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Promotion of liberal & democratic values



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An Exclusive Issue on HIGHER EDUCATION REFORMS

Visit to Kabal University AFGHANISTAN



کابل یونیورسٹی



ڈاکٹر اکبر پوپل، نائب چانسلر کابل یونیورسٹی



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Editorial

Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to coordinate their experience for the enrichment and progress of society, by equipping children with spiritual, moral and material knowledge.

Today, education needs an expanded definition that frees it from today's largely economic context and acknowledges its role in transforming both individual lives and entire society.

Once the American President Lyndon Johnson said that "at the desk where I sit, I have learned one great truth. The answer for all our national problems: the answer for the problems of the world comes to a single word. That word is 'education'". After the lapse of almost twenty five years we see that Johnson's statement still holds matter. But unfortunately in many countries especially in Pakistan education has always been the most neglected sector. In 55 years since our independence we have made great strides, in all spheres of life. Today we are known to be one of the eight atomic powers of the world but our literacy rate is still lingering on to 34% of the total population. Our universities are producing 1/6th of the total number of doctorates which is required in the country. The drop out rate during schooling in the rural areas is beyond our imagination.

In this gloomy situation, it is indeed a welcoming step that like all previous governments, the present government is keen to modernize education and culture to keep pace with contemporary scientific advance. For this purpose the government is encouraging universities to generate their resources to meet the expenses of maintaining high standards of education. Under the reform package, many old and prestigious institutions have been given degree awarding status and are directed to impart quality education to the students. The universities are being encouraged by the government to implement advanced curriculum satisfying international standards and implementing strict and fair recruitment of teachers. In addition to this the government is in the process of taking serious steps to facilitate the postgraduate students to carry their research in all fields of knowledge.

No doubt, the steps which are being taken by the government would do some good to overall situation of education in the country, provided the policies are implemented in the right way but, still it is not sufficient. In order to make our system credible we need to reenergize ourselves for the fight for equal educational opportunity. We must make college education more affordable for low-income students and make sure that every child receives a quality grade-school and if we talk at university level education then Universities should rethink their objectives and their organization in order to offer the necessary courses in sustainability sciences and to stimulate research projects in all areas. Universities should be made responsible for the education of teachers and for the formation of a scientific community that is competent and capable of participating in the development process.

We should not forget that the main goal of education is to prepare individual and, consequently, society as a whole, to face a most complicated world which witnesses quick changes. So to meet all the requirements of the modern age it is incumbent upon us to adopt a rational approach of thinking and respect of the principles of equality and achievement, creativity and enlightened understanding of our heritage.

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Towards Reforming Higher Education

By our P.U. correspondent

On the 18th of April, University of the Punjab organized a whole day seminar to reflect upon the means of improving the quality and standard of education in universities. The conference took place in the seminar room of the Department of Biochemistry and Biotechnology. The Vice Chancellor Lt Gen (r) Arshad Mahmood acted as moderator during the discussion while the Chancellor Governor Lt Gen (r) Khalid Maqbool was the chief guest at the occasion. The advisor for higher education commission Mr. Mowahid Hussain accompanied them.

Various other universities also participated through the representation of their students, professors and Vice Chancellors. The recitation of the Quranic verses was followed by Vice Chancellor's address and the programme proceeded further by the address of the Chancellor. The theme under discussion was categorized into four topics: teachers, students, curriculum and enabling environment. A different faculty member of university of the Punjab introduced each topic. The topics were thoroughly discussed with zeal and zest by the participants and at the end Mr. Ghalib, Mr. Ashfaq, Dr. Hafiz M. Iqbal and Dr. Zikria Zakir summed them up in the form of reports.

Many issues were debated and various thoughts were given words in the meeting. People presented opinions sometimes with much similarity and at others marking conflicting directions. But everyone agreed to the fact that the national approach should be based on practicality and utility. The universities are not only required to mimic the western patterns but to design those that could be suitable to our own culture and requirements. The disproportionate ratio of students, teachers and universities should be balanced decisively.

The reputation of the universities depends upon their teachers who are the unsung heroes of the nation. They should be given much importance in decision and policy making. A strong desire was shown for the requirement

of revision in the criteria of their selection. The relevant departments should be given more indulgence in this regard. The person under consideration should have some presentations before selection in front of the peers, students and the experts. The idea of teachers assistants and research associates should be given more significance in order to identify whether the person is capable for this profession. The command over the subject is not sufficient for the teaching profession; indeed the teacher also requires good communicative skills along with the ability to answer the queries of the students.

Someone suggested that aptitude and psychological tests should be taken as in ISSB test. The application of tenure based selection criteria was demanded. With the passage



Lt. Gen Arshad Mahmood, Lt. Khalid Maqbool & Syed Mowahid Hussain Shah

of time as well as the proof of desired capability and the work effort being put in, more facilities need to be awarded. The teachers must be given recognition and due respect in the society. The government delegations need an ample representation of the teachers. The lecturer's grade has to be increased by one level and so on. Teacher's training is required not only before getting appointed but throughout the service. Such training courses, research and role being played in the management if linked with promotion can bring positive



Lt. Gen. Arshad Mahmood addressing the audience



Registrar, P.U. Masoodul Haq



Governor Punjab Khalid Maqbool conveying his thoughts

results. Opinion of each student deserves proper heed for the evaluation of the teachers. In order to give them exposure and to enhance their experience certain seminars, lectures, workshops and teacher exchange programmes are also to be designed. Their salary should be good enough to enable them to earn a respectable living in the society. Providing of sufficient amount of money and career advancement were the desired factors acknowledged by all.

The students presented comprehensive courage and spoke with overwhelming enthusiasm. According to their suggestions the admissions should be based on entry tests, interviews and the marks scored in the previous examinations. The entry tests have to be standardized by universities and external agencies based on the requirement of the programme. Specific knowledge, skill and aptitude tests are quite helpful in this regard. They supported reserved seats but only on the basis of merit and transparency. For attracting foreign students to our universities student exchange programmes have to be planned, fee has to be made attractive and visa allowance has to be designed with leniency. It should be made possible for them to have an access to information about our universities through website and advertisement. Students need to be encouraged for learning and research rather than just depending upon their course books. Assignments, presentations and group discussions are to be the various modes of assessment. Student involvement in the practical field will ensure their well being as well as contribution in national welfare. An option between thesis and research is to be given at Master's level along

The universities are not only required to mimic the western patterns but to design those that could be suitable to our own culture and requirements

with the providence of adequate facilities including up-to-date libraries, fully equipped laboratories and easy access to Internet. In the process of learning and for building confidence, Teacher's assistantship is a useful phenomenon. On short attendance, misbehavior and bad performance in exams sanctions can be imposed on the students. Internal continuous evaluation is required and parents have to be reported about the performance of their children. Fees should be income based and a talent-based subsidy should be given. Loan schemes, internship

and institutional work can help the needy students simultaneously restoring their self-respect. To eliminate politics from institutions one has to control the political activities of the teachers in

the first place.

Students have to be made responsible for maintaining disciplines on the camps by assigning the duties of prefects instead of having someone else to instruct them. Co-curricular and extra-curricular activities are necessary for character building and for eliminating politics from the institution. Student representation also enhances their personality and brings good name to the institution.

The topic of curriculum was discussed in various dimensions. Our approach should be global rather than local. Instead of having a singular guideline versatility is the need of the day. This is the formula for establishing top class universities and producing specialized individuals. It reduces the flood in the market by only raising cry against unemployment. Universities should be given enough freedom to design their own sallybus and it should be revived periodically fulfilling the needs



Chancellor and the Vice Chancellor with the seminar participants

of the rapidly changing time. Consequently teacher's training programs are to be formulated under the light of this revival so as to enable them in handling with it properly. Conceptual evaluation will discourage the habit of cramming and selective study. The objective or subjective evaluation is to be according to the nature of the subject. Assessment has to be on the basis of knowledge as well as understanding. To ensure transparency in the system of evaluation we have to reduce the workload upon the teachers. The curriculum should achieve the goal of presenting solutions to the problem faced by our industry as well as the society.

A linkage has to be established between technical competence and class environment. Teamwork is the first step on the highway of success. In order to eliminate the wastage of resources their duplication should be restricted rather the idea of sharing the resources should be enhanced. Interdepartmental association is a single answer to numerous questions raised for pointing out the dearth of resources. This idea can be further developed from inter-departmental to inter-universities. The extensive support of industries for funding the universities can be quite helpful. The flourished industries of Sialkot and Kasur are worth

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mentioning in this regard. The autonomy of the universities is not properly realized. Even if they generate funds, their effective utilization is not possible. They require liberty for doing so. The resources should be distributed according to the performance of the universities and by utilizing these funds effectively they can work as the centers of excellence and research contributing for advancement of the country and prosperity of the nation. The PhD allowance should be given to the teachers and they should be provided the concerned material, for instance books, papers, journals and information from the Internet. Thus good teachers will act as the basic units for the establishment of healthy environment.

After these working sessions Mr. Arshad Ahmed Hakkani shared his views with the audience. He said that we should consider the issue of education in a broader aspect rather than in isolation. The nation has to be considered as a whole not in integral parts. Each sector has to flourish as every profession has its own value. The

teachers should present a role model before the students. In the same way every person should work for national interest as each drop counts for the ocean.

The sign of strength and tremendous conviction of the youth encouraged the Chief guest Lt Gen (r) Khalid Maqbool who complimented the discourse as a fruitful one. He considered the bright faces of the students as the mark of a bright future. At the end of the seminar the Vice Chancellor Lt Gen (r) Arshad Mehmood presented vote of thanks to the Chief guest. He also announced that the university has the plans for arranging such other seminars in the future as well.

The seminar was a healthy activity. Many new vistas regarding the improvement of higher Education were opened. Now there is a need to implement all the positive points, which were discussed during the session.

Universities are Intellectual Forums of Societies

Z. H. Baber

Universities, through out the world, have always been valued as institutions par excellence. Here the individuals come to experience the highest and the noblest functions of human intellect. This experience indirectly induces greater understanding into an otherwise much chaotic and confused society. After all, the purpose of higher education and research, that characterizes a university, is not merely to produce a crop of individuals serving excellently in the market place. Rather, the highest research itself becomes, at times, a matter of life and death for a growing and developing society in its particular area of competence.

Nevertheless, in our country, under the influence of globalization and free market economy, the authorities are questioning the role of public sector universities. Some

of our problems. We need people who are better able to view things critically and analyze the complex issues specific to the needs of our multicultural society. Obviously, such people gradually emerge from within an existing social order. This is possible only in an internal social environment where academic freedom is highly valued as a process of intellectual development. Universities, especially public sector universities, are ideal places for growth of such intellects. Expert opinion, sound explanation of intricate problems, and capacities for finding solutions to such problems do not come from illiterate or moderately educated areas. Nor importing alien people, having no inkling of real problems of our society' could usefully employ these capacities. Rather, these capabilities develop in individuals at the academic levels within a given society.

It is worth an added emphasis that higher education means, on the one hand, specialization of research into specific areas of nature and society and, on the other, a broader or universal approach towards particular problems. Thus, we must have natural scientists and social scientists both of which can understand and explain our problems under broader or universal principles of knowledge. Emphasizing

It is a bitter fact that most of our so-called technocrats and economic advisers, who are behind the reforms in higher education, are directly or indirectly serving in foreign organizations.

influential global economists are trying to re-define the role of universities. They are formulating certain economically oriented principle and norms for the universities. Because of this misdirected approach, the whole concept of higher education and research at the university level is turning into a misconception at the general public level.

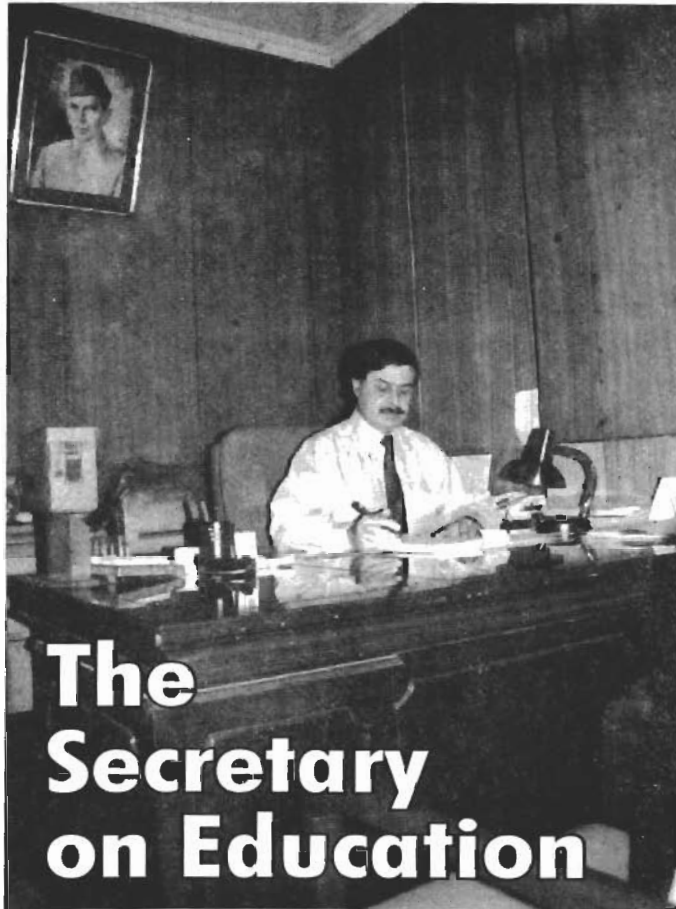
It seems that now it is becoming increasingly a question as to whether universities are making any difference in the market economy or just lingering over useless teaching and research of unproductive subjects. In the later case, it is being proposed that reforms should be brought into the academic structures and higher education. The implicit purpose of such proposed reforms, however, appears to be nothing but a design to transform universities into production houses through a gradual and inconspicuous process of privatization.

It is a bitter fact that most of our so-called technocrats and economic advisers, who are behind the proposed reforms in higher education, are directly or indirectly serving in foreign organizations. These organizations are bent upon transforming our country into a global market for the dominant powers. To make matters worst, our own authorities seem to be happily deceived into believing that the country needs such reforms in its higher education. The truth is that we do not need any reforms in this area but an enhanced intellectual environment for better understanding

and facilitating higher education in certain particularly popular areas of knowledge means ignoring other equally important areas like social sciences. This indirectly ensues in an increasing social disorder, the signs of which are not difficult to discover around us.

However, it is a great pity that various attempts to re-define and reform the existing structure of higher education are floating from some quarters towards the authorities. Various programs to abolish the well functioning academic bodies of public sector universities are in process for this purpose. There is proposal that the leadership of the universities should be taken from academics and given to independent non-academics. The later are empowered to decide academic matters about which they have neither experience nor knowledge. This is like shifting the foundations of academies while expecting that their structures, erected over generations, would remain standing. The collapse, if it took place, would end up in making our society a risk society with diminishing intellect and flourishing ignorance. The picture is now clear. A helpless society, itself unable to think and decide, always seeks foreign aid and material for its sustenance. The conclusion needs no explicit statement.

The author is a teacher at the Department of Philosophy, University of Karachi.



The Secretary on Education

For so many years it has been observed that the higher education sector has been ignored , so the present government concentrated on higher education, making it well equipped with all the necessary requirements of the present time. The Bargad team met the Special Secretary for Education, Nazir Saeed at his office to learn the inner aspects of the present higher education reforms.

Nazir Saeed is an officer of vast experience in the district management group. He started his professional career as an Assistant Commissioner Gujrat and then held various positions of responsibility. So far he has served as D.C Kasur, Deputy Secretary C.M and P.M secretariat, Deputy Secretary Education Islamabad, and prior to his present assignment he was serving as a Joint Secretary for ministry of commerce. Commenting on the present education reform package he said that the present reforms are the continuity of the reforms which were introduced by the military government in September, 2001. These reforms would address all intermediate and higher classes up to doctorate and post doctorate studies.

He maintained that the prime objective of these reforms is to improve the quality of our higher education according to the international standards. He said that the government education department and all the educational institutions are working like an organic whole at present. The education department makes laws

and regulations, lays down policies for the institutions and then gets them approved by the assembly. Afterwards these policies with the approval of the assembly are sent to the universities, which implement these policies according to their own formulated charters.

However, throughout this process the education department plays a pivotal role. He told that at present the government is concentrating on improving the standard of higher education in Pakistan. For this purpose the Higher Education Commission (HEC) has been working efficiently and has already proposed amendments in the existing educational set-up. One of many recommendations on which the government is working is to make the government educational institutions autonomous and give prestigious colleges the status of universities. In this context the Government College Lahore and Lahore College for women have already been recognised as universities.

Moreover, it is the plan of the government to encourage the universities to generate their own expenses in order to maintain high standard of education at all levels. He disclosed that this does not mean that the government will discontinue its grant to the institutions, the government grant will remain there but from now onwards the universities will be in a better position to meet the economical challenges than before.

He further added that the present reform package aims at making the 'university education' market oriented. The government's intent is that the education that one student gets should bring benefit not only to the individual but also to the national and international market. In other words, the present government believes in the practical application of all kinds of education rather than giving superficial value to the things.

Commenting on the present examination system the secretary said that the present government is doing a lot in this context. The authorities are monitoring the examination process regularly and very closely at all levels.

The present system of scrutiny and check is more effective than ever before. Just to save time for the students, semester system has been introduced to the universities. We hope that this system would enhance the capabilities of the students and a new system of submitting term papers would encourage their creativity and benefit their future education.

He said that some people believe that the present government has privatized the government institutions. He added that privatization is the wrong word to be used. The institutions are not privatized. They are still working under government ordinances. Moreover, in the new set up, the institutions are looked after by the boards of governors which have 'D.C.Os as their ex-officio chairpersons. In this context the institutions are not privatized but working in coordination with the government and government is keeping a vigilant eye on their performance.

When the secretary was asked about the ills which have been caused by giving autonomy to the colleges like favoritism and fee-hike, he said that the colleges are passing through the initial stages of their autonomy so they are facing such problems, but in future by evolving

an effective system of evaluation and by generating their own resources the ills like favoritism and fee-hike will vanish. The secretary added that the now worthy chancellor has taken the initiative of determining the policies of education at higher education level. For this purpose several seminars have been organized in which teachers,

students, and other stakeholders have been given due opportunity to contribute in improving the overall outlook of higher education in Pakistan. In these seminars the chancellor has ensured to take steps regarding making the syllabi according to the international needs and improving the environment of

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the universities, making them more congenial to studies.

He maintained that the government is not only giving lip service to things but it strongly believes in action. So far under the umbrella of the reform package the School of Biological Sciences has been set up at PU, School of Mathematics has been set up at G.C.U. and Alkhawarizmi institute has been established at the Engineering University Lahore. Such institutions and departments would give more opportunities to the research students and would enable them to compete with their peers around the globe. About scholarships to the deserving students he said that awarding scholarships to the students is a federal subject, however the Punjab Government is trying its level best to receive a maximum share of the package.

There were several questions to be asked of the secretary but as he had to attend a meeting with the C.M, he sought leave.

Legitimacy of Expectations

By Samia Khalid (Advocate)

Salman Ahmad Khan passed his intermediate examinations in Pre-Medical group and got admission for the degree of M. B. B.S. in Baqai Medical College (Pvt.), Karachi, in academic year 95-96. He studied his first year classes there. After one year Mr. Khan requested for the migration from Baqai Medical College to Quaid-e-Azam Medical College, Bahawalpur, in consideration of migration policy referred in the college prospectus which allowed migration from one medical college to another. The migration was applied on the ground that his entire family is settled in Bahawalpur and his mother is a diabetes patient. This request was turned down by the University Authorities, the student pleaded against this decision in Lahore High Court. The Court found the above said case as,

"...The permission for migration from private medical college to Government Medical College violates the very foundation of merit policy, as in this way a candidate, who on merits fails to secure admission can maneuver to seek admission to the deprivation of a rightful claimant."

