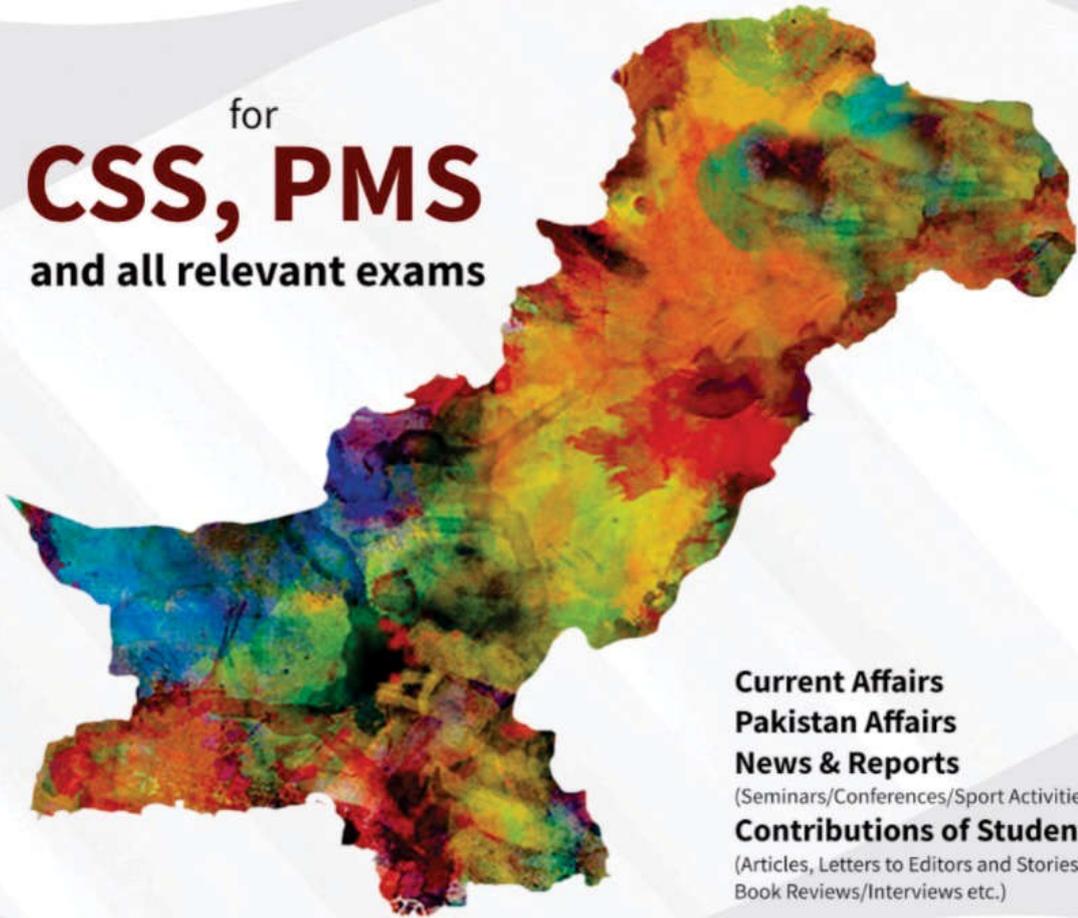




KNOWLEDGE CORRIDOR

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for
CSS, PMS
and all relevant exams



Current Affairs
Pakistan Affairs
News & Reports
(Seminars/Conferences/Sport Activities)
Contributions of Students
(Articles, Letters to Editors and Stories/
Book Reviews/Interviews etc.)

PAKISTAN STUDY CENTRE
UNIVERSITY OF SINDH, JAMSHORO

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PREPARATION FOR CSS DURING GRADUATION

Aqeel Khoso

Planning For CSS?

(Guidelines for the students planning to appear in CSS after completion of their graduation)

➤ Things to Focus on during Graduation:

The specific goals are achieved with a great focus and consistent efforts. CSS is a competitive exam, and in order to secure top positions, you need to plan your attempt. The sooner you start planning, the better it is. Graduation period is a very crucial in this respect. Those students who aspire to join the most prestigious service in Pakistan usually keep this goal in sight when they are at graduation stage and seek admission to University.

➤ The Best Strategy:

The best strategy at this stage is to keep your long-term goal of CSS in mind when you select the subjects for your graduation course; you should prefer those subjects which would in some way help you in your CSS attempt once you are done graduation.

➤ A Strong Educational Base:

Apart from the subject selection, focusing on CSS during graduation demands that you obtain a strong educational base as it is a key factor for success in CSS. If you possess a good degree from any prestigious institution, it would help you not only in the future job prospects