must improve.

The government must check quality of curriculum renewal and up gradation because it provides young peoples with flexible learning opportunities and life skills development. Especially for class I - XII it must be research based and relevant to the learning needs of our country .

The government must give attention to improve quality by hiring new teachers, increasing their accountability, improve the learning environment in schools.

A significant association between earnings and higher level of technical training implies the urgent need of such institutions that can train individuals on modern lines in order to cope with the rapidly changing technology.

The market-oriented approach should be introduced at the school level. This requires the overhauling of public school system not only in terms of curriculum but also in teaching methods. Emphasis should also be placed on teachers training. Unfortunately in Pakistan, low official requirements for this position and extremely low salaries offered to the teachers, especially at the primary level, imply the low level of priority accorded to basic education.

To test the effectiveness of the education system, in this regard investment should be made not only to increase the quantity of schools but also to improve the quality of education.

Thus, it is finally suggests that more emphasis should be placed on market oriented approach in education. This requires the overhauling of public school system not only in terms of curriculum but also in teaching methods.

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