The Punjab provincial Government issued a directive imposing ban on migration from private medical college to Government medical colleges after the decision of The Honorable High Court. It was asserted that if such migrations are allowed it is definitely going to undermine the educational standard.

This is one of the examples of the problems created by the wrongful impressions and conceptions

contrived by the private institutions in order to bloom their business and to attract innocent students who are ignorant of true state of affairs until they go through the similar dismal situations.

Therefore the role of Education Ministry to familiarize or acknowledge the students before falling into these ditches, is not appreciated at all.

The University Grants Commission is established under the University Grant Commission Act 1974 to perform functions such as arranging financial aid by the Federal Government to various universities, Inviting coordination work among them and to bring to notice of the Federal Government & Provincial Government the problems of teachers & students by recommending measures for solution thereof.

The establishment of a university is a complicated process, involving the fulfillment of legal requirements and the availability of physical and financial resources. Following the completion of preliminary legal issues, the Applicant University submits a comprehensive feasibility report (in accordance with General Institutional Requirements) to the Higher Education Commission. The review of this report is conducted after the payment of a non-refundable evaluation fee to the Higher Education Commission.

On the basis of the feasibility report, which is to be examined by the scrutiny panel, appointed by the Higher Education Commission, a preliminary inspection of the institution is to be conducted to verify the infrastructure and available facilities, and to assess the ability and capacity of the organization to run the academic programs. Site inspection teams visit the sites and generally hold meetings with administrators, teaching staff. After this process the case has to be referred to the Ministry of Education

or to the Provincial Education Department for the grant of the charter. The grant of Charter is subject to the jurisdiction of the relevant Federal Government or Provincial Government body, and is governed by the respective regulations prescribed by the charter granting body. Only the charter empowers an institution to award degrees.

This procedure must be followed but unfortunately, the procedure is not followed in most of the cases and private institutions bluff the students by asserting that they have applied for the charter. Their degrees are not later recognized by different establishments resulting in irreparable loss to the graduates. Diplomas and equivalent degrees offered by private colleges cause uncertainty to students as these diplomas and degrees are not recognized by University Grants Commission. Private institutions are a major source of unemployment among the young generation as they give birth to the expectations, of a prospective future, which are deceptive. Their certificates create no legal right whatsoever.

The Universities have always been considered not only as the centers of high excellence but as the guardian of educational systems. These authorities are "generally" competent to administer their own affairs without outside interference from executive or judicial organizations. This is one of the reasons, that the Courts are so hesitant to interfere with the decisions of competent authority, in determining the rules and policies lying down prerequisites for admission to higher education and for determining the equivalence for one degree with another as long as the policies made by such expert authorities are in accordance with the rights guaranteed by the Constitution. It is unfortunate that the students don't strive for the authentic and factual information as to the registration and affiliation of the respective private institutions.

The law confers no right regarding admission to the applicants/students, to be admitted to any

educational institution yet surely it confers a right to be treated, fairly, reasonably, and equitably according to the law. Universities are open to all classes, creed etc. but any restriction on admission to universities would be operative if effected by prohibition appearing to be absolute.

In the matters relating to educational institutions, involving examination process or disputes about assessment of answer books, the High Court is reluctant and extra cautious in exercising its writ jurisdiction, which is a speedy constitutional remedy because it may overlap the jurisdiction of different organs and open gates through litigation to everybody. Decisions by disciplinary committee and Appeal Committee, which are taken to the Courts, take lot of time and in the meantime the students are left in lurch. However, the penal regulations affecting courses of a student are strictly construed and where two views are possible, the Courts prefer the one favorable to candidates.

The constitution restricts the courts from interfering into the policy matters, as it creates a harmony between the organs of the state. According to the doctrine of "Separation of the Powers" the courts interfere only when the administration fails to execute the spirit of the principal law. I personally think that the judiciary should not be the component, which is to be used for the betterment of the policies. The education department must take all necessary measures to save the students from the hardships faced by them and the students themselves need to be more aware of their rights and protections under law.

Reforms: Lessons from Germany

In Germany, says Dr. Angelika Koster (an educationist turned politician), in spite of certain limitations in the education system, universities are imparting high quality education to the students, making them fit for the challenges of the modern world. A.S. Qureshi, in an exclusive interview with Dr. Angelika Koster, talks about the salient features of the German education system.

Dr. Angelika has been stationed at Lahore, serving the Henrich Boll Foundation (HBF) as its Regional Director for South Asia since last September. Prior to her present assignment she completed her five year tenure from 1994-1999 as a member of the German parliament. Before making her first appearance in politics, Dr. Angelika served her nation as a professor of Sociology and Human Anthropolgy for twenty years at Heidelberg University. As a former professor Dr. Angelika has a thorough understanding of the basic problems that her country faces today in the field of education.

According to Dr. Angelika throughout twenty years



university education is necessary for a student to get a prominent position in the society, in Germany

The education which consists of primary and secondary education is the backbone of the entire educational system. Dr. Angelika further tells that at present Germany has an almost 100 % literacy rate, and she attributes this to primary education in Germany being mandatory and offered at no cost to students.

of her teaching at Heidelberg University, things were changed tremendously in educational design. Many reforms were introduced to improve the system successively by the government but, she adds, the same old debate regarding evolving a permanent education system continues.

According to Dr. Angelika the German education system with all of its peculiarities is a unique system. There is no concept of college education; students, after completing their high school education, take admission tests for different universities and if they pass the tests they are given admission in the required field. Dr. Angelika told us that though

more importance is given to the primary education.

The education which consists of primary and secondary education is the backbone of the entire educational system. Dr. Angelika further tells that at present Germany has an almost 100 % literacy rate, and she attributes this to primary education in Germany being mandatory and offered at no cost to students.

The government has tried its utmost to remove all the fee barriers. Now, schools are available in every area and are directed to impart quality education to the students. However, at the same time, Dr. Angelika feels that the totally free of cost primary

education system has given rise to parents and students negligence and carelessness toward studies which has resulted in a high drop out rate of students during and following secondary education. However, the overall situation of education in Germany is satisfactory and if we compare the standard of German education with education standards of other countries, Dr. Angelika confers, we can say with confidence that the students graduated from German universities can meet the challenges of the world and compete with their peers internationally.

According to Dr. Angelika the contributing factor in maintaining the high standard of education in Germany is the strict recruitment system for teachers. Teachers at all levels are examined. The individuals who desire to join the teaching profession must be tested and meet certain criteria. Moreover, throughout their employment the teachers performance is regularly monitored. The professional ethics in this profession are so high that teachers are discouraged from missing their classes. Moreover, teachers in Germany are judged by their students. Though, according to Dr. Angelika, teachers evaluation by their students is a big taboo there, this brings very positive results and aids in maintaining a high standard of education in Germany. One more peculiarity of the German education system is this: to become a professor, which is one of the most respectable positions in the German society, one has to submit a thesis and if the thesis is up to the standard one would be given the status of a professor. This means that the German education system works on merit. There is no concept of unfair means.

Dr. Angelika further added that institutions like the Central Screening System keep a vigilant eye on the quality and ability of teachers and only those teachers who meet the requirements of the board may stay in the field.

The environment of any institution plays a

significant role in the overall performance of the students. Dr. Angelika says, that one of the main factors that has been contributing in the intellectual growth of the students, is the congenial environment of the universities. The university students are free to enhance their intellectual abilities. There is no political culture nor any pressure groups present in the universities which may hinder the progress of the students. However, the students are at liberty to convey their grievances to the administration, which they do by holding peaceful demonstrations.

Autonomy is the hallmark of the German education system. All the sixteen states, even the universities in the states are enjoying complete autonomy.

As the states may have their own policies, the universities are at liberty to evolve their own curriculum for their students. Actually, the whole system of education in Germany is based on trust and liberty. The system works in the spirit of intellectual openness, giving complete freedom to the teachers and the students to pursue their creative designs.

This part of the world has one of the oldest civil traditions i.e., about 5000 years old but still the people of this region are looking for other nations to teach them.

When Dr. Angelika was requested to comment on the condition of Pakistan's education system, she only said that the Pakistani education system is too much inspired by the foreign influences. This part of the world has one of the oldest civil traditions i.e., about 5000 years old but still the people of this region are looking for other nations to teach them.

With this thought provoking sentence I thanked Dr. Angelika for giving time to BARGAD and after taking tea with cookies I left the place. But throughout the way Dr. Angelika's last sentence was hammering my mind that we Pakistanis who have our own 5000 years old traditions are now importing culture from the nations who themselves are just 200 years old.

Students' Survey on Higher Education Reforms

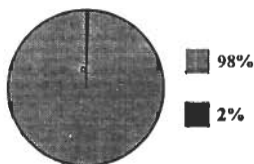
Bargad conducted a students' survey on "Higher Education Reforms" all over Pakistan. The idea was to gauge awareness about the reforms among university and college students of the country and to get feed back on the same issue. Almost 100 student-respondents at the Masters level participated in this survey.

We are the thankful to our correspondents and the professors of P.U, G.C.U, Q.A.U, Peshawar University, Karachi University and the F.C College who have extended great help in carrying out this activity. The results of the survey are as follows.

Q.1 Do you have any idea about the higher education reform package introduced by the present government?

Results: 98% No idea

2% some idea

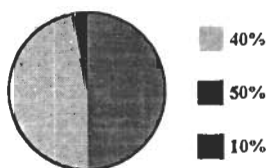


Q.2 One of the most important steps which has been taken under the reforms, is making the government educational institutions autonomous, do you feel that it's a positive step?

Results: 40% No, it is not a positive step, it will create problems for students

50% yes, if fee-hike and favouritism is not the result.

10% yes it is a healthy step.

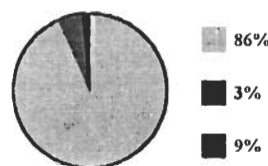


Q.3 Don't you think that privatisation and autonomy has given rise to favouritism at the universities, and has made education more expensive?

Results: 86% Yes, privatisation and autonomy have given rise to favouritism and made education more expensive.

3% No

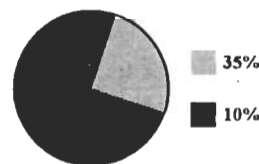
9% Besides these ills, it is better for our education system.



Q.4 the reforms have been introduced to make education -----?

Results: 35% Syllabi needs improvement, it should meet international challenges.

10% Our education lacks practical application of the study and the students' exposure.



27% Campus environment should be made congenial to studies.

10% Govt. should help the deserving student in every possible way.

5% Education should be free for all.

8% The same education standard be introduced throughout the country.

15% Teacher's recruitment process must be fair.

Q.5 Please locate the areas in our education system which need immediate attention of the concerned authorities?

Results: 30% Teacher's training

35% Environment problems

15% Scholarships for the students

10% To facilitate students through libraries, internet etc.

15% Political influences

Q.6 Are you satisfied with our system of education?

Results: 90% Not satisfied

10% Yes, but the system still needs lots of improvement

long awaited Educational Reforms

The credibility of educational system in Pakistan has always been a big discussion. Now after 55 years of independence of Pakistan, the Ministry of Education is still engaged with the task to evolve a

sustainable education system. The government has introduced many things in the present reform package, but I would like to comment just on a few things:

By Rashid Mubarak

This is the period of Information and Technology, the knowledge of computers and other related electronic devices is necessary for a modern twenty first century student. This consideration is strictly followed in almost all the developed countries of the world. As we are trying to become a modern and developed nation, our Government has adopted the brilliant policy of providing IT knowledge right from the beginning of the students' careers. They want to modernize the whole of the new lot of students and for that reason, computer knowledge has been made compulsory right from class one. Indeed it's a great step toward modernization.

However, if we look into the matter, the whole planning of the government regarding the introduction of IT looks faulty. I have already mentioned that the subject of computer has been made compulsory but, the notable thing is this that the government has taken the step without basic infrastructure. The computer education is being imparted without computers. In majority of the institutions not only computers but also there is a dearth of trained instructors. There are only a few institutions in which students have an easy access to computers, but these institutions are only private ones which charge high fees and middle class people cannot afford these institutions. In these circumstances the introduction of IT as a compulsory subject seems to be an eye wash.

Moreover, the Government is proud that they have made education free up to matriculation. No doubt the Government has taken a bold step to increase the literacy

and awareness among the people, but what about the cost of the books which amounts to hundreds of rupees and then the stationary to be used by the student. A student who cannot afford to pay 20 or 30 rupees of fees, how can he spend hundreds on books. If the Government really wants to make education free and available to every one, they should make arrangements to provide free syllabus books and stationery to the deserving students or facilitate them by establishing free libraries for all levels of students.

These days at higher level, privatization is the subject of discussion. The Government of Pakistan is encouraging privatization, as to them it will enhance the standard of education in the country. The great examples are the Government College, Lahore. Government College was considered to be one of the best institutions in Pakistan and only talented students were supposed to get admission in the college. But now when it is privatized, even the dull children from well to do families may get admission in the prestigious institution, just because of their wealth. In this present setup the Government College has been given the status of the University, due to efforts of its devoted principal. In the present setup anyone, who is financially strong could join the college, and later on can easily get the degree by cultivating good relationship with the teachers. Privatization of education may appear a befitting idea to the government but the people at the helm of affairs must be aware of the problems which the privatization may incorporate in the system.

Islamists target "vulgar" classics

Rory McCarthy

*A review of books studied in the English courses at Punjab University in Lahore singled out several texts, including Alexander Pope's *The Rape of the Lock*, Ernest Hemingway's *The Sun Also Rises*, and Jonathan Swift's *Gulliver's Travels* as containing offensive sexual connotations which were deemed "vulgar".*

Some of the great works of English literature could be scrapped from the syllabus of one of Pakistan's leading universities because of what professors fear is a rising tide of Muslim fundamentalism.

A review of books studied in the English courses at Punjab University in Lahore singled out several texts, including Alexander Pope's *The Rape of the Lock*, Ernest Hemingway's *The Sun Also Rises*, and Jonathan Swift's *Gulliver's Travels* as containing offensive sexual connotations which were deemed "vulgar".

Academics from the English department have fiercely resisted the proposed culling of the syllabus and warn of other moves to curtail liberal and critical opinion in favour of Islamist thinking. "Ordinary, professional liberals feel that there is no space for us in our own town now," said a senior academic. "I feel increasingly that Lahore is polarised and the threshold of tolerance is falling."

The review appears to have been triggered by complaints made about the syllabus by the wife of a retired army general. She criticised the inclusion of two poems, including one by WH Auden, which she said promoted Jews, and a poem by Vikram Seth, who she said was too pro-Indian. She also said the poems of Adrienne Rich were unsuitable for study because she is a lesbian. "We have been tolerant for too long," the general's wife said in

a meeting with academics from the department.

PRESIDENT'S WIFE

She reportedly passed her criticisms on to the wife of General Pervez Musharraf, Pakistan's president, who asked the retired army officers who run the university to take up the case.

The review of books on the English literature undergraduate and masters syllabus was conducted by Shahbaz Arif, a lecturer in English, who in an interview staunchly defended his proposal to rule out dozens of texts studied around the world. He said the books he had singled out used "vulgar words" and left students who came from conservative backgrounds and had poor spoken English "shy" and "embarrassed".

"Limitations should be there, it is required," said Dr Arif, adding that he himself was westernised, citing his PhD in linguistics from Essex University. "The majority of students come from a background where literature is not available. Sex is a taboo. It is very difficult to teach these things in the classroom. We have to be very careful in the selection of texts."

But an internal memo drawn up by Dr Arif and seen by the Guardian reveals the startling nature of his criticisms. He begins a section about books on the masters syllabus

Professors in the English department, who have now been ordered not to speak to the press, have been incensed by the [banning] proposals.

by saying: "Almost every second text in the syllabus contains direct/indirect references of vulgarity and sexuality." He highlights Hemingway's *The Sun Also Rises*: "All characters sexually astray: men homosexuals; females lesbians/promiscuous; Brett Ashley nymphomaniac and so on." The list includes Pope's *The Rape of the Lock*, about which Dr Arif says: "The title of the book itself shows vulgarity."

He then highlights a book of John Donne's poetry, saying: "Almost every poem has the connotation of sex where the poet wants to take every lady to bed for sexual pleasure." Other books are criticised for scenes involving alcohol.

Perhaps the most bizarre criticism is of a Sean O'Casey play, *The End of the Beginning*. Dr Arif makes no specific comment on the text but quotes several passages in which the apparently objectionable phrases are underlined. They include the phrase:

"When the song ended, Darry cocks his ear and listens." Dr Arif has underlined the word "cocks".

Dr Arif said his proposals would go before the next meeting of the university's board of studies, which has the final say on the syllabus. Many on the board say his suggestions will be shot down immediately. Professors in the English department, who have now been ordered not to speak to the press, have been incensed by the proposals.

"This is something that has been working gradually and slowly over time. This is cashing in on the fundamentalists," one academic said. "You are not going

to stop talking just because the human anatomy is being discussed," said another professor. "We have to teach our students that there is a whole world out there."

Lahore, Pakistan's pulsing cultural heart, is the city where the country's largest and most ideologically rigorous Islamist party, Jamaat-e-Islami, has its headquarters.

In the wake of a surprisingly strong performance at elections last October, Pakistan's religious right has become increasingly assertive. In Peshawar, religious parties control the provincial parliament and have voted to impose sharia law. In Lahore, advertising billboards depicting women have been painted over and western

soft drinks have been banned from sale in the university.

Professors have spent hours in fierce arguments beating off an attempt, endorsed by the religious parties, to drop English as a compulsory subject at undergraduate level.

Professors have spent hours in fierce arguments beating off an attempt, endorsed by the religious parties, to drop English as a compulsory subject at undergraduate level.

Masood ul-Haq, a retired army colonel and the university's registrar, said no books on the syllabus would change. The row was simply a "tussle" between Dr Arif and others in the English department, and Dr Arif had been moved to another department. "We are proud to be Muslim but we are broad-minded Muslims," Col ul-Haq said. "There is nothing known as fundamentalism in this university and nothing known as fundamentalism in Islam."

THE OFFENDING TEXTS

Extracts of texts with "references of vulgarity and sexuality" include:

PAUL SCOTT, THE JEWEL IN THE CROWN

"He tore at my underclothes and pressed down on me with all his strength. But this was not me and Hari. Entering me he made me cry out. And then it was us."

ERNEST HEMINGWAY, THE SUN ALSO RISES

"What if Brett did sleep with you? She's slept with lots of better people than you."

(Lecturer Shahbaz Arif writes: "All characters sexually astray: men homosexuals; females lesbians / promiscuous; Brett Ashley nymphomaniac and so on.").

TOMAS (SIC) HARDY, TESS OF THE D'URBER VILLES (SIC)

"To Tess's horror the dark queen began stripping off the bodice of her gown - which for the added reason of its ridiculed condition she was only too glad to be free of - till she had bared her plump neck, shoulders, and arms to the moonshine, under which they looked as luminous and beautiful as some Praxitelean creation, in their possession of the faultless rotundities of a lusty country girl."

JONATHAN SWIFT, GULLIVER'S TRAVELS

"I must confess no Object ever disgusted me so much as the sight of her monstrous Breast, which I cannot tell what to compare with, so as to give the curious Reader an

idea of its Bulk, Shape and Colour. It stood prominent six Foot, and could not be less than sixteen in Circumference. The Nipple was about half the Bigness of my Head, and the Hew both of that and the Dug so varified with Spots, Pimples and Freckles, that nothing could appear more nauseous."

ALEXANDER POPE, THE RAPE OF THE LOCK

(Dr Arif writes: "The title of the book itself shows vulgarity.").

JOHN DONNE, LOVE POEMS AND DIVINE POEMS IN METAPHYSICAL POETRY

"Enter these armes, for since thou thoughtst it best,

Not to dreame all my dreame, let's act the rest."

(Dr Arif writes: "Almost every poem has the connotation of sex where the poet wants to take every lady to bed for sexual pleasure.").

SEAN O'CASEY, THE END OF THE BEGINNING

"I've seen you, when you thought I slumbered 'n slept with nothing at all on you, doing your physical jerks in front of the looking-glass."

"When the song ended, Darry cocks his ear and listens."

Courtesy: Daily The Guardian (UK)

Party turned violent at its department

In February, as the new B.A (Hons) class of the department of administrative sciences was given a welcome party by their seniors, some ugly scenes took place ruining the cheerful environment. This was a welcome party cum Basant function. There was kite flying and music at the UCOMB premises.

The director of the department Dr. Jadoon arrived and asked the students to take off the kite decorations as the permission granted was for a welcome party and not a Basant function. After the address to the students by the director, lunch took place.

As the students, both male and female were indulged in a song competition after lunch inside the class room, a student came in and asked all the boys to come out as members of a particular political religious party wanted to see them. The B.A (Hons) students were verbally

abused by the said members of the group (whose names are not known) for celebrating Basant and playing music. When a particular teacher and the director of IAS intervened to calm down the situation, things got nasty. It is reported by sources that the teacher and director were physically assaulted by the said members of the group. Senior students after seeing the attack on their teachers got infuriated and thrashed the opposition party. Patch up was made by the security guard of the university.

Students of the IAS department protested against this violent act and the director Dr. Jadoon spoke at the occasion. The matter was brought under the notice of the Vice Chancellor. However, according to sources, students still await a formal apology.

by Bargad correspondent

A Meeting with Shaista Sonu Sirajuddin,

THE CHAIRPERSON

English Department Punjab University

These days a hue and cry has been raised concerning the revamping of the syllabi of English literature by university of the Punjab. The team of 'Bargad' comprising of Abbas Sarwar Qureshi and Hina Mir went to the university and consulted the Department of English Language and Literature. The prolific and profuse colloquy has cleansed all the marks of ambiguity that were created by the outcry. Mme Shaista Sonnu Sirajuddin, the chairperson of the department spoke on the subject while Mrs. Zareena Saeed, Mrs. Amra Raza and Mrs. Shireen Raheem also benefited the confabulation with their comments

When she was asked to comment on the issue of higher education Mme Sonnu chose to speak particularly with reference to her subject rather than speaking generally on the topic. She said that the revamping of M.A syllabus should not be criticized keeping in view that there is nothing out of ordinary about it, in fact it is according to the tradition of revising the course by the university. This change has been brought for updating the syllabus, fulfilling the demands of 21st century. The past thirty years of Mme Sonnu's teaching experience at university have adorned her with the scrutiny that makes the needs of the students of this university known to her. She said that the revision of the syllabi was required for restoring the prestige and repute of the degree. They have included the whole range of text including the work of sub-continental, European, African and American authors. Therefore it would be appropriate to refer to it as literature in English rather than English literature.



Mrs. Zareena Saeed mentioned the fact that the new syllabi has not dropped like a bomb but it has been formulated through the usual systematic procedure. Mme Sonnu expressed her displeasure over the misunderstanding that has been created for some ulterior motives. In the very first place the process of revamping the syllabi should be presented clearly. Several meetings of the Board of Studies are held. Mme Shaista Sonnu Sirajuddin is the convener of the board while fifteen other members of the board, who are the specialists in this field, are given equal chances to contribute their suggestions. They have the right to object or question whatever they want to. It is quite a significant mention here that these fifteen members are not only from various institutions of Lahore but from all parts of the Province including Faisalabad, Sargodha and Mianwali etc. A plan is made and after the approval of each member it is forwarded to the Faculty of Arts. After being worked upon by the faculty, it is sent to the Academic Council that finally approves it. According to the University's rules this approval is followed by the span of two years prior to the practical implementation. This has to be done to ensure the availability of new books and provision of the desired time to the teachers for a new course.



To shelter the false idols of ambiguity and accusations the chairperson elaborated her stance in two points. Firstly she spoke about the availability of the new text. She assured that all books are easily available in the market at a reasonable price. The department has the master copies of all the texts and the anthologies from which the poems have been selected. The Board of Studies has only recommended the new syllabi that was approved two years back by the Academic Council. Therefore all the institutions have an ample time to get hold of the original texts, to be provided to the students for photocopying. She has also offered help to all the concerning people whom she met during her visits to the various institutions in these two years. The only reason behind hesitation for the acceptance of the new course is that, unfortunately students have begun to rely upon key books and guides. If they cannot find such third rate aids it does not mean that the text is not available. If they cannot be bothered to work and make use of their own abilities, it does not give them the right of maligning the Department.

Secondly she clarified that in most of the cases simply the text is changed while the author is just the same. She said that it has now become a moral issue because if people think that they are enjoying the unavailability of books then it is nothing but a hard blow on the department's honesty and dignity. Mrs. Zareena Saeed further explained that lesser amendments have been made in the course of Part I as compared to that of Part II. This revision is done for the teachers as it will provide a chance of comparative study. In this way the stage of



stagnation and lethargy is also prohibited. Literature is not an art of story telling, indeed it is cultural science that helps the students in understanding life and it also enables them to move with the passage of time. The only requirement is to use one's mind and instead of simplifying things we should have the courage to rise up and meet the new challenges. If we have the problem of not being recognized abroad, we should take some action to get rid of the problem. All we have to do is to move with time and say adieu to passivity.

She held the wrong approach of the students towards their subject, the reason behind the low percentage in evaluation. This can be said without exaggeration that 60% of the students choose this particular subject for specialization just for improving their English. At times the students at M.A level are even unable to construct a single sentence free of errors besides their use of grammar is very poor. All other specialized subjects are allowed to have exclusivity except literature. The student may gain 60% marks in one or two subjects but the aggregate does not come to this level and selective study is one of the factors behind this.

Along with curricular activities the emphasis should also be given on co-curricular activities for polishing the creative abilities of the students. She said that the deptt. has always been willing to conduct such programmes but unfortunately the enabling environment is not provided. The students are allowed only to act in an academically controlled environment but when they enter the practical life and put their feet in an uncontrolled environment

they find it hard to walk erect and precisely as they do not know how to react properly. Mme Sonnu claimed that she would never allow obscurity to enter the young minds or encourage the young people to become narrow minded at any cost. She said that it would be the worst disservice to our great religion 'Islam' which is a very forward looking and a progressive religion. No other religion has been abused and disused the way some of the people have distorted our religion and have dispossessed the Muslims of their pride and integrity. If something has been done against people, they are referred to as victims but a time comes when even victims have to empower themselves in order to resist victimization. The humiliation of discrimination because of the green passport should be challenged. She finds it to be a moral responsibility upon the victims to take hold of their lives instead of colluding in the victimization by just mourning. She believes that education in general and her subject in particular is directly linked with such things. Literature is the roof of life, humanity and thought. This refers to literature not only in English but across the board that includes Urdu, Punjabi, Persian and all the rest even oral literature. She ensured that there is no hangover of 'Raj' in her department and it is a wrong notion that only English literature is taught there. Students are the product of the given training and they are the proof of the fact that the influence has been widening their horizons. Mrs. Amra Raza expounded that the expanding of the text has also been done for the same purpose. There are at least five Pakistani outstanding poets who are recognized all over and Ahmed Ali is one amongst them.

Mme Sonnu conceded that her institution is the state university and as being a public university its needs are different from private universities. However it does not mean that it should be inferior in status. The

The only reason behind hesitation for the acceptance of the new course is that, unfortunately students have begun to rely upon key books and guides.

There are at least five Pakistani outstanding poets who are recognized all over and Ahmed Ali is one amongst them.

privatized institutions have revamped their syllabus in order to meet the new challenges. In the same way Punjab University was required to take an action for its prosperity. Mrs. Shireen Raheem rightly suggested that a public university should be a center of excellence as it is the strength of the nation. The private institutions have a commercial enterprise besides they cater to the needs of the minority. For the progress of the nation majority should be benefited with excellence. Hence it is the duty of the state

to provide the best education to the masses and not to compromise on its standards. She said that by the time 80% of the students reach M.A level their errors have been fossilized. They are ignorant of the demands of the language. The error is traced back to their schooling and earlier introduction to the language. Government should set some methods to overcome these flaws. She proposed that language labs should be working in schools, colleges, UGC and certain other institutions. Every summer for at least next five years crash programmes should be held under the supervision of language specialists. If the students are well equipped with the language it would be easier for them to write thesis not only in literature but in certain other subjects including Geography, Physics, etc..

When the Bargad team members asked the chairperson about the change of mode of evaluation from annual to semester system, she replied that it was done under the umbrella of Punjab University's administration. The V.C offered an option between the two systems and the faculty of English Department chose semester system considering it to be the better one. It reduces the number of students in each class and the interaction between the students and the teacher is enhanced.

After taking views of the English department faculty on all important issues concerning M.A English, the team thanked the faculty and requested leave.

A Discourse with

Prof. Dr. Khalid Aftab



The Editor of Bargad Abbas Sarwar Qureshi along with Hina Mir has interviewed Dr Khalid Aftab, the Vice Chancellor of Government College University(GCU) Lahore. Dr Aftab has made the dream of the first Principal of the institution come true by attaining the status of university for the institution after 138 years of its birth. This was possible only after his struggle and strife for more than nine extensive years. For the interest of our readers the particulars of the interview are given below.

Q. Why you felt that this institution was in need of autonomy?

Ans. The general perception that prevails in almost every level of the society is that of dependence. We are in the habit of looking up to others when time places the responsibility of taking some constructive steps upon us. This wrong perception is doing nothing except dragging us down the drain. Each person and every institution has to be made responsible for its dos and don'ts. An institution should set its own goals, then proper planning and implementation of such plans is also to be ensured. And this should be done not like a blind guess but keeping the limitations in view. For this purpose autonomy was certainly required for this institution. A worth mentioning point in this regard is that unfortunately people do not differentiate between administrative autonomy and academic autonomy.

Q. Where do you think that the approach goes wrong and what are the requirements for its rectification?

Ans The number of educational institutions including schools, colleges and universities is increasing day by day yet the accumulated loss is enormous. There are always two aspects; one is that of quantity while the other is that of quality. By increasing the quantity without

taking certain precautions we are increasing the quality loss. We cannot feel proud of producing 100,000 graduates each year if even the 10% of them cannot get employed. We have low quality institutions that are producing low quality graduates at low cost. Such people in return get low-grade jobs where there is no accountability or the need to meet the challenges. Thus the cycle keeps moving restricting personal as well as social gains. The problem of public sector is that people are supposed to conquer with tied hands. They are not provided the resources that are essential for bringing a qualitative change. Along with that one should have a broader vision. To stand with institutions such as MIT and Oxford, only missionary zeal is not enough. Those who neglect the significance of resource and raise slogans for missionary zeal, they only present the reflex of naivety and ignorance. The achievements should always be kept in mind but along with that the weaknesses are also to be considered in order to eliminate them.

Q. How the initiative should be taken for improvement in general?

Ans Initiative should be taken from the level of higher education. Moreover instead of taking it on sectoral level it would be better to take it on institutional level. Every institution should

pave its own path towards success. By designing one's own path for progress it would be easier to follow it. Such activities should be formulated which could be helpful for improvement.

Q. Who should be given charge for proper conduction of all these activities?

Ans The dilemma of our society is that education is much neglected and underestimated. For different fields such as agriculture, animal husbandry and all the rest, we have specialized people. But when it comes to the field of education, any man having administrative capabilities is given the responsibilities. This field absolutely requires a specialized person for proper functioning of the programmes. He would be in a better position to assess and further commence the plans. An educationist knowing the culture and ethics of education should manage the educational institution. After transparent evaluation the best man having the desired competency should be selected.

Q. Unfortunately a vast majority has misunderstood education as a mere source of attaining a degree. How would you expound it?

Ans The rightful purpose of education is that of 'lightening a fire in a person'. This fire is the spirit that broadens one's vision, ensures productivity and adorns the seeker with the capability of meeting all the challenges of life. It is a sad fact that in spite of being so important it is not awarded the rightful status. The maximum of 2.6% has been allotted from GDP to this field and even this was decreased to the sum of only 2% last year. For bringing about qualitative change this amount has to be increased.

Q. Who has to be blamed for defective circumstances?

Ans The state and the educationists along with the parents have to share the grief. The spirit of



Hina Mir with the V.C

commitment and sacrifice is lacking in us. Whenever there is a challenging task people prefer to runaway instead of meeting it boldly. Despite of searching for the shortcuts we should try to accept the lag that one has to face in the field of education, knowing that it has long lasting effects that benefit a person throughout his life.

Q. Are you satisfied by the criterion that we have for the selection of our teachers?

Ans The teachers who are selected by the public service commission are often unfit for the job. It shows the incompetency of the system. The teacher must have command over the subject and excellent communication skills. Therefore the faulty system should be amended. The teacher has to be selected through an unbiased system after proving his/her worth.

Q. What opinion do you hold for teacher training programmes during the service?

Ans The idea of a proper person for a proper place is quite significant for achieving perfection. This can be done through proper training, thus we require special institutions for training our teachers. It will help them to polish their talents and to keep them acquainted with the demands of the changing time.

Q. Does each student's assessment has to be considered for evaluating the teachers?

Ans We started practising this idea in our institution and it has proved to be quite helpful in different ways. The student's opinion about

The problem of public sector is that people are supposed to conquer with tied hands. They are not provided the resources that are essential for bringing a qualitative change.

a teacher helps him in retaining the good qualities at the same time discarding the bad ones. Through such a process I got low grades for punctuality as the office work used to create the delay of a few minutes in reaching the class. In order to substantiate the time loss, some time from their recess was taken. But after the evaluation I started leaving my office five minutes earlier so as to reach the class in time.

Q: What are the other ways of assuring student participation in a constructive manner?

Ans The idea of teacher's associate and research assistant is quite significant for their grooming as well as utilization of their potential. In this way they play a very constructive role by not only acting as the source of aid but at the same time learning a lot.

Q. Knowing that research is the need of the day how would you promote it?

Ans Research requires availability of two things; the ability and intention for such a programme and the second one is the resources, which requires funds. We have some of the research programmes that are already under process. But we really wish to have some more for which we are in need of the funds.

Q. The world has become a global village. So how important do you consider the student exchange as well as teacher exchange programmes with foreign universities?

Ans No one can live a prosperous life in isolation. Interaction in every field is essential. Research depends upon the up to date information and collecting data from different places. In the quest of knowledge one has to travel from one place to the other. The exchange programmes should be included in our strategy, we already have some such plans.

Q. Career counseling is amongst the much-neglected issues of our society. What would you suggest in this regard?

Ans The importance of career counseling cannot be denied at all. It helps in specifying a suitable direction for each person. We intend to have a larger unit for this function.

Q. Would you like to give affiliation to other colleges?

Ans I am totally against this idea and I personally believe that it should be restricted in order to restore the standard of an institution. All over the world except India and Pakistan, the constituent colleges are present. I am also in the favour of constituent colleges instead of giving affiliation.

Q. What aim would you recommend to be embedded in an institution's plans?

Ans As the initiative for betterment has to be taken from the higher education so it has to be strong enough. This strength is dependent on proper planning. The sector is too wide for a systematic workout while for a qualitative change each institution should play its part. Our own experience has proved that willingness and hard work of the whole team is required. We are the part of the global system and to play our part properly we have to meet the new challenges with courage. We must acknowledge that world economy requires good quality graduates. The education that we provide has to be relevant to the contemporary needs. The students should be adorned with latest technology and ability to meet the needs of the job market. This will ensure practicality and the quality that is essential for strengthening the global economy. Not only acquiring this quality is important but also it is equally significant to sustain it.

Prof. Ghulam Sarwar Qureshi

“
an educationist
committed to excellence.”



Hina Mir a team member of Bargad interviews Prof. Ghulam Sarwar Qureshi, an educationist who has been serving the nation for more than forty years. Not only this but he has also represented Pakistan in different countries at various occasions. He has been the Head of department of English at Islamia College Civil Lines and at present he is a visiting professor at Government College University Lahore.

Prof. Qureshi represented Pakistan in (IVP) International Visitors Program of USA in 1987. In connection with teaching of English Language he attended School for International Training in Vermont and has also participated in TESOL International Conference at Miami. In 1989 he took part in British Council Summer School for Literature Course at Aberdeen (U.K.). He participated in Fifth Literature Conference at Oxford in 1990 and read a Paper on 'The Role of Comparative Study of Literature in English language Teaching', for which he was highly appreciated. He participated in Eleventh Literature Conference at Oxford for the second time in 1996 and read a Paper on 'The Acquisition of English Language Through Literature'. He has edited English Text Book of B.Sc. and One Act plays for

BA literature (New course), for the University of the Punjab. Besides all this he has also compiled a book in Urdu language "Yom-ul-Furqan".

The Bargad discourse revealed the fact that experience has loaded his each word with sagacity and the broadening of his vision has infused humility in his person. We would like to share the nuggets of wisdom with our readers.

Q. How would you define a real teacher?

Ans A teacher is in fact the highest form of an artist. I have learnt through experience that a teacher is the weaver of the moral fiber of an individual and that of the nation. If he becomes weaker the society is bound to suffer. A good teacher is as important as a good mother for a healthy society. Along with the command over his subject he requires a sense of deep devotion for



Prof. Ghulam Sarwar Qureshi has a rich library at his residence



Prof. G.S. Qureshi at his desk

each and every child without discrimination. It is also his duty to create interest for his subject in the students. My father who was my first teacher of English, created this interest in me, which still compels me to learn more and more. I am that fortunate man in whose making there is a lot of contribution of many prolific teachers. Though I wanted to be a scientist but I became a teacher as they taught me the true worth of a teacher through their character and sense of devotion. Prof. Hamid Ahmed Khan, an artist of superb critical evaluation, Prof. Khawaja Manzoor the perfectionist, Prof. Siraj the punctual man having systematic approach, Prof. Cyprian the great orator in whom you could find all the finer things of life, and such literary giants have been my teachers.

Q. What is the role of an educational institution in a society?

Ans Educational institutions are 'the places of sweetness and light'. They should not be the arenas of politics. The institution's mechanism should be in the hands of the teachers rather than the politicians. The teacher's mind has to be free and should not be under stress. It is his privilege to have the liberty of working according to the dictates of his conscience. State controlled education is not a favorable idea. The teachers of an institution should be given intellectual liberty because everything is

superior but to human intellect. This has to be done for the betterment of the country and promotion of knowledge. The educational institution is like a garden where the gardener (teacher) has to sow the seed in the form of the students and then he has to take good care of it for the process of growth.

Q. What are the flaws of our educational system?

Ans We do not have an educational system in the very first place but it is more like a process of learning and education has become a commodity. We should have Islamic approach towards education. The intention is not to promote Platonic views alone neglecting the worldly gains entirely. In fact the classroom should not be an air-tight compartment. It has to keep abreast with the present day running system. But the important point is that it should also ensure the continuous flow of free ideas. It is more like 'Sadqa-e-Jaria'; the chain must be running freely yet it is interwoven in a single tradition.

Q. How can we bring changes for improvement?

Ans There should be a cementing wall between teacher and the student. The role of parents is also significant in this regard. These three parties if join their hands together can play

wonders. The process should not be mechanical but that of devotion. A teacher is a reformer so instead of yearning for worldly glamour, profit and comfort he must remember that in order to provide shade the tree has to bear the sunlight first. The dish of education should be made palatable and sugar coated instead of being presented as a bitter pill or a dry matter.

Q. What is your opinion about new education reforms introduced by the government?

Ans Certain experiments have been started but they are interrupted before achieving the end results. The instability prevailing in the system is acting as a deteriorating agent. Mathew Arnold has said, "We are between two worlds, one dead, the other yet to be born". The transitional period is prolonged and we ought to stop the interference of politics in the system. Let education be alone as the true son of the state. We should try to think seriously and before giving up the previous system we should have the assurance of a suitable substitute. The difference between training and educating should also be acknowledged. Training refers to the process of following a set pattern while education gives the light that enables us to differentiate between right and wrong. Horses and cattle could be trained but the human beings are to be educated properly.

Q. What should be the right approach for the quest of betterment?

Ans We must have a progressive approach as the Prophet (PBUH) says; "Momin is the one whose today is better than his yesterday and whose tomorrow is better than his today". The quest for betterment can never come to an end. One should keep moving for improvement but it does not refer to the idea of discarding the old system completely. One has to polish and retain

the existing good qualities first. For the proper functioning of any system regularity and uniformity is also desired. Along with the spirit of sacrifice and devotion the vision of greatness is also a requisite. We find a lot of barriers but no escalators so we have to progress through our own behaviour. I believe that a person should fall in love with his work and if he cannot, he should give it up and should go for something that he could fall in love with.

Q. What do you suggest about the training of teachers?

Ans We have academies for training technicians and people for income-tax, PCS and all other services. But unluckily we have no such academies for training the teachers. They cannot be cut off from the society and need to have an up to date knowledge. Polishing of their talent is also essential. For such purposes their training should be compulsory at specific intervals.

Q. How much importance you denote to the exposure that is given in the field of education?

Ans In the process of learning I have been to various places and through my experience I can assure that there is a great difference in studying something and then experiencing it. By meeting people, addressing them and knowing about their specific culture and life style one definitely learns a lot. The exchange programmes with other countries also ensure comparative studies. Besides we should have such inter-city programmes as well. In some parts of our country people have winter vacations so in that time students from such areas should be sent to the institutions that are closed only in the summer season and vice versa.

Q. Do you think that autonomy is essential for

an educational institution?

Ans Undoubtedly academic autonomy is essential.

The dilemma of our society is that we have non-teachers in the garb of teachers. Even if they are capable of administrative or functional work they do not have the know-how of education. The charge should not be given to such people, in fact an educationist should be given the freedom and power to work in a constructive manner according to his own style. Only in this way the prestige of the teacher would be given to him. A line written by a teacher has the authenticity of the certificate abroad. People over there, stand up in respect, with their hats off in the presence of a Professor. My slogan is 'discover the teacher'; the right person should be hunted from the masses and then given the due status along with the liberty of action. He should be given a platform where he could come and express his unbiased views. I hope that according to the insignia of Government College University GCU, that is a "torchbearer", we may accomplish the goal of striving for the best and being able to show new directions to the rest of the world.

Q. What would be your articulation about evaluation?

Ans. For the purpose of transparency in the process of evaluation the workload on the evaluator should be decreased. We talk about changes but all we have is the same wine in the new bottles. We make plans for some tangible and useful experiments but before they reach to a concluding point we put an end to them. We make reports but they keep moving from one desk to the other without being worked upon. For the evaluation of the teachers we should also keep in mind that as a patient is the best judge of the doctor in the same way the student is the best judge of the teacher. His opinion

should be given proper heed especially in this regard.

Q. Do you denote some significance to career counseling?

Ans It is my field and I have some plans for constructing a unit for this purpose. Fixation of one's career is quite important and it requires aptitude tests along with the tests of knowledge. Everyone has inclination towards one or the other thing. The more unfit you are for one thing, the more fit you are for another thing. Therefore career counseling is more like a necessity in my eyes.

Q. Is a teacher given sufficient rewards for his services?

Ans Yes, the teacher has his own rewards. Teaching is considered to be a low-paid profession generally, but it is not the case. The teacher is paid in a different currency. The recognition and the glow of "receiving some things" in the face of his students is his real reward. Another great reward for the teacher is the "leisure", which no other, profession enjoys. His greatest pleasure is that he is passing something invaluable (which he got from his teachers) on to others. In doing his duty even if he has to make some sacrifice, doesn't matter. He should deliver the goods. Pakistan badly needs such teachers.

The interesting and fertile discourse ended but only after pointing out different ways towards new beginnings.....

Word of Thanks

Bargad expresses gratitude to the Registrar and the Additional Registrar, Punjab University, for solving problems of Pakistani students, who are studying abroad holding M.A. English degrees.

Sensitive Hearts

Nasuha Khalid

I live in a populous city famous for its hilarity and entertaining life style. In Lahore which is a city of Lilliputians (Six inches high) and of Brobdingnagions (tall as church steeples), living with harmony and peace with each other. But, both the races are unaware of each other; both are unaware of the sensitive hearts.

The sensitive hearts are those children who need our help, attention and love. These children are the ones who are living in orphanages and victims of tough child labour, child abuse or drugs. Do we think about those children who are living in jails just because of the reason that their mothers were criminals and now they are sharing their imprisonment. Why don't the people at the helm of affairs show some concern about these innocent children, who are likely to become criminals in future?

But what our government is for? Our gracious government is seen-blind to these facts. I am not completely blaming our government but people also. And all those who belong to well to do families for all their selfishness.

An orphanage is a place where orphans spend their lives but in what conditions no one knows. Both the people who are living in their city never try to know that how children are living in the orphanages.

The children living in the Lahore orphanage are leading miserable lives. They are devoid of basic necessities of life. Big dark rooms with broken floors cold in winter's and hot in summers are the places where they spend their whole time. I think that animals in the Lahore Zoo are living even in better conditions and with more facilities. These children want our attention, these sensitive hearts just want our sympathy.

But in this city of Lilliputians and brobdingnagians this is very sad that classes are busy in their own lives. Their leisure could be spent in the parks, pizza huts, game houses or in chatting at computer, but no one gives a

single moment to those children who need our love.

The S-O-S village is such an institute in our city which is working for the needy children. The children are living in good conditions but still there is deficiency of love and care from the people around them.

But truth is this that we are heartless slaves of time, who are living in this beautiful city.

Lahore is the heart of Pakistan, but how it is that in the heart of Pakistan there is no place for the ill-fated children. Here children spend their nights in the parks or footpaths and their daytime is spent in laborious activities. This scene could easily be seen near yadgar (Minar-e- Pakistan).

There is another kind of children, who have parents but living like orphans they are orphans of this new era. Children, whose parents leave them to spend their lives in other countries or living in boarding houses, are they not orphans? In this way these children are deprived of parents' love.

I want to appeal to such parents that please think for a moment, they are your own children. Don't throw them away. Even a small sparrow cares for her young ones till

they are not able to fly. Why we, humans beings do not take lesson from such a small bird.

These sensitive hearts of this age are the future of our nation. If every individual at his own level would try to help these sensitive hearts and give them their due share then I would like to say that our present and future is safe. If we provide better condition to these children to live these children will become good human beings one day. They will be more composed and active citizens of this city. In return we will also get a good share of self-satisfaction, mental ease and a true and ever lasting happiness.

The sensitive hearts are those children who need our help, attention and love.

The Media Exposed!

The west through its use of media portrays and makes people accept through a controlled strategy of their cultural, economic and political system being far more efficient; and there are no efforts by the local media to debate on that.

Noreen Nusrat Department of Mass Communication, Punjab University

Media is a tool for propaganda, as a tool for winning wars and manufacturing public opinion and this has been realised by western countries since a very long time. Rupert Murdoch's Fox television is an example of how the media projects and defends the national interest of a country propagating foreign policy of a government, justifying and supporting it. Now there has been a cry by the intellectual community of scholars like Chomsky, Schiller and Peterson on the one way flow of information; on the dominance of western culture by its propagation through the media inducing it into the masses of the developing countries. Not only that but the media is used for selling products and exploring new consumer markets; hence the economic interest is fundamental. Basically the western ownership and control of both the news media and the distribution channels constitutes a form of culture dominance and new markets to sell products. The west through its use of media portrays and makes people accept through a controlled strategy of their cultural, economic and political system being far more efficient; and there are no efforts by the local media to debate on that. The revolt comes only when the coalition decides to wage a military war and what people fail to realise is that the war has already been won because the media did not

The Pakistani media has failed to make the public realise and think on these lines regarding a true analytical picture of situations and what is required for national interest

take any measures to curb the initial stages. It is clear to any rational minded analyst that the economic interest of Pakistan lies with the U.S while amid the present scenario the Pakistani masses have been raising anti-American slogans fuelled by religious bigots in this country, sweeping people away with blind emotionalism regarding the brotherhood of Islam. The Pakistani public is unaware that Iraq's policies have been anti Pakistan and pro India.

Furthermore the Iraqi dictatorship has been a menace for its neighbouring Muslim countries Iran and Kuwait. The Pakistani media has failed to make the public realise and think on these lines regarding a true analytical picture of situations and what is required for national interest; instead they are emotionalising them with the pseudo ummah syndrome which in reality has no palpable

The Indians have realised this and are manufacturing world opinion in their favour, convincing the western countries of their side of the story

existence in the current situation.

Unfortunately the importance of the media has never been realised in this country-neither by the policy makers

PTV on the other hand has been quoting BBC, CNN and AFP further promoting the western viewpoint rather than developing one which is in accordance with their interests.

nor the public which is obvious from the social attitude towards media personnel, where people look down upon the media as a degrading profession. Whereas this is where the most intellectual and creative people are required. The Indians have realised this and are manufacturing world opinion in their favour, convincing the western countries of their side of the story, so there is no use to mourn when the Pakistanis get labelled as extremists, fundamentalist and terrorists because the Pakistani media has been inefficient and incapable of countering such labels and statements. The Pakistani state owned media concentrates primarily on government propaganda; but even that is not done appropriately following the proper tactics and methodology of propaganda proliferation which ultimately ends up in deteriorating the government image and does more harm than any possible good.

What is needed is that intellectuals and media scholars must be included in decision making and formation of media policy. Plus, more resources should be put in. Take the example of the American media coverage of the Iraq war; the amount of money that has been invested makes all the difference. It boosts the quality of coverage, reporting and news analysis moulding world opinion. PTV on the other hand has been quoting BBC, CNN and AFP further promoting the western viewpoint rather than developing one which is in accordance with their interests. Amid the current situation Pakistan television news channel seems more like a mere translation channel.

There is perhaps not a dearth of resources but a lack of vision. What is required is an independent English satellite news channel which reaches across the western public and the people of developed countries. For economic investment in the country it is up to the media

to build a positive image of Pakistan abroad.

Pakistani media must have its independent news correspondence from around the world and there should be a discussion and focus on issues that affect the foreign and economic policy of the country. GEO TV is an addition, however, it is targeting only a particular Urdu speaking Pakistani public while the need of the time is to expand horizons and think globally; to get your message across to the western public an English satellite news channel is required.

The narrow corporate ownership of the media which is working only for vested interests has to be seen, which makes me come to the case of the Pakistani print media which is controlled by a mafia of industrialists, feudalists, bureaucrats and the establishment. Also there are 3 to 4 pressure groups within the print media that for their personal interests are always opposing each other, putting aside the national interest. On a closer look it seems like a privately-owned information apparatus devoted to profit minting. Another important point to be noted is the low wages and insufficient pay scale of the

What is needed is that intellectuals and media scholars must be included in decision making and formation of media policy.

common journalist, while the owners of the newspaper organizations are millionaires, the common journalist is under financial problems which hinder his efficiency and performance making him prone to bribery.

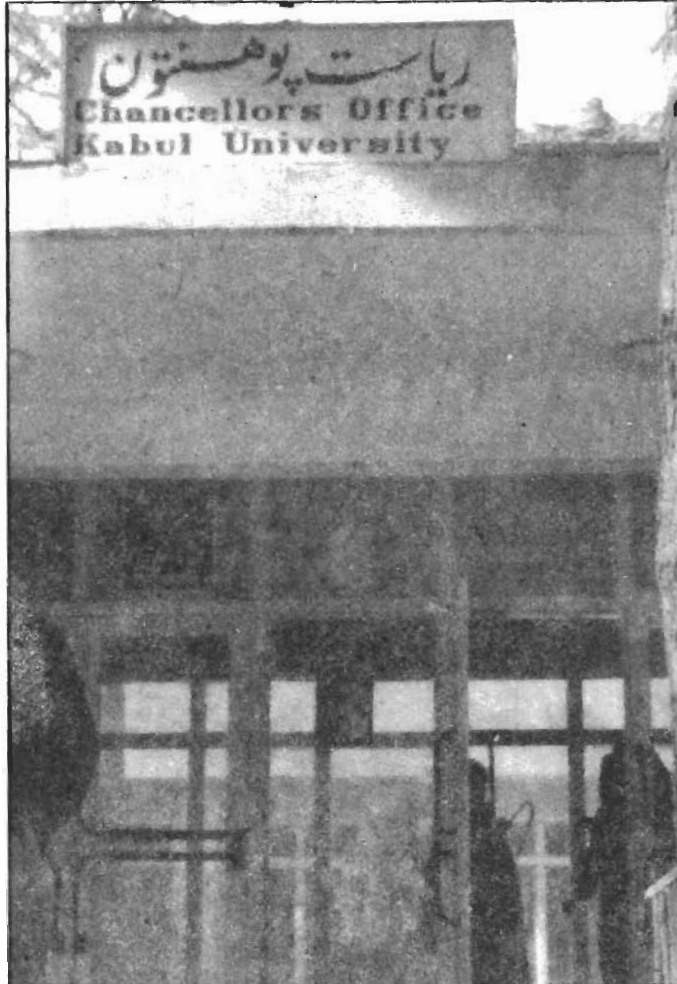
The need of the time is greater media pluralism and the inclusion of public interest voices in national debates.

A Visit to Kabul University

Kabul university which remained closed during the Taliban regime has been reopened a year ago. Since, "Bargad" aims at bringing the south and central Asian students to the same platform for creation of friendly and peaceful atmosphere in the region, The representation of "Bargad" began his work from the neighbouring country Afghanistan, and visited Kabul university. The delegation of five Pakistanis included three boys and two girls, Fatima Iqbal, Javaid Almas, Ali Nawaz, Fawad Salmán and Sabiha Shaheen. Actually the delegation went to Kabul to participate in the seminar on, Pak-Afghan youth friendship with the cooperation of federation Naman foundation.

Prof. Ahras, who is a professor of Shariat Law, was contacted and was requested to accompany us. We expressed our desire to meet the students and to see the chance as of the university. We also met a student of law Muhammed Sallk and told our desire of seeing the university. He happily agreed to accompany us.

The representation of "Bargad" went for Kabul by taxi with the delegation. On the main entrance of the University the guard asked for their identity. The whole drama started. His changed tone revealed that he did not like us being Pakistanis. His style was quite aggressive. When he was told that we had an appointment with Prof. Ahras, he put several questions to us.



In the mean time some students gathered there. Most of them knew Urdu. A crowd was all around us and all started asking different questions. In the mean while a student came forward, who had met us in the seminar a day before. I said, "I know them". Gunman took him from his collar and dragged him away. This situation alarmed us and we got worried. After sometime the person who was sent to know if Prof. Ahras was there returned with negative answer.

Therefore we had to return back. After returning we contacted a student Fatima Husainy who was student of English literature at Kabul University. She guided us throughout the way to

Kabul University and this time with the help of Fatima Husainy we easily made our entrance in to the university premises.

Beautiful solid way which had tall trees on both of its sides was giving us a cool look. Greenery which was quite different in Kabul was seen in Kabul university. After visiting different departments we went to the office of chancellor, luckily the chancellor was available.

MEETING WITH PRESIDENT (VICE CHANCELOR KABUL UNIVERSITY)

Fatima talked to the staff of the president and we succeeded in meeting the president. Mr. President! Akbar Popal listened to us with keep interest. He told us that university was closed during Taliban regime. He

revealed the problems that were facing. However he was hopeful that these problems would be sowed with the passage of time.

"Last year there were no

"Last year, there were no window panes in my office", he said, but we carried on our work." He further disclosed that mass communication department was going to launch its own Radio when would work with the name of voice of Radio Kabul university. "We are all doing this with the cooperation of UNESCO", he said, "Now we will have our own frequency through which students can express their views and I will also communicate with them through Radio", he said. On discussing Pak-Afghan students mutual transfer, he stressed on the need of such programmes. Students learn a lot from it. I encouraged all such kind of programmes and I will encourage all such kind of programmes in future too. You will have the full cooperation of university, he assured us.

He stressed on the importance of education and said youth is the only class who is responsible for the rise and fall of nations. He also appreciated the efforts of "Bargad". He disclosed that, fifteen students from Kabul University got scholarship for PhD and now they are studying in Japan. After a fruitful discussion with the chancellor we took leave from him and then visited the women hostel.

Women Hostel, Kabul University

There were total fasten girls in the hostel. Shahala Siddique, Jahanara Begum Jan and Khalida told us during talking (who had similar complaints from the warden like all other hostel girls of the world), "Our gate is closed after 6 o'clock, we can only go homes on Thursday, our visitors can only meet us for half an hour and only those who are our blood relations". We had conversation with only a few girls with the help of Fatima Husainy because the other girls did not know Urdu or English.

Pak-Afghan Youth Friendship Seminar

All the speakers in the seminar were talking in Persian language. We Pakistani were silently watching their

faces and then produced so a translator was arranged far us. Usually all the speakers talked about the history of Afghanistan and it was emphasized that the boundary of Afghanistan starts from "Attack". They told that they were thankful to Pakistan that she gave us protection for a longer time, but in return Pakistan got more money. More owning, they wondered why the politicians of Pakistan after give statements on their internal affairs.

Last Night in Kabul

Before going to Kabul, we were told that there people don't have good views about Pakistan and if we are asked about our nationality then we should represent ourselves as Indians. Besides this, scarts were necessary for girls. But our experience was quite different from what was told to us. We came to know that most of Afghanis could speak in Urdu and have love for Pakistan, the only thing they do not like is Pakistan police.

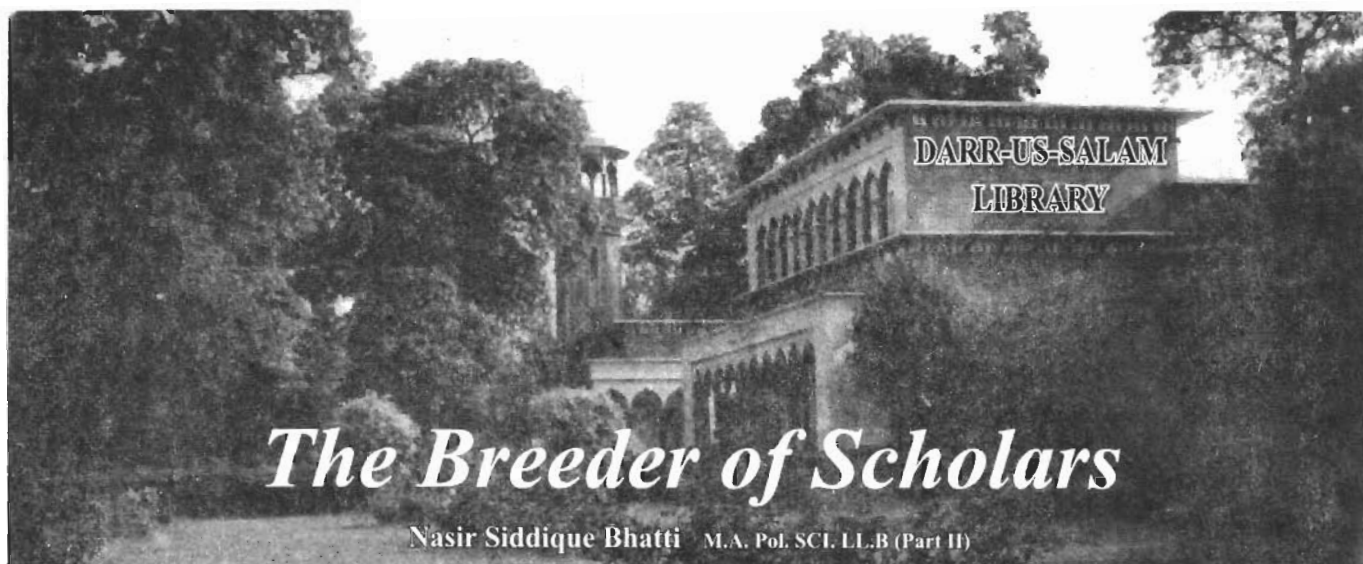


Many of the youth said that they felt Pakistan as their first home. One younger man told that when he tired in Pakistan, he hated Pakistan but after getting chance to visit Iran and then Iraq to Turkey, he said mouth, "Pakistan is his country and he loves Pakistan and he told that Pakistan is the only country which has given us protection as well as

education.

When last night at 11pm we went to drop Fatima to her hostel (who had stayed with us to the Kabul city), we were told by the employers of hostel that it was dangerous to go to late. But we want to drop Fatima because it was necessary for girls to meet the warden, otherwise, any problem could by all. On the way, police stopped us, Fatima instructed the girls to cover their heads and to remain silent.

Fatima told police that she had her relatives with her and they were going to drop her back to her hostel. When we reached the hostel and met the warden, she was quite angry and when we told that Fatima was with us, she allowed Fatima to enter the hostel. We went back to our place and after spending one more night there left for our sweet home land.



The Breeder of Scholars

Nasir Siddique Bhatti M.A. Pol. Sci. LL.B (Part II)

Lahore, the city of colleges is the place where people from all parts of Pakistan come for quality education. However, this is quite unfortunate that the city with such a large population has a few public libraries students who do not have access to libraries study in the parks and other open places. Nasir Bhatti profiles "Darr-us-Islam" library which can be taken as a role model for other libraries. In his opinion more libraries should be built on the pattern of Darr-us-Salam Library."

Lying in the heart of BAGH-E-JINNAH LAHORE, this library is completely secluded from the hurly-burly of the city. The community of the people who are aware of this library is awfully small, comprising only of those people who are or have been the members of this library. These are the people who really made their fortunes, sheerly by dint of hard work, but at the same time it goes without saying that the platform for their success was provided by this very library.

Darr-us-Salam library is a charitable organization accompanied by a beautiful mosque located in scenic setting of Bagh-e-Jinnah. It was founded by late Col. Salamat Ullah in 1965. It remained un-noticed by majority of the people. Now I venture to bring it to the limelight, intending to let it known to the people who instead of indulging in excessive fun and frolic, should promote such institutions. These are the institutions which produce men of caliber and academic stature and only these people make the foundation of a progressive nation.

Libraries have invariably been driving and fomenting force for the students to study more and more and to work strenuously, by creating a sense of competition amongst them. So, in this respect, the need of the library becomes indispensable.

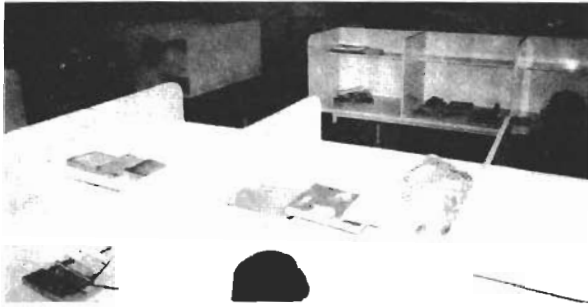
Lahore is the city of colleges. There are considerable short number of libraries e.g. Quaid-e-Azam library and Punjab Public library. These are not the student libraries in the true sense of the word but are research libraries, only useful for higher classes i.e. M.Phil, Ph.D etc.

Plainly speaking, students, even up to the master or CSS level have to suffer just because of the non-availability of the proper place for studies. Most of the students are from outside and find accommodation in the hostels. Untowardly, the atmosphere of the hostels is not



congenial to proper study. To solve this problem they seek an atmosphere that study requires and go to these libraries, even the day scholars whose majority cannot afford exorbitant prices of books rush towards such centers of study.

The crux of the above discussion is that, there ought to be student libraries, which should offer open membership to



Inner side of the Library



Main Section of the Library

all, notwithstanding the class of the students, where the students can study with their own books. There are a few libraries which fulfill the above conditions.

Darr-us-Salam Library has won high accolades of being the best available library in the vicinity. One can assert that this is an ideal place for ideal students and serves as a sanctuary for those who really want to study.

Darr-us-Salam-Library library has a number of advantages. First, membership is given to all students. Second, students of any field can enjoy books of their respective subjects, meaning thereby, books on all topics are available here. There are over 44000 books on all topics in this library. The noteworthy thing, which insulates it from other libraries is that it has a wide variety of Islamic books covering all aspects of Islam. Third, sitting arrangement is impeccable. It provides all comforts. One can sit for hours without getting tired. Segregated cabins bolsters up the concentration towards studies. Fourth, the only quality which singles it out is that books are allowed to be taken out. Fifth, students on submitting their requisitions for new books can have the books within two or three days. Library, on its own expenses purchases the books for the students. This is an unprecedented advantage given on the part of the library to its needy and desiring students. Sixth, the staff of the library is extremely helpful and cooperative. Seventh, a unique aspect of it is that it remains open even on Sundays. Its time can be extended up to 11.00 pm in case the students so desire, otherwise its normal time is from 9.00 am to 9.00 pm. As a matter of fact, it is meant only for the benefit of the students. Last but not the least advantage is the presence of beautiful mosque in the vicinity of the library. This facilitates the students to offer their prayers.

Since, then it has produced a number of students of high caliber. Some of them joined the civil services e.g Sultan Khan, Babar, Mehboob etc. an overwhelming majority of the students did their C.A and are serving in Pakistan and some of them have represented the country across the

boundaries. Prominent amongst them are Mudasser, Amer Shahzad and Faraz Shamsi. One of my very close friends, Shahid Mukhtar did his masters in English and became a successful journalist

These are the students who have spent plenty of time in this library and in the end, Allah Almighty blessed them with success. Had they been not given the opportunity to study in this library, they would have definitely not marked their name.

Now, I would like to point out some of the major problems being faced by this library. The first and foremost problem is the shortage of funds, which hampers it to provide due facilities to the students. The major source of income is the licenses-money from Gulshan Restaurant which is let out on contract. Besides it the Government. subscribes Rs. 50,000 per anum, but this amount is too meager to suffice bare the requirements. The other problem is pertaining to the area storage which should be dispensed forthwith. Students who come a bit late feel embarrassed because they find all seats already occupied. When I asked the reason as to why does the administration not take steps to in crease the seats to facilitate more and more students, I was apprised that the Horti-Culture Authority doesn't allow this. It seems pathetic on the part of the (Agricultural ministry) that if it can arrange FOOD STREETS on daily basis, why not construct a single hall for educational purposes for the benefit of students at large.

It is high time for the government, and all other charitable institutions to take initiative in this regard and to promote a great cause towards education sector. We should be more realistic because it is only by education, we can become a rising nation in the world. Libraries will enhance the education standard. I request the Government. and the philanthropists to munificently contribute and take steps to construct such libraries to quench the student's thrust for knowledge.

**Panel
Discussion**

Globalization and Challenges for Pakistan

Globalization is the legacy of colonial rule, however there are no alternatives to it. We will have to reform it and make accountable to the people for equality and justice in the world. This was stated by Dr. Anglika Koester Lossack while addressing a panel discussion on Globalization and the Challenges for Pakistan at the political science department, Punjab University, held jointly by the department and Bargad on February 22, 2003. Dr. Anglika heads the South Asia office of the Heinrich Boll Foundation, an NGO associated with the Green Party Germany and has been a member of the German parliament for eight years.

While criticising the role of WTO she said that IMF and World Bank are not demons. It is needed that we try to reform them and establish international codes of conduct. We also have to organise international social movements for the socio-economic uplift of the people globally by strengthening the United Nations and other available forums.

She also urged upon political leaders to promote cause of the people in their respective countries and highlighted the need to information exchange globally. Globalisation is not a new idea; it has been purposed in human history for the last 500 years, she added and informed the discussion participants about efforts done by the civil society movements to raise concerns of the poor people and countries.

Tehmina Rashid, a faculty member of the department of political science, while rejecting the idea of globalization was of the view that it will deprive people of the developing countries like Pakistan off their traditional resources and cultural patterns making them more vulnerable, weak and poor. Globalization is a way to



IMF and World Bank are not demons. It is needed that we try to reform them and establish international codes of conduct.

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uplift of the people globally by strengthening the United Nations and other available forums.

extract money for the multi-national companies of the developed countries from the developed countries, she added.

Dr. Rubina Saigol, a renowned educationist, traced the history of globalization and called it a new form of colonialism. She maintained that IMF and the World Bank are playing policing roles for big international business companies and have pushed the nation states to relinquish their social and welfare roles to make the lives of ordinary citizens more miserable.

Saeed ur Rehman, a cultural theorist and teacher at a local university also presented his thoughts on the subject and highlighted the gap between the people and the state in countries like Pakistan. The panel discussion ended on an open house question answer session attended by a large number of students and teachers of the Punjab University. Umbreen Javed moderated the event, while earlier it was started by introductory remarks made by Syed Farooq Hasanat the chairman of the department of Political Science, Punjab University.

Job Skill Training Series by **Bargad**

Bargad here offers its training services for resume development and cover letter writing for the masters level students who are to make to the job market soon. At the conclusion of a half-day session the students will be able to write effective resumes and cover letters. Participants receive a comprehensive handbook complete with written instructions, examples of good resumes, word lists, a workbook on how to write "accomplishment statements", and tips on how to format your resume and cover letter on the computer. Instructed by internationally trained personnel, it is totally free and served with tea.

These training sessions are designed for a batch of 20 students at a time to allow greater participations and interaction as the training is embedded with innovative techniques to involve the participants. They already have been successfully demonstrated and pre-tested at the English Department and Institute of Business Administration (IBA) of the University of Punjab Lahore. The feedback from the students and faculty members have really made **Bargad** proud to further its mission of youth cooperation through building curricular and co-curricular capabilities of students in Pakistan.

Interested educational institutions are requested to send their letters of intent to **Bargad** by 31 August, 2003 and so that the training is scheduled once the institutions are re-opened after the summer vacation.

For more information, Contact Saiqa Rasheed, Programme Officer,
Bargad: GT Road, Rahwali - Gujranawal. Tel: 0431-868052
E-mail: bargadpk@hotmail.com

FREE
of Charge

Call for Letters of Intent

Resume Development and Cover Letter Writing

After the training session the
student - participants will:

- Understand the elements of a good resume;
- Write their own resume;
- Understand the significance and benefits of interview presentation;
- Comprehend the components of a good letter, and
- Draft cover letters that attract the prospective employer for an interview.

Audience

Students at the Master's Level.

Instructor

Iqbal Haider Butt is a Lahore based development advisor. An expert in conflict resolution and transformation, he has been a United Nations University (UNU) Fellow and recipients of various international awards and honours. He has a significant experience of media, programme development and strategic planning for the NGOs. His friendly and knowledgeable teaching style promotes confidence and a desire to learn.

***Contact early to reserve sessions
for your educational institution.***

Note for institutions outside Lahore and Gujranwala Areas : The Bargad team will bear all costs pertaining to the training sessions. However, please negotiate accommodation arrangements for the two trainers.



اکتوبر 2002 - مارچ 2003

؟ چھدی د لبرل اقدار کی ترویج

میکزین

برسر

جلد اول شمارہ 7-8

ہائرس
ایجوکیشن
ریفارمز
پر
خصوصی نمبر



Visit to Karachi University SINDH



سید عامر حامد



طلعت ویزرڈ
ہیڈ آف دی ڈیپارٹمنٹ انٹرنیشنل ریلیشنز کراچی یونیورسٹی



ہمایونگانی اور ڈاکٹر خالدہ غوث



مونس احمد



پروفیسر سکندر جہدی



میگزین ایڈوائز:

اقبال حیدر بٹ

عباس سرور قریشی

حنامیر سرد رضا نائیک

عامر ریاض نورین نصرت

فیصل اعظمی

صاعقہ رشید

ایڈیٹر:

میگزین ٹیم:

سرورق:

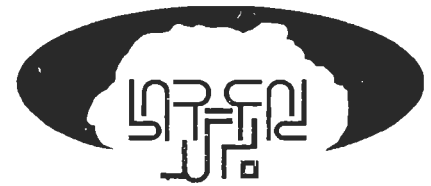
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برگد ایک سہ ماہ رسالہ ہے جسے نوجوان کی تنظیم برگد راہوالی کے زیر اہتمام شائع کیا گیا جس کا مقصد پاکستان کے طلبہ و طالبات میں نصابی و ہم نصابی سرگرمیوں کے ذریعے نوجوانوں میں باہمی تعاون کو فروغ دینا ہے



سرگند

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فون: 868052 (431-92)

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اداریہ

پچھلے 10 برس سے پاکستان میں پرائیویٹائزیشن کا عمل جاری ہے۔ 70 کی دہائی میں بھنوں حکومت نے تعلیم سمیت تمام اہم سیکٹرز کو میا لیے تھے۔ بڑے بڑے اداروں کو قومی تحویل میں لینے جیسے اہم فیصلہ سے قبل اس موضوع پر کس قدر تحقیق کروائی گئی تھی تا حال ہمیں اس بارے میں زیادہ معلومات حاصل نہیں ہو سکیں۔ تاہم اگر ہم اس پورے عمل کا بغور جائزہ لیں تو معلوم ہوتا ہے کہ یہ اہم فیصلہ غلط میں کیا گیا تھا۔ آج پرائیویٹائزیشن کی طرف بڑھنے کا فیصلہ کرتے ہوئے بھی اسی روایت کی تقلید کی گئی ہے۔

گزشتہ 10 سال سے پرائیویٹائزیشن کی تحریک ہر شعبہ میں جاری ہے مگر تا حال اس بارے میں کوئی پالیسی واضح نہیں ہے۔ بھی تمام قومیاے گئے اداروں کی ڈی نیشنلائزیشن کی بات ہوتی ہے بھی سیکورٹی کے پیش نظر واپڈا ریلوے پی آئی اے جیسے اداروں کو اسی حیثیت میں رکھنے کی بات ہوتی ہے تو بھی تعلیم اور صحت جیسے شعبوں کے بارے میں یہ سوال اٹھایا جاتا ہے کہ کیا ایسے اداروں کو محض منافع کمانے کی یاداروں میں بدلنا درست ہے۔ بنکوں میں گولڈن شیک بینڈ کمزور فیکٹریوں کی فروخت، ہسپتالوں اور تعلیمی اداروں کی خود مختاری (Atonomy) سکولوں کی این جی اوز کو منتقلی وغیرہ سب پرائیویٹائزیشن ڈی ریگولیشن یا ڈی نیشنلائزیشن کے نام پر ہو رہا ہے۔ اس سب کے ساتھ ساتھ سرکاری اداروں میں کرپشن، اقربا پروری، ضرورت سے زیادہ بھرتی اور اختیارات کے ناجائز استعمال کو روکنے کے لئے 'نقدانی سطح' پر غیر معمولی فیصلے بھی کئے گئے ہیں۔ ان فیصلوں کے تسلسل میں اعلیٰ تعلیمی نظام کو زیادہ موثر کرنے کے لئے حکومت نے ایک ہزار ایجوکیشن کمیشن قائم کیا۔ اس کمیشن نے مختلف مکاتب فکر سے تعلق رکھنے والے ماہرین تعلیم سے مکالمہ کیا۔ بوسٹن گروپ سے لے کر مقامی یونیورسٹیوں کے اساتذہ تک ماہرین سے گفت و شنید کا سلسلہ چند ماہ چلتا رہا۔

ہماری اطلاعات کے مطابق طلباء کے نمائندوں سے جو اس پورے سین کے سب سے اہم اور بنیادی کردار ہیں۔ اگر کسی طلبہ تنظیم یا تنظیموں سے حکومت کی کوئی خفیہ ذیل ہوتی ہو تو اس کا ہمیں علم نہیں۔ مکالمہ کی ضرورت نہیں سمجھی گئی۔ یہ گفت و شنید اس قدر غلط میں کی گئی کہ بہت سے حضرات کو تو اس کا علم تب ہوا کہ جب ہزار ایجوکیشن کمیشن نے اپنی سفارشات مرتب کر لیں۔

تعلیم کو کبھی شعبہ کے حوالے کرنے کا سلسلہ بتدریج 76 سال سے جاری ہے۔ گورنمنٹ کالج جیسے اداروں کو خود مختاری دینا اس پالیسی کا ہی ایک حصہ تھا۔ تعلیم کے شعبہ کے دو بنیادی عنصر بھی اساتذہ اور طلباء کی طرف سے بھی اس پورے عمل کو دانشمندی سے سمجھنے کی کوئی موثر حکمت عملی نہیں اپنائی گئی۔ تنظیم اساتذہ اور طلباء تنظیموں نے محض پرائیویٹائزیشن یا منظور ڈی نیشنلائزیشن نامنظور جیسے نعرے دیے۔ اساتذہ کو اپنی نوکریاں چھٹنے کے خطرہ کے تحت جلتے جلوس کئے گئے۔ مگر نیشنلائزیشن کی وجہ سے گرتے ہوئے تعلیمی معیار اختیارات کے ناجائز استعمال اور کرپشن کو اس سرکاری تعلیمی سسٹم سے نکالنے جیسے سوالات پر کوئی متبادل پروگرام نہ لاسکے۔

اس وقت تمام بڑے کوششوں کے باوجود حکومت ہزار ایجوکیشن کمیشن کی سفارشات پر مشتمل پالیسی کو اساتذہ طلباء اور والدین سے متوالے میں خاطر خواہ کامیابی حاصل نہیں کر سکی۔ ہر طرف ایک غلط فہمی کی صورت حال ہے۔ ضرورت اس امر کی ہے کہ دو سوچ پر یک وقت عمل درآمد کیا جائے۔

- 1- حکومت اور سرکاری تعلیمی اصدا حات کے ایجنڈے پر واضح پیغام دینا کہ اساتذہ کو اساتذہ کے طور پر سیدھا اور یونیورسٹیوں میں بغیر چور طریقے سے شروع ہو۔ طلباء اور کالج اساتذہ کو اسی مکالمہ میں ازما شامل کیا جائے
- 2- اساتذہ اور طلباء تنظیموں کو متبادل پروگرام پر کام کرنا چاہئے کہ جس میں ریاست سے کم سے کم مالی امداد کے اصول کو مدنظر رکھتے ہوئے متبادل ذرائع کے متعلق سوچا جائے۔

کابل یونیورسٹی کا ایک نیا کارندہ

اگلے روز ہمیں پاک افغان فرینڈ شپ کے زیر اہتمام سیمینار میں شرکت کرتا تھی۔ سیمینار ایک مقامی ہول میں ہو رہا تھا۔ سیمینار میں تمام مقررین دری زبان میں تقریریں کر رہے تھے۔ دری زبان افغان ایران سرحد کے نزدیکی علاقوں میں بولی جاتی ہے اور پشتو سے قدر مختلف ہے۔ ہمارے لیے یہ بالکل اجنبی زبان تھی۔ لامحالہ ہمیں احتجاج کرتا ہوا جس کی وجہ سے جلد ہمیں ایک مترجم کی سہولت پیش آگئی۔ ہر مقرر افغانستان کی تاریخ دو ہزار سالہ اس بات پر زور دیتا کہ افغانستان کی سرحد ان تک تک ہے۔ ہم حیران تھے کہ ایک طرف ان غیر پختونوں کے پختونوں سے شدید اختلافات ہیں مگر دوسری طرف یہ غیر پختون اپنے پختون مد مقابل کی طرح پاکستان کے پختون علاقوں کو گریز افغانستان کا حصہ سمجھتے ہیں۔ مقررین نے کہا کہ ہم پاکستان کے مشکور ہیں کہ انہوں نے ہماری دس سال میزبانی کی مگر یہ گلہ ہے کہ پاکستانی ریاست ہمارے نام پر پیسے زیادہ لیتی تھی اور ہم پر خرچ کم کرتی تھی۔ اس کے علاوہ ان کو یہ بھی اعتراض تھا کہ پاکستانی سیاستدان آخر کیوں ہمارے اندرونی معاملات پر بیان دیتے ہیں۔

سیمینار میں ہماری ملاقات کابل یونیورسٹی میں شریعت اے پڑھانے والے ایک استاد پروفیسر احراز سے ہوئی۔ ہم نے ان سے یونیورسٹی دیکھنے کی خواہش کا ارادہ ظاہر کیا۔ انہوں نے وعدہ کیا کہ وہ اس کا انتظام کر لیں گے۔ اگلے روز ہم نے اے کے طالب علم محمد سائق کے توسط سے کابل یونیورسٹی دیکھنے کا از خود فیصلہ کیا۔ وفد کو دی گئی ہدایات کی روشنی میں یہ ایک غلط فیصلہ تھا۔ وفد جب یونیورسٹی گیٹ پر پہنچا تو گاڑی نے ہماری شناخت پوچھی۔ جب اسے پتہ چلا کہ ہم پاکستانی ہیں تو لامحالہ وہ مشکوک نظروں سے ہمیں دیکھنے لگا۔ ہمیں یونیورسٹی میں جانے سے روک دیا گیا۔ اس بحث و مباحثہ میں ہمارے ارد گرد بہت سے لوگ جمع ہو گئے۔ زیادہ تر لوگ اردہ سمجھتے تھے۔ لوگوں نے ہم سے مختلف سوالات پوچھنے شروع کر دیے۔ اتنے میں ایک طالب علم جو ہمیں سیمینار میں مل چکا تھا آگے بڑھا اور گاڑی کو بتایا کہ میں انہیں جانتا ہوں۔ گاڑی نے اس طالب علم کو گریبان

کسی بھی شعبہ میں موثر کام کرنے کے لیے ضروری ہے کہ متعلقہ شعبہ میں اندرون و بیرون ملک کئے گئے تجربات کو سمجھا اور پرکھا جائے۔ اس ضمن میں ترقی یافتہ ممالک میں کئے گئے تجربات کی خاصی اہمیت ہے تاہم اگر آپ کو اپنے ہمسایہ ممالک میں کئے گئے تجربات تک رسائی ہو تو عملی اعتبار سے آپ زیادہ بہتر حکمت عملی وضع کر سکتے ہیں۔ اس کی بنیادی وجہ کلچر، ماحول اور تاریخی تسلسل میں ہم آہنگی ہے۔

پاک افغان طالب علموں کے تبادلہ پروگرام پر بات کرتے ہوئے انہوں نے کہا ایسے پروگرام ضرور ہونے چاہیں۔ طالب علم ان سے بہت سیکھتے ہیں۔ میں ایسے تمام پروگراموں کی حوصلہ افزائی کروں گا

برگندہ عرصہ دو سال سے نوجوانوں میں کام کر رہا ہے۔ ہمسایہ ممالک میں نوجوانوں کے ساتھ رابطہ اس کی ترجیح میں شامل ہے۔ ہمارے ارد گرد سواتیہ اور سنٹرل ایشیائی ممالک میں نوجوانوں کی صورت حال کو جاننے اور مستقبل میں ان سے رابطہ رکھنے کے لئے برگندہ نے ایک پروگرام تشکیل دیا۔ اس پروگرام کو ایف این ایس ٹی کے مالی تعاون سے عملی شکل دی جا سکی۔ پروگرام کے مطابق پانچ نوجوانوں کو ہمسایہ ملک افغانستان کا دورہ کرنا تھا۔ ان پانچ نوجوانوں میں 3 لڑکے اور دو لڑکیاں شامل تھیں۔ وفد کے اراکین کے نام یہ ہیں: محترمہ فاطمہ اقبال، جناب جاوید الماس، جناب علی نواز، جناب فواد سلمان اور محترمہ صبیحہ شاہین۔ اس وفد کو پاک افغان یوتھ فرینڈ شپ کے سیمینار میں شرکت کرتا تھی۔ وفد کے ایک رکن نے بتایا کہ ہمیں جانے سے پہلے یہ ہدایات دی گئیں تھیں کہ طالبان کے ساتھ پاکستانی ریاست کے انصاف کی وجہ سے آج کل پاکستانیوں کے لئے افغانستان کوئی آسان جگہ نہیں ہے۔ گوکہ 11 ستمبر کے بعد نئے افغان معاشرے کی تعمیر میں تالی اتحاد اور پاکستانی ریاست مشترکہ طور پر امریکی کمان کے زیر سایہ کام کر رہے ہیں تاہم زمینی حقائق اس سے مختلف ہیں۔ غیر پختون افغان پاکستانیوں پر کم ہی اعتماد کرتے ہیں۔ البتہ وہ افغان (پختون غیر پختون دونوں) جو پاکستان رہ چکے ہیں ان کا وہ یہ سجا زیادہ بہتر ہے۔ وہ پاکستانیوں سے محبت مگر پاکستانی پولیس سے نفرت کرتے ہیں۔

نوجوانوں کا یہ وفد 27 مارچ 2003ء کو افغانستان کے شہر کابل پہنچا۔

ایک طلب علم جو ہمیں سیمینار میں مل چکا تھا آگے بڑھا اور گاڑی کو بتایا کہ میں انہیں جانتا ہوں۔ گاڑی نے اس طالب علم کو گریبان سے دبوچا اور دور لے گیا۔ یہ دیکھ کر وفد میں خوف و ہراس پھیل گیا۔

سے دبوچا اور دور لے گیا۔ یہ دیکھ کر وفد میں خوف و ہراس پھیل گیا۔ پتہ نہ پڑا کہ یہ کونسا شخص تھا۔ پروفیسر احراز بھی اس وقت موجود نہیں تھے۔ اب واپس جانے کے سوا کوئی راستہ نہ تھا۔ واپس آکر وفد نے ایک طالب علم فاطمہ سیدی سے رابطہ قائم کیا جو کابل یونیورسٹی میں انگریزی ادب کی طالبہ ہے۔ وہ وفد کے ساتھ روانہ ہوئی اور ہم کو بارہ کابل یونیورسٹی

روانہ ہو گئے۔

جب وفد گیٹ سے گزرنے لگا تو فاطمہ نے دری زبان میں ان کو بتایا کہ وفد کے لوگ اس کے مہمان ہیں۔ گن مین نے اندر جانے کی اجازت دے دی۔ خوبصورت پکا راستہ جس کے دونوں طرف اونچے اونچے درخت تھے خوبصورتی کے ساتھ ساتھ ٹھنڈک کا احساس دلارہے تھے۔ سبزہ جس کی کابل میں خاصی کمی تھی یونیورسٹی میں کافی نظر آرہا تھا۔ مختلف ڈیپارٹمنٹس کو دیکھنے کے بعد وفد وائس چانسلر سے ملا۔ کابل میں وائس چانسلر کو پریذیڈنٹ کہتے ہیں۔

فاطمہ نے پریذیڈنٹ کے عہدے سے بات کی اور ہم پریذیڈنٹ سے ملنے میں کامیاب ہو گئے۔ پریذیڈنٹ جناب اکبر پول نے نہایت دلچسپی سے ہماری بات چیت کی۔ انہوں

خواتین ہاسٹل

وفد کے ایک رکن نے بتایا کہ ہوسٹل میں ٹوٹل چودہ لڑکیاں رہتی ہیں۔ شہلا صدیق جہاں آرا بیگم جان اور خالدہ نے بات چیت کے دوران بتایا ”ہمارا گیٹ چھ بجے بند ہو جاتا ہے۔ ہم صرف جمعرات کو گھر جاسکتی ہیں۔ ہمارے ملاقاتی صرف آدھا گھنٹہ ہمیں مل سکتے ہیں اور وہ بھی صرف ہمارے چچا یا بھائی آسکتے ہیں۔ ہمیں صرف استری کی سہولت میسر ہے۔“ لڑکیوں سے بات چیت صرف فاطمہ حسینی کے ذریعے ہوئی کیونکہ باقی لڑکیاں انگریزی یا اردو نہیں سمجھتی تھیں۔

مجھے پاکستان سے محبت ہے

بہت سے نوجوانوں نے کہا کہ ہمیں پاکستان اپنا پہلا گھر محسوس ہوتا ہے۔ ایک نوجوان نے بتایا کہ جب وہ پاکستان میں رہتا تھا تو پاکستان سے نفرت کرتا تھا مگر پھر اسے ایران

ہم حیران تھے کہ ایک طرف ان غیر پختونوں کے پختونوں سے شدید اختلافات ہیں مگر دوسری طرف یہ غیر پختون اپنے پختون مد مقابل کی طرح پاکستان کے پختون علاقوں کو گریٹر افغانستان کا حصہ سمجھتے ہیں

واپسی پر ہم نے گاڑی کا

میوزک بند کر دیا اور سانس روک کر

بیٹھے رہے مگر کسی نے

ہمیں نہ روکا

جانے کا اتفاق ہوا ایران سے وہ ترکی گیا۔ جب وہ وہاں سے واپس آ رہا تھا تو بے اختیار اس کے منہ سے نکلا۔ ”پاکستان ہی میرا وطن ہے اور مجھے پاکستان سے محبت ہے۔“ اس نے کہا کہ پاکستان واحد وہ ملک تھا جس نے انہیں پناہ دینے کے ساتھ ساتھ تعلیم حاصل کرنے کی اجازت بھی دے رکھی تھی۔

آخری رات

جب آخری رات ہم رات گیارہ بجے فاطمہ حسینی (جو ہمیں کابل شہر دکھانے کے لئے ہمارے ساتھ رک گئی تھی) کو اس کے ہوسٹل چھوڑنے گئے تو ہمیں ہوسٹل (خانہ پارک) کے ملازمین نے منع کیا کہ اس وقت جانا خطرناک ہے۔ مگر ہم سب فاطمہ کو چھوڑنے جانا چاہتے تھے کیونکہ ہمارا اس کی وارڈن کو ملنا ضروری تھا ورنہ اس کے لئے مسئلہ کھڑا ہو جاتا۔ راستے میں توقع کے مطابق پولیس نے ہمیں روکا۔ فاطمہ نے لڑکیوں کو ہدایت کی کہ وہ اپنے سر ڈھانپ لیں اور خاموش رہیں۔ فاطمہ نے ان کو بتایا کہ اس کے ساتھ اس کے رشتہ دار ہیں اور وہ ہوسٹل چھوڑنے جا رہے ہیں اور یہ واپس بھی آئیں گے۔ ہم سب پاکستانیوں پر خوف طاری تھا۔ جب ہم ہوسٹل پہنچے اور وارڈن سے ملے تو وہ غصے میں تھی مگر جب ہم نے بتایا کہ فاطمہ ہمارے ساتھ تھی اور ہمیں شہر گھمراہی تھی تو وہ ہنس پڑی اور اس نے فاطمہ کو ہوسٹل میں داخل ہونے کی اجازت دے دی۔ واپسی پر ہم نے گاڑی کا سیوزک بند کر دیا اور سانس روک کر بیٹھے رہے مگر کسی نے ہمیں نہ روکا۔ کابل یونیورسٹی کا یہ دورہ ہمیں برسوں تک یاد رہے گا۔

☆☆☆☆

برگد: نوجوانوں کی نظر میں

برگد کا تعارف

اب تک برگد نے نوجوانوں میں اپنے ارد گرد پھیلے ہوئے مسائل کے حوالے سے شعور اجاگر کرنے کے لیے مختلف شہروں میں سٹڈی سرکل کروائے ہیں۔ ان سٹڈی سرکلز میں ”جمہوری و لبرل اقدار کی ترویج میں نوجوانوں کا کردار“ سے لے کر ”نوجوانوں پر جہادی تنظیموں کے اثرات“ جیسے اہم اور فکری و عملی نوعیت کے موضوعات شامل ہیں۔ برگد نے نوجوان لڑکوں اور لڑکیوں میں فنی مہارت کے فروغ کے لیے بھی کئی کام کیے ہیں۔ ان میں کاغذ سازی، موم بتی سازی، پتلی تماشہ، تھیٹر اور زیورات بنانے جیسے بنیادی نوعیت کے کام شامل ہیں۔ اس سب کے علاوہ برگد مختلف امور میں نوجوانوں کی دلچسپیاں سمجھنے کے لیے گاہے بگاہے سروے کرواتا رہتا ہے۔

اپنے کام کا جائزہ لینے کے لیے برگد نے ایسے نوجوانوں کے ساتھ بات چیت کی جو ہماری تنظیم کے ساتھ کام کر چکے ہیں۔ ان سے ہونے والی گفتگو نذر قارئین ہے۔

نام: حمید بٹ

تاریخ پیدائش: 16-07-1984

تعلیم: گریجویشن

برگد سے تعارف: صیو شاہین کے ذریعے

پہلا دن: 24-04-2000

پہلی گروپ ڈسکشن: جہیز موضوع

☆ برگد کی وجہ سے آپ کے اندر کونسی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

میں سمجھتی ہوں کہ برگد کی ہی وجہ سے مجھے محسوس ہوا ہے کہ میں ذہن رکھتی ہوں

اور مجھے سوچنا چاہیے۔ اس سے پہلے میں صرف پہلے سے کئے گئے فیصلوں کو مانجی تھی۔ برگد کے آنے کے بعد اب میں اپنے فیصلے خود کرتی ہوں۔ جہاں تک سماجی تبدیلیوں کی بات ہے پہلے مجھے گھر سے اکیلے نکلتے ہوئے ڈر لگتا تھا لیکن اب میں پورے اعتماد کے ساتھ کہیں بھی اکیلی جاسکتی ہوں۔

☆ آج آپ جو کر رہی ہیں آپ کیا سمجھتی ہیں کہ اس میں برگد کا کتنا حصہ ہے؟
میں زندگی میں جو بھی کر رہی ہوں یا کروں گی اس میں سارا Contribution برگد کا ہی ہے۔

☆ کیا آپ محسوس کرتی ہیں کہ نوجوانوں کے لئے ایسے ادارے اور پلیٹ فارم ہونے چاہئیں؟
جی ہاں

نام: عائشہ

تاریخ پیدائش: 05-07-1979

تعلیم: ایف اے

برگد سے تعارف: مریم نے کروایا

پہلا دن کونسا تھا؟ اتوار

پہلی گروپ ڈسکشن: ایک جرمن خاتون کے ساتھ میٹنگ

☆ برگد کی وجہ سے آپ کے اندر کونسی ذہنی اور کونسی سماجی تبدیلیاں آئی ہیں۔

برگد کی وجہ سے میں ذہنی طور پر اور فریش ہو جاتی ہوں اور سماجی طور پر لوگوں کو فیس کرنے کا طریقہ آ گیا ہے۔

☆ آج آپ جو کر رہے ہیں اس میں آپ کے خیال میں برگد کا کچھ حصہ ہے۔

آج کل میں کچھ نہیں کر رہی۔

☆ جب اب کی وجہ سے آپ کے اندر کیا تبدیلی آئی ہے۔

جب اب کی وجہ سے میں پر اعتماد ہو گئی ہوں۔

☆ آپ کیا سمجھتی ہیں کہ ایسے پلیٹ فارم ہونے چاہئیں؟

جی ہاں

پہلی گروپ ڈسکشن عورتوں کے ساتھ تشدد اور امتیازی سلوک بین الاقوامی
نقطہ نظر سے

☆ برگد کی وجہ سے آپ کے اندر کوئی ذہنی اور سماجی تبدیلیاں آئی
ہیں؟

سب سے پہلے تو میں نے خود کو بہتر انداز میں سمجھنا شروع کیا۔ بہت سی باتیں
جو معاشرتی اور خاندانی رویوں کی وجہ سے میرے اندر بچپن سے تھیں ان باتوں کو
سمجھنے کا موقع ملا۔ جیسے میں چیخ چلا کر اپنی بات سمجھانے اور منوانے کی کوشش کرتی
تھی اور صحیح طریقے سے اپنی بات کرنے کا انداز نہیں جانتی تھی۔ لیکن خود کو سمجھنے کے
بعد میری شخصیت میں بہت واضح فرق آیا اور اپنی الجھنوں کو بہتر انداز میں سلجھانے
لگی۔ اپنی شخصیت کو منوانے کا جو ایک صحیح طریقہ ہوتا ہے اس پہ عمل کرنا شروع کیا۔
معاشرتی اور خاندانی رویوں کو سوچتی اور سمجھتی تو پہلے سے تھی مگر بہتر انداز برگد میں
آنے کے بعد ملا اور مثبت طریقے سے جواب دینا شروع کیا۔

☆ آج آپ جو کر رہی ہیں آپ کیا سمجھتی ہیں کہ اس میں برگد کا کتنا
حصہ ہے؟

مجھے لگتا ہے کہ آج جو کام میں کر رہی ہوں اسے کرنا تو میں بہت پہلے سے

نام: مریم ناز

تاریخ پیدائش: 16-11-1979

تعلیم: ایف اے

برگد سے تعارف: سدرہ بٹ کی وجہ سے

پہلا دن کونسا تھا؟ جس دن برگد میں پہلی گروپ ڈسکشن ہوئی تھی تب

سے دن یاد نہیں

پہلی گروپ ڈسکشن پہلی گروپ ڈسکشن میں بیٹیوں اور بیٹیوں کے حوالے

سے والدین کا رویہ تھا۔

☆ برگد کی وجہ سے آپ کے اندر کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

میں پر اعتماد ہوں اپنے آپ میں وہ تبدیلی دیکھتی ہوں جو دیکھنا چاہتی تھی جیسے
کہ میں اپنے آپ کو مضبوط محسوس کرتی ہوں اب اپنے حقوق کے بارے میں جانتی
ہوں اور اپنے حقوق کے حوالے سے بات کرنے سے اب خوف محسوس نہیں ہوتا
اب ہر حالات کے لئے تیار رہتی ہوں کوشش کرتی ہوں کہ حالات کو مزید بہتر
کروں نہایت سی اچھی تبدیلیوں کے لئے برگد کا شکریہ ادا کرنا چاہتی ہوں۔

☆ آج آپ جو کر رہی ہیں آپ کیا سمجھتی ہیں کہ اس میں برگد کا کتنا حصہ ہے؟

مجھے غصہ بہت جلدی آجاتا تھا کسی کی بات برداشت نہ کر سکتی

تھی مگر اب کوئی غلط بات بھی بو تو بڑے تحمل سے سن لیتی ہوں

چاہتی تھی لیکن اس کے لئے میرے پاس نہ تو بہتر انداز تھا اور نہ کوئی پلیٹ فارم جو
کہ برگد نے مجھے مہیا کیا۔

☆ جاب کی وجہ سے آپ کے اندر کیا تبدیلی آئی ہے؟

اپنا آپ بہت مضبوط محسوس ہوتا ہے۔ غلط رویوں اور باتوں سے انکار کر جرات
بڑھی ہے۔ لگتا ہے کہ معاشرے میں عورت بھی کوئی عزت اور مقام رکھتی ہے۔

☆ کیا آپ محسوس کرتی ہیں کہ نوجوانوں کے لئے ایسے ادارے اور پلیٹ فارم

موجود ہونے چاہئیں؟

بالکل ضرور ہونے چاہئیں۔

میں آج کل برگد کے ساتھ منسلک ہوں اور برگد کی تمام ایکٹوٹیز میں بہت
کچھ حاصل کر رہی ہوں اور برگد کے ساتھ منسلک ہونے کی وجہ سے برگد کا مکمل

حصہ ہوں۔

☆ کیا آپ محسوس کرتی ہیں کہ نوجوانوں کے لئے ایسے ادارے اور

پلیٹ فارم موجود ہونے چاہئیں؟

جی ہاں

نام: صافقہ رشید

تاریخ پیدائش: 12-11-82

تعلیم: ایف اے

برگد سے تعارف: عائشہ حبیب کے ذریعے

پہلا دن کونسا تھا؟ 10 ستمبر 2001ء

نام: عظمیٰ ظہور الہی

تاریخ پیدائش: 26 جولائی

تعلیم: فرسٹ ایئر



بہتر طور پر جانے لگی ہوں۔

☆ آج آپ جو بھی کر رہی ہیں اس میں کیا سمجھتی ہیں کہ برگد کا کتنا حصہ ہے؟

مجھے ہمت اور حوصلہ دینے کا کریڈٹ برگد کو جاتا ہے۔

☆ چاب کی وجہ سے آپ کے اندر کوئی تبدیلیاں آئی ہیں کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

عزت کا احساس ہوتا ہے اور معاشی طور پر اپنے آپ کو مضبوط محسوس کرتی ہوں۔

☆ کیا آپ کے خیال میں ایسے ادارے اور پلیٹ فارم ہونے چاہئیں؟

جی ہاں ضرور ہونے چاہئیں۔

نام: مقدس اقبال

تاریخ پیدائش: 23-07-1983

تعلیم: بی اے

برگد سے تعارف: باجی سلمیٰ کے ذریعے

میں اپنے آپ کو پہلے سے زیادہ مضبوط محسوس کرتی ہوں اور لوگوں کو پہلے سے بہتر طور پر جاننے لگی ہوں..... مجھے ہمت اور حوصلہ دینے کا کریڈٹ برگد کو جاتا ہے

☆ پہلا دن کونسا تھا؟ برگد میں ہونے سب سے پہلی میننگ

☆ پہلی گروپ ڈسکشن؟ برگد کی پہلی میننگ

☆ برگد کی وجہ سے آپ کے اندر کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

سماجی تبدیلی یہ کہ اعتماد آیا ہے اور اپنے حقوق کا پتہ چلا ہے۔

☆ آج آپ جو بھی کر رہی ہیں اس میں کیا سمجھتی ہیں کہ برگد کا کتنا حصہ ہے؟

بہت زیادہ حصہ ہے۔

☆ کیا آپ کے خیال میں ایسے ادارے اور پلیٹ فارم ہونے چاہئیں؟

بہت زیادہ ضروری ہے۔

☆☆☆☆

برگد سے تعارف میری بہنیں مجھے برگد لے کر گئی

☆ پہلا دن کونسا تھا؟ 10 ستمبر 2001ء

☆ پہلی گروپ ڈسکشن عورتوں کے ساتھ تشدد اور امتیازی سلوک بین الاقوامی نکتہ نظر سے

اب اپنے حقوق کے بارے میں جانتی ہوں اور اپنے حقوق کے حوالے سے بات کرنے سے اب خوف محسوس نہیں ہوتا

☆ برگد کی وجہ سے آپ کے اندر کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

مجھے غصہ بہت جلدی آ جاتا تھا کسی کی بات برداشت نہیں کر سکتی تھی مگر اب کوئی غلط بات بھی ہو تو بڑے تحمل سے سن لیتی ہوں۔

☆ آج آپ جو بھی کر رہی ہیں اس میں کیا سمجھتی ہیں کہ برگد کا کتنا حصہ ہے؟

پہلی بات تو یہ کہ مجھ میں خود اعتمادی آ گئی ہے اور کٹھنر کو اچھے طریقے سے ذیل کرنا آ گیا ہے۔

☆ چاب کی وجہ سے آپ کے اندر کوئی تبدیلیاں آئی ہیں کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

میں بہت سوشل ہو گئی ہوں اور ہر کسی کی بات برداشت کر لیتی ہوں۔

☆ کیا آپ کے خیال میں ایسے ادارے اور پلیٹ فارم ہونے چاہئیں؟

جی ہاں کم از کم راہوال میں بہت زیادہ ضرورت ہے۔

نام: اقصیٰ ظہور

تاریخ پیدائش: 21-06-81

تعلیم: ایف اے

برگد سے تعارف ایک دوست ارم کے ذریعے

☆ پہلا دن کونسا تھا؟ 10 ستمبر 2001ء

☆ پہلی گروپ ڈسکشن عورتوں کے ساتھ تشدد اور امتیازی سلوک بین الاقوامی نکتہ نظر سے

☆ برگد کی وجہ سے آپ کے اندر کوئی ذہنی اور سماجی تبدیلیاں آئی ہیں؟

میں اپنے آپ کو پہلے سے زیادہ مضبوط محسوس کرتی ہوں اور لوگوں کو پہلے سے

آرٹ اور کرافٹ

نیشنل کالج آف آرٹس کے استاد ندیم عمر کے ساتھ ایک مکالمہ

ندیم عمر کا تعلق نیشنل کالج آف آرٹس (NCA) سے ہے۔ قائد اعظم یونیورسٹی اسلام آباد سے علم انسانیات (Anthropology) میں ایم اے کرنے کے بعد آپ نے نوٹنگھم یونیورسٹی، انگلستان سے کریٹیکل تھیوری میں ماسٹر کی ڈگری حاصل کی۔

نیشنل کالج آف آرٹس میں آپ نے این سی اے آر کانیز پر کام شروع کیا اور اب تک اس کام کو ایک سمت دینے میں کامیابی حاصل کر چکے ہیں۔ علاوہ ازیں ندیم عمر این سی اے کے ایک اور ذیلی ادارہ ریسرچ اینڈ پبلیکیشنز سنٹر (آر پی سی) میں بطور ریسرچ کوآرڈینیٹر کام کر رہے ہیں۔ گو کہ اب تک آر پی سی کا زیادہ تر کام منظر عام پر نہیں آیا مگر 'Cabool Lahore as it was' اور 'Trial of Bhadar Shah' جیسی کتب چھاپ کر آر پی سی نے یقیناً اپنے قدمیں جلد اضافہ کر لیا ہے۔ گزشتہ کئی سال سے ندیم عمر انٹرنیٹ پر ایک ای۔گروپ بھی چلا رہے ہیں۔ اس گروپ کا نام Third Space Saminar ہے۔ اس گروپ میں بہت سے نوجوان خواتین و حضرات شامل ہیں۔ یہ گروپ نوجوانوں میں مکالمہ کی روایت کو آگے بڑھانے کا ایک ذریعہ ہے۔ آج کل ندیم عمر یونیورسٹی آف نیو سائوتھ ویلز (آسٹریلیا) سے "آرٹ ہسٹری اور تھیوری" کے مضمون میں پی ایچ ڈی کر رہے ہیں۔

آرٹ کی باقاعدہ سرپرستی کی جاتی ہے جبکہ کرافٹ کی کسی سطح پر بھی پذیرائی نہیں ہوتی۔ اس طرح کی صورتحال میں وہ تمام علوم جو اس خطے کی پہچان ہیں وہ مٹتے جا رہے ہیں۔ مثلاً پہلے گھروں میں مٹی یا پتھر کے برتن استعمال ہوتے تھے مگر پھر نیشنل اور پلاسٹک نے ان کی جگہ لے لی۔ اس طرح سے بہت سی روایتیں مٹی جا رہی ہیں۔

ہمیں سوچنا یہ ہے کہ آیا ان کو مٹنے دیا جائے یا کوئی سدباب کیا جائے۔ ہمیں دیکھنا ہے کہ اس کا پس منظر کیا ہے۔ بہت سے لوگ نسل ہا نسل سے مختلف

ندیم عمر نے گفتگو کا آغاز کچھ یوں کیا۔ آج ہم آرٹ اور کرافٹ کے بارے میں بات کریں گے۔ آرٹ کا کام کرنے والوں کو آرٹس جبکہ کرافٹ کا کام کرنے والوں کو ہم کرافٹ مین یا کرافٹر کہتے ہیں۔ ہمارے ہاں قالین بنانے کا کام برتنوں پر نقش کاری اور اسی طرح بہت سے دوسرے کام بھی کئی نسلوں سے کئے جا رہے ہیں۔ اس سے پتہ چلتا ہے کہ ہمارے ہاں کرافٹ ایک لمبے عرصہ سے کیا جا رہا ہے لیکن المیہ یہ ہے کہ ہمارے ہاں کچھ فنون کو افضل اور کچھ کو کم تر سمجھا

ان پیشوں پہ زوال اس لئے نہیں آیا کہ ان کی ضرورت

نہ تھی بلکہ اس کی وجہ یہ تھی کہ ان پیشوں کو

بدلتے طور طریقوں کے مطابق ڈھالا نہ گیا تھا

پیشوں سے منسلک تھے مثلاً جوتے بنانے والے موچی، کپڑے بنانے والے جولہ آج اپنے پیشوں کو چھوڑ رہے ہیں۔ اس کی وجہ یہ ہے کہ موچی اور دھوبی کا معاشرے میں کوئی مقام نہیں ہے۔

دوسرا سال پہلے انگریز نے ہندوستان پر تجارتی نقطہ نگاہ سے قبضہ کیا تھا۔ انگریز نے 1875ء میں ایک سکول بنایا جس کا نام میو سکول آف آرٹس رکھا گیا۔ یہ ادارہ آج نیشنل کالج آف آرٹس کے نام سے جانا جاتا ہے۔ اس ادارے کے قیام کا مقصد فنون سے وابستہ لوگوں کو تعلیم دینا تھا۔

جاتا ہے۔ ہم یہ دیکھتے ہیں کہ جن فنون کو کرافٹ کہا جاتا ہے ان کو بدتر سمجھا جاتا ہے۔ پہلے بادشاہ پینٹنگز بنواتے تھے۔ اس طرح ان کا شجرہ نسب تصویروں میں محفوظ ہو جاتا تھا۔ مصوری کی روایت آج کی مصوری کی طرح نہ تھی۔ پہلے تصویریں کتابوں میں ملتی تھیں اور حاشیوں میں لکھا جاتا تھا کہ یہ فلاں بادشاہ ہے۔ اسی طرح کپڑے بنانے کا فن عورتوں اور مردوں دونوں سے منسلک تھا۔

نیشنل کالج آف آرٹس (این سی اے) میں آرٹ کے ڈپارٹمنٹ ہیں مگر کرافٹ کا کوئی ڈپارٹمنٹ نہیں ہے۔ کرافٹ سے منسلک لوگوں کو کوئی تعلیم نہیں ملتی۔

عظمیٰ: بالکل یہی بات ہے۔

ندیم عمر: اس کے پیچھے ہمارے سماجی ڈھانچے کا اثر ہے۔ سماج میں عزت

1875ء میں ایک سکول بنایا گیا جس کا نام میو سکول

آف آرٹس رکھا گیا۔ یہ ادارہ آج نیشنل کالج آف

آرٹس کے نام سے جانا جاتا ہے۔ اس ادارے کے قیام کا

متصد فنون سے وابستہ لوگوں کو تعلیم دینا تھا

کی بنیاد ملکیت ہے اور ملکیت سے مراد دولت و جائیداد ہے۔ فن کی سماجی ڈھانچے میں قدر پیسہ کمانے کے حوالے سے ہے۔ محض فن کی کوئی قدر نہیں ہے۔ معقول کے دور میں فن مصوری کو اہمیت دی جاتی تھی۔ محلات اور مسجدیں بنائی جاتی تھیں اور ان کو بنانے والے معماروں کو عزت دی جاتی تھی۔ صرف اس وجہ سے ان کا وظیفہ مقرر کر دیا جاتا تھا۔ کہنے کا مقصد یہ ہے کہ افضل اور بدتر کی تقسیم کو سمجھا جائے اور اس سے متعلق سوچا جائے۔ اگر لوہا بڑا تر کھان کی معاشرے میں کوئی عزت نہیں تو اس روایت کو توڑنے کی کوشش کی جائے۔ یہ تمام چیزیں ہمارے ذاتی رویوں سے جھلکتی ہیں۔ ہمارے ملک میں دستکاروں کی کوئی عزت نہیں جبکہ مصوروں کو ہر کوئی عزت دیتا ہے۔ آرٹ یہ کام کرنے والے اداروں کو چاہئے کہ وہ کرافٹ کو بھی مضمون کے طور پر اپنے اداروں کے سلیبس میں شامل کریں۔ اس سارے پس منظر کے پیش نظر اگر دیکھا جائے تو یورپ نے جو ترقی کی ہے تو اس کی وجہ یہ ہے کہ انہوں نے اپنے کرافٹ میں معاشرتی طور پر نہ صرف عزت دی بلکہ اس کی قدر بھی کی۔

اقبال حیدر: یورپ میں ایک ٹریڈ ہے جبکہ ہمارے ہاں ایسا نہیں ہے۔

ندیم عمر: جو لوگ کپڑا رنگتے ہیں ان کو یہ علم سال ہا سال کے تجربے کے بعد ملتا ہے۔ ایک مدت کے بعد ان کو پتہ چلتا ہے کہ کپڑے پر رنگ لگانے کی مقدار کتنی ہوتی ہے۔ کس کپڑے پر کس مقدار میں رنگ کرنا چاہیے وغیرہ۔ اگر ان سے پوچھا جائے تو وہ اس کو فارمولے کے طور پر نہیں بتا سکیں گے کیونکہ انہوں نے یہ سب سکول وغیرہ سے نہیں بلکہ اپنے اباؤ اجداد سے سیکھا ہے۔

این سی اے میں ٹیکسٹائل کا ڈپارٹمنٹ ہے سرائیکس کا ڈپارٹمنٹ ہے ٹیکسٹائل کے ڈپارٹمنٹ میں کھڑیاں لگی ہوئی ہیں اور طالب علم ان پر کام کر رہے ہیں اگر ان کی تصویریں بنائی جائیں تو لگے گا کہ کس جولاہے کی دکان ہے گروہ ایسے آپ کو آرٹسٹ کہتے ہیں۔ اگر کوئی چیز (عمارت وغیرہ) ڈیزائن کرتی ہے تو پہلے اس کی ڈرائنگ کریں لیکن کرافٹ میں جن لوگوں نے کل بنائے جیسا کہ تاج محل انہوں نے پہلے اسے کاغذ پر نہیں بنایا بلکہ یہ ان کے ذہنوں میں تھا اور اسی طرح یہ تمام کرافٹ سینہ بہ سینہ مستند طریقے سے منتقل ہوا۔

اگر آپ اپنے شہروں کا بغور جائزہ لیں تو آپ کو معلوم ہوگا کہ ہمارے ہاں اکثر علاقوں کی پہچان کسی نہ کسی مخصوص کرافٹ سے رہی ہے۔ جیسا کہ حیدر آباد چوڑیوں کے لئے مشہور تھا اور اسی طرح سے بہت سے دوسرے کرافٹ تھے جو کہ اپنے اپنے علاقوں کی پہچان تھے۔ چاہے تو یہ تھا کہ ان کو مارکیٹ میں لایا جاتا اور معیشت مضبوط کی جاتی۔ مگر ہم لوگوں نے مغرب کی طرف دیکھ کر مغربی اطوار اپنانا شروع کئے۔ ایک وقت وہ تھا کہ جس میں بیس میں سے دو لوگ مصوری سیکھتے تھے اور باقی دوسرا کام کرتے تھے یعنی کپڑے رنگنا جو تے بنانا مٹی کے برتن بنانا وغیرہ۔ لیکن وقت گزرنے کے ساتھ ساتھ ہمارا اپنی اپنی روایات سے تعلق ٹوٹنا شروع ہو گیا۔ نئی تعلیم کے شوق میں لوگوں نے اپنے پرانے خاندانی پیشے چھوڑنے شروع کر دیے۔

اس کی وجہ شاید انڈسٹری بھی ہے؟ شرکاء محفل میں سے کسی مدبر نے ایک دلیل دی۔

ندیم عمر: ان پیشوں پر زوال اس لئے نہیں آیا کہ ان کی ضرورت نہ تھی بلکہ

آرٹ یہ کام کرنے والے
اداروں کو چاہئے کہ وہ کرافٹ
کو بھی مضمون کے طور پر اپنے
اداروں کے سلیبس میں شامل کریں۔ اس
سارے پس منظر کے پیش نظر اگر دیکھا
جائے تو یورپ نے جو ترقی کی ہے تو اس
کی وجہ یہ ہے کہ انہوں نے اپنے
کرافٹ میں معاشرتی طور پر نہ
صرف عزت دی بلکہ اس کی
قدر بھی کی

اس کی وجہ یہ تھی کہ ان پیشوں کو بدلتے طور طریقوں کے مطابق ڈھالنا نہ گیا تھا۔ پہلے زمیں پہ بیٹھے کا رواج تھا لیکن فرنیچر آنے کے بعد یہ آہستہ آہستہ ختم ہوتا گیا اور آج فرنیچر بہت بڑی انڈسٹری ہے۔

اقبال حیدر: آرٹ کا تعلق اعلیٰ جمالیات سے ہے اور یہ یورپین سے منسوب کیا جاتا ہے۔ ہمارے ہاں کرافٹ سے منسلک لوگوں کو برا سمجھا جاتا ہے۔ اگر کوئی جو تے بنانے والا ہے تو اس کی ہمارے معاشرے میں کوئی عزت نہیں کی جاتی۔

ایف سی کالج اور آج کی بدلی حقیقتیں

عام ریاضی

کابضہ ہو گیا۔ وکٹر عذرا یاہ جنرل سیکرٹری لاہور چرچ کونسل نے پریس بائیئیرین چرچ آف یو ایس اے کی اجازت سے سول کورٹ میں کیس دائر کر دیا۔ اس کیس میں یہ موقف اختیار کیا کہ ریاست پاکستان نے تعلیم کو نیشنلائز کیا ہے مگر جائیداد تو چرچ کی ملکیت ہے لہذا کالج سے ملحقہ چرچ کی پراپرٹی پر قبضہ غیر قانونی و غیر آئینی ہے۔ جناب وکٹر عذرا یاہ اس سے قبل مشن ہائی سکول رنگ محل کی جائیداد کا کیس بھی دائر کر چکے تھے۔ یہ کیس رفتہ رفتہ سپریم کورٹ تک پہنچ گیا۔ اس وقت حکومت کی طرف سے اٹارنی جنرل پاکستان جناب خلیل مددے پیش ہوتے تھے۔ سپریم کورٹ نے 1986ء میں یہ فیصلہ سنایا کہ ریاست نے تعلیم کو نیشنلائز کیا ہے جائیداد کو نہیں۔ اس طرح مشن ہائی سکول کی جائیداد متعلقہ ادارہ کے حوالے کرنے کے حق میں فیصلہ ہو گیا۔ حکومت نے اس فیصلہ کے خلاف ریویو پٹیشن دائر کی کہ جسے بلاخر سپریم کورٹ نے مسترد کر دیا۔ جہاں تک Fc Collge کے کیس کا تعلق تھا تو پہلے سول کورٹ نے چرچ کے حق میں فیصلہ سنایا۔ حکومت اس فیصلہ کے خلاف سیشن کورٹ میں چلی گئی پھر 1987ء میں یہاں بھی کیس کا فیصلہ چرچ کے حق میں ہو گیا۔ صورتحال ایک دلچسپ موڑ پر آ گئی۔ سپریم کورٹ کے فیصلہ کو سامنے رکھنا چھوٹی عدالتوں کے لیے ضروری تھا۔ اب حکومت کے لئے صرف دو راستے تھے۔ پہلا یہ کہ حکومت اس فیصلہ کے خلاف اپیل میں جائے اور دوسرا یہ کہ جائیداد چرچ کے حوالے کر دے۔ حکومت کو یہ بھی معلوم تھا کہ مشن ہائی سکول رنگ محل کے کیس میں سپریم کورٹ ریویو پٹیشن بھی مسترد کر چکی ہے لہذا اب سپریم کورٹ کے فیصلہ کو ماننے کے سوا کوئی چارہ نہیں تھا۔ یہی وجہ تھی کہ حکومت کے قانونی ماہرین نے Fc Collage کے کیس کو ہائی کورٹ یا سپریم کورٹ تک نہ جانے کو بے فائدہ قرار دیا۔ اب پریس بائیئیرین چرچ آف یو ایس اے کو کالج کی جائیداد پر حکومتی قبضہ ختم کروانا تھا۔ اس قبضہ کو ختم کروانے میں چرچ کو مزید سات سال کی طویل مدت لگ گئی۔ بلاخر 1994ء میں چرچ کو کالج کی جائیداد پر کنٹرول حاصل ہوا۔

ایف سی کالج اپنی زندگی کے نازک ترین مراحل میں سے گزر رہا ہے۔ ایف سی کالج جیسی عظیم درسگاہ کسی تعارف کی محتاج نہیں۔ یہ تعلیمی ادارہ تقریباً 140 سال سے علم کی کرنیں پھیلا رہا ہے۔ آج ایف سی کالج کے فارغ التحصیل طلبہ و طالبات زندگی کے تمام شعبوں میں ملک و قوم کے لئے اہم فرائض سرانجام دے رہے ہیں۔ پاکستان کے صدر پرویز مشرف، پنجاب کے وزیر اعلیٰ پرویز الہی سمیت لاتعداد حضرات نے اس درس گاہ سے علم حاصل کیا ہے۔

تاریخی پس منظر

1864ء میں یہ کالج مال روڈ کے نزدیک نیلا گنبد چوک میں بنایا گیا تھا۔ اس کالج کے بانی ایک امریکی جناب فارمین (Forman) تھے کہ جنہوں نے پنجاب پرائمریزوں کے قبضہ 1849ء کے صرف چند ماہ بعد لاہور میں پہلا انگریزی میڈیم سکول کھولا تھا۔ اس کالج کو پریس بائیئیرین Presbyterian چرچ یو ایس اے نے بنوایا تھا۔ قیام پاکستان سے قبل کالج کے لئے فیروز پور روڈ پر نہر کے کنارے زمین خریدی گئی اور رفتہ رفتہ کالج نئی عمارت میں شفٹ ہو گیا۔ پرانی عمارت تاحال قائم ہے اور اسے ہوسٹل بنادیا گیا ہے۔ کچھ ہی سالوں میں ایف سی کالج ایک معیاری درسگاہ بن کر سامنے آیا۔ قیام پاکستان کے بعد ایف سی کالج کی حیثیت و اہمیت میں اضافہ ہوتا چلا گیا اور چرچ کے زیر سایہ کالج کی عمارت کو بھی خاصی وسعت ملی۔

1972ء کالج کی تاریخ کا ایک اہم سال ہے۔ اس سال بھٹو حکومت کی تعلیمی اصطلاحات کے تحت کالج کو نیشنلائز کر دیا گیا۔ 1972ء سے 1980ء تک کالج میں تعلیم کی ذمہ داری حکومت وقت نے لے لی جبکہ ایف سی کالج کی جائیداد چرچ کے پاس ہی رہی۔ یاد رہے کہ یہ وہ وقت تھا کہ جب پریس بائیئیرین Presbyterian چرچ یو ایس اے کی طرف سے Fc Collge سے ملحقہ جائیداد کو ایک بورڈ چلا رہا ہے۔ 1980ء میں ضیاء الحق کے تاریک دور میں ایف سی کالج پر دوسرا حملہ کیا گیا۔ اب تعلیم کے ساتھ ساتھ چرچ کی تمام جائیداد پر بھی حکومت





نئے عزم و جذبے سے ہر شعبہ میں اصلاحات و انقلابی اقدامات کا عندیہ دیا۔

ایک طرف تعلیمی ادارے حکومت کے لئے اعزاز کی بجائے عذاب بن چکے تھے اور تعلیمی معیار خطرناک حد تک گر چکا تھا۔ دوسری طرف تبدیل ہوتی ہوئی بین الاقوامی صورتحال میں حکومتوں کے لئے اس قدر بڑے پیمانے پر پبلک سیکٹر کو چلانا انتہائی مشکل ہوتا جا رہا تھا۔ ایسے میں حکومت نے رفتہ رفتہ تعلیم کو ڈی نیشنلائز کرنے کا فیصلہ کیا۔ اس فیصلہ کی روشنی میں FCC کو چرچ انتظامیہ کے حوالے کرنے کا اصولی فیصلہ ہوا۔ اس سے قبل گورنمنٹ کالج کی بتدریج ڈی نیشنلائزیشن کا عمل مکمل ہو چکا تھا۔ اس پس منظر کو سامنے رکھتے ہوئے برلگڈ ٹیم کو موجودہ حالات کا جائزہ لینا تھا۔

FCC کی نیشنلائزیشن یا ڈی نیشنلائزیشن میں جن کرداروں نے حصہ لیا ان میں ریاست کے علاوہ چرچ، کالج پرنسپل آفس، طلباء، کالج کے اساتذہ و اسٹاف، طلباء تنظیم اور طلباء کے والدین شامل ہیں۔

نئی صورت حال میں اساتذہ کو یا تو نئی انتظامیہ کا ساتھ دینا ہے یا پھر حکومت انہیں کسی دوسرے کالج میں منتقل کرے گی۔ نئی انتظامیہ کالج کو ایک مثالی ادارہ بنانا چاہتی ہے۔ انتظامیہ کی سب سے اہم اور پہلی ضرورت بہترین اساتذہ ہیں۔ حالیہ پرنسپل پیئر ایچ آر ما کو سٹ کے بھیجے گئے خط کے مطابق جس کا مخاطب کالج کے اساتذہ ہیں، کالج کو صرف ان اساتذہ کی ضرورت ہے جو کہ کالج کی ترقی کے مشن کو آگے بڑھا سکتے ہیں۔ موجودہ اساتذہ میں سے اگر کوئی استاد اس معیار پر پورا نہیں اترتا تو کالج کو اس کی کوئی ضرورت نہیں۔ ایسے تمام اساتذہ جو نئی صورتحال میں کالج انتظامیہ سے تعاون نہیں کرنا چاہتے وہ 31 اگست کے بعد ایف سی کالج میں استاد کی حیثیت سے کام نہیں کر سکتے۔ ان کی نوکری کا فیصلہ حکومت پنجاب کو خود کرنا ہوگا۔ کالج انتظامیہ نے نئے اساتذہ کی بھرتی کے لئے اخبارات میں اشتہارات دے رکھے ہیں کہ جس میں نہایت پرکشش

ماہانہ تنخواہ بھی رکھی ہے۔ پروفیسر کے لئے 60,000، ایسوسی ایٹ پروفیسر کے لئے 46,000، اسٹنٹ کے لئے 36,000 اور لیکچرار کے لئے 16,000 ماہانہ تنخواہ مقرر کی ہے۔ ابھی تک پہلے سے کام کرنے والوں میں سے چودھری اکرم صاحب کو پروفیسر تسلیم کر لیا گیا ہے۔ اس موجودہ صورت حال کو دیکھتے ہوئے ابھی تو یہ کہنا مشکل ہے کہ چرچ کے آنے سے معیار تعلیم میں کوئی واضح تبدیلی آئے گی کہ نہیں۔ لیکن ایک بات تو تسلیم کرنا پڑے گی کہ اگر کالج میں قابل اساتذہ کی بھرتی میرٹ پر ہوتی ہے تو ایف سی کالج کی زندگی میں پھر سے بہار آجائے گی۔ یقیناً ہر درسگاہ کی پہلی ضرورت قابل اساتذہ ہوتے ہیں۔ یہاں طلباء، طلباء تنظیموں اور والدین کے حوالے سے بہت سے سوال اٹھتے ہیں۔ ان سوالات کا براہ راست تعلق تعلیمی معیار سے ہے۔

طلباء اس سے قبل گورنمنٹ کالج لاہور کی ڈی نیشنلائزیشن سے مطمئن نہیں ہیں۔ جہاں تعلیمی معیار ایک اہم مسئلہ ہے وہاں طلباء کے والدین کے لئے مہنگی تعلیم بھی کسی طرح قابل قبول نہیں۔ طلباء تنظیمیں اور والدین اگر اس مسئلہ پر پریشان ہیں تو یہ کالج انتظامیہ کا فرض ہے کہ انہیں اس سلسلہ میں مطمئن کرنے کے لئے ایک واضح روڈ میپ دیں۔ یہ روڈ میپ نہ صرف زمینی حقائق کے مطابق ہو بلکہ اس میں طلباء کے مسائل کا بھی مدد ادا کیا جائے۔ جہاں تک کالج کو امریکہ کے حوالے کرنے کے دعویٰ کا سوال ہے تو اس سلسلہ میں سب جانتے ہیں کہ کالج ہمیشہ سے Presbeterian Church USA کی ملکیت تھا نہ کہ امریکی حکومت کی۔ اس ڈی نیشنلائزیشن کو اسلامی رنگ دینا کبھی بھی طرح و انشمنڈی نہیں تھی۔ مخالفین کی جانب سے ایسے بیانات دیئے گئے کہ جنہوں نے اس مسئلہ کو کفر و اسلام یا اسلام و عیسائیت کا معرکہ بنانے کا تاثر دیا۔ یہ ایک خطرناک طرز عمل تھا۔ اس کی بجائے اگر طلباء اور اساتذہ کی تنظیمیں اس پورے مسئلہ کو معیار تعلیم اور مہنگائی کے ساتھ جوڑتے تو شاید یہ تنظیمیں طالب علموں کے لئے زیادہ مراعات حاصل کر پاتیں۔ مگر شاید یہ تنظیمیں یہ سمجھ نہیں تھیں کہ ان کے احتجاج پر ڈی نیشنلائزیشن کا عمل کہ جسے بین الاقوامی تجارتی معاہدوں کی حمایت حاصل ہے رک جائے گا۔

بہر کیف اس احتجاجی تحریک سے طلباء کے مستقبل کے حوالے سے بحث روزمرہ زندگی کا حصہ بن چکی ہے اور آج ہر ڈی شعور پاکستانی اس اہم مسئلہ کے حق یا مخالفت میں دلائل دیتا نظر آتا ہے۔ نیشنلائزیشن کے حامی مخالفین اور پرائیویٹائزیشن کے طرف دار بھی کبھی اپنے اپنے دلائل دے رہے ہیں۔ ان دلائل کی روشنی میں ہمیں سب کو مل کر چرچ تلاش کرنا ہے۔

ایف سی کالج یا انجمن حمایت اسلام کے زیر نگرانی چلنے والے سکول یا کالجز میں ڈی نیشنلائزیشن کے اس عمل کے دوران طلباء اساتذہ اور والدین کے حقوق کا تحفظ کرنا اور کالج یا سکول کو محض پیسے کمانے والا ادارہ نہ بنانے کے حق میں جدوجہد کرنا اشد ضروری ہے۔ وہ لوگ جو یہ جدوجہد کرنا چاہتے ہیں ان کو چاہئے کہ ایسا کرتے ہوئے ان کے ذہن میں 21 ویں صدی کا بدلا ہوا سماج ہونا چاہئے تاکہ سرد جنگ میں گھری ہوئی دنیا۔

☆☆☆☆

کراچی یونیورسٹی میں گروپ سازی

برگد کے مواد کو جانچا اور تفصیل سے برگد کے پروگراموں پر بات چیت کی انہوں امن کے حوالے سے طالب علموں کے ساتھ ڈائلاگ منعقد کروانے کی تجویز کو پسند کیا۔ انہوں نے پیشکش کی کہ اگر آپ دوبارہ آجائیں تو میں ڈیپارٹمنٹ کے طالب علموں کو کانفرنس روم میں جمع کر لوں گا۔ آپ ان کو برگد کے بارے میں تفصیل سے بتادیں اور گروپ سازی کا کام شروع کر لیں۔ لہذا دو دن بعد کی تاریخ طے پائی۔

برگد گزشتہ 8 سال سے نوجوانوں میں مثبت تبدیلی کے لیے کام کر رہا ہے۔ برگد کے اولین مقاصد میں ملک بھر کے طلباء و طالبات کو نصابی و ہم نصابی سرگرمیوں کے ذریعے باہمی تعاون کا ماحول فراہم کرنا ہے۔

تعارفی تقریب

ہم مقررہ وقت پر کانفرنس روم میں پہنچ گئے۔ یہاں مونس احمد بھی مقررہ دن ہم طلباء و طالبات کے ہمراہ موجود تھے۔ طلبہ کو برگد کے بارے میں بتایا گیا۔ انہوں نے برگد کے مقاصد اور پروگرام کے بارے میں تفصیلات پوچھیں۔ طلباء میں برگد کی طرف سے رنگ برنگے کارڈ تقسیم کیے گئے کہ جس پر یہ سوال تحریر تھا کہ کام کرنے کی صورت میں آپ برگد سے کیا توقعات وابستہ کریں گے۔ طلبہ کی جانب سے یہ جوابات موصول ہوئے۔

برگد سے ہماری توقعات

- برگد نوجوانوں میں تنقیدی سوچ پیدا کرے گا۔
- نوجوانوں کو مثبت کاموں میں توانائی صرف کرنے کا موقع ملے گا۔
- برگد کے ذریعے نوجوانوں کے مسائل سامنے آئیں گے اور ان کے حل کے لئے راستے بنیں گے۔
- تمام ملک کے نوجوانوں میں اس پلیٹ فارم کے ذریعے رابطہ بنیں گے۔
- برگد کے ذریعے نوجوانوں کے نہ صرف تعلیمی بلکہ ذاتی مسائل بھی سامنے آئیں گے۔
- برگد میں شمولیت سے تعلیمی اداروں میں تشدد میں کمی واقع ہوگی۔
- برگد ایک ایسی جگہ ہے جہاں ہم نوجوان مل کر بیٹھیں گے۔
- ایک طالب علم نے یہاں تک لکھا کہ ”مجھے تو ساری زندگی ایسا کوئی پلیٹ فارم نظر نہیں آیا یا سننے میں نہیں آیا جہاں نوجوانوں کو پہچان ملے یا نوجوانوں کی آواز سنی جائے۔ اس لئے برگد کو ایسا پلیٹ فارم ضرور بنانا چاہیے۔“
- برگد ایک مختلف پلیٹ فارم ہے۔ شاید ہمارا ہے۔
- برگد نوجوانوں میں مثبت برداشت کا مادہ پیدا کرے گا۔
- طلبہ کے حقوق کی بات کرے گا۔

انٹرنیشنل ریلیشنز ڈیپارٹمنٹ

برگد اس سال کے آخر میں طلبہ و طالبات کے ساتھ ”امن اور نوجوانوں میں باہمی تعاون“ کے حوالے سے ایک رینجیل ڈائلاگ منعقد کروا رہا ہے۔ اس سلسلہ میں پاکستان کی چودہ یونیورسٹیوں سے طلباء و طالبات کو شامل کیا جائے گا۔ یونیورسٹیوں کو شامل کرنے کیلئے گروپ سازی کا کام شروع کیا گیا ہے۔ کراچی یونیورسٹی کے اساتذہ سے قیصر بنگالی صاحب کے ذریعے رابطہ کیا گیا تو انہوں نے جناب ہما بھائی سے ملوایا۔ ہما بھائی کراچی یونیورسٹی میں انٹرنیشنل ریلیشنز ڈیپارٹمنٹ میں لیکچرار ہیں۔ ان کے تعاون سے کراچی یونیورسٹی میں گروپ سازی کا کام شروع کیا گیا ہے۔ جب ہم یونیورسٹی پہنچے تو یونیورسٹی گیٹ پر رینجرز کا کیمپ موجود تھا۔ ہمارے پہلی بات یہ بتائی کہ اگر آپ کی کار پر یونیورسٹی سٹکر موجود نہیں تو آپ کی کار اندر داخل نہیں ہو سکتی۔ ٹیکسی کا داخلہ بھی ممنوع ہے۔ دوسری طرف زمینی حقائق یہ ہیں کہ یونیورسٹی کے کسی بھی گیٹ سے کسی بھی ڈیپارٹمنٹ کا فاصلہ پیدل طے کرنا ایک مشکل مرحلہ ہے۔

ہماری پہلی ملاقات انٹرنیشنل ریلیشنز ڈیپارٹمنٹ کی ہیڈ محترمہ طلعت وزارت سے ہوئی۔ ان سے اجازت مانگی گئی کہ ان کے ڈیپارٹمنٹ کے طلبہ سے ملاقات کر لی جائے اور برگد کے لئے ایک گروپ بنالیا جائے۔ انہوں نے نہ صرف اجازت دے دی بلکہ اس پر خوشی کا اظہار بھی کیا۔ لگے ہاتھوں ہم نے ڈیپارٹمنٹ کی لائبریری میں برگد کا پوسٹر آویزاں کر دیا۔ اس کے بعد عامر حمید (لیکچرار) کے کمرے میں گئے تو انہوں نے اپنے ہاتھ سے چائے بنا کر دینی چاہی مگر بجلی کے چلے جانے سے ان کا منصوبہ کامیاب نہ ہو سکا۔ انہوں نے اپنی جماعت کے کچھ طالب علموں کو بلایا اور ان سے ملاقات کروائی۔ طالب علموں نے برگد کے ساتھ کام کرنے کی حامی بھری اور پنجاب یونیورسٹی کے ساتھ تبادلہ پروگرام میں گہری دلچسپی کا مظاہرہ کیا۔

اس کے بعد مونس احمد سے ملاقات کی۔ مونس احمد نے تنقیدی نظروں سے

برگد لمبا عرصہ نہیں چل سکے گا۔
کوئی بحرمانہ کارروائی نہ ہو۔
برگد کو بہت زیادہ رکاوٹیں آئیں گی۔
کچھ عناصر برگد کو کام نہیں کرنے دیں گے۔

ویمن سٹڈی ڈیپارٹمنٹ

اس کے بعد برگد کے وفد نے کراچی یونیورسٹی میں واقع ویمن سٹڈی ڈیپارٹمنٹ کا دورہ کیا اور طالبات سے ملاقات کی۔ ڈیپارٹمنٹ کی ہیڈ مسترمہ خالدہ غوث سے تفصیلی بات چیت ہوئی۔ مسترمہ خالدہ غوث نے طلبہ کے ساتھ کام کرنے کی بہت حوصلہ افزائی کی اور ہر قسم کے تعاون کا یقین دلایا۔ ہم برگد کی جانب سے ہما بقاء کی اور مونس احمر کے انتہائی مشکور ہیں کہ جن کے عملی تعاون سے ہم کراچی یونیورسٹی جیسے مقتدر ادارے میں برگد کو متعارف کروانے میں کامیاب ہوئے۔

☆☆☆☆

• نوجوانوں کی آواز بنے گا۔
• نوجوانوں میں آزادی فکر پیدا کرے گا۔ تعلیمی اداروں میں مکالمے کا رواج بڑھے گا۔

نوجوانوں کو سچ بولنے اور لکھنے کی آزادی حاصل نہیں ہوتی۔ خاص طور پر حکومت اور حقیقی جمہوریت کے حوالے سے لکھنے کی جرات نہیں ہوتی۔ طلبہ میں خود اعتمادی ہونی چاہئے جو نہیں ہے۔ میں برگد سے امید کروں گی کہ وہ طلبہ کے ایسے مسائل کے لئے کام کرے۔ ان کو لکھنے کا موقع ملے۔

میں بھی برگد کے لئے کام کرنا چاہوں گی۔ برگد صدیوں سے ہمارے تھکے ہوئے لوگوں کو چھاؤں فراہم کرتا ہے۔ انسان اور برگد کا تعلق بہت پرانا ہے۔ اس لئے لوگ آرام اور سکون کے لئے اس کی چھاؤں میں بیٹھنا چاہیں گے۔ مجھے بھی برگد سے بہت زیادہ امیدیں ہیں۔ برگد کی چھاؤں میں نئی نسل کے لئے بھی ایک پلیٹ فارم ہوگا۔

ہمارا خوف

سارے منصوبے فیل بھی ہو سکتے ہیں جو برگد نے پلان کئے ہیں۔

امن کے قیام میں نوجوانوں کا کردار

برگد نے امن کے قیام میں نوجوانوں کا کردار کے موضوع پر ایک تین روزہ تربیتی ورکشاپ کا انعقاد کیا۔ جس میں پنجاب یونیورسٹی کے مختلف شعبوں سے طلبہ و طالبات نے شرکت کی۔ اس تربیتی پروگرام کے سہولت کار شفقت اللہ تھے جبکہ اقبال حیدر بٹ اور سعید الرحمان اس پروگرام کے ٹریسرتھے۔ مس عظمیٰ خان نے بھی ایک سیشن لیا۔ تربیتی پروگرام میں طلبہ و طالبات نے امن و تصادم کے حوالے سے مختلف نظری و عملی ایٹوز سے آگاہی حاصل کی اور مباحث میں بھرپور حصہ لیا۔ ہمیں امید ہے کہ اس پروگرام کے بعد شرکاء نہ صرف امن کو جاننے میں کامیاب ہو سکے ہیں بلکہ انہیں اپنی پڑھائی میں بھی تربیتی مواد سے مدد مل سکی ہے۔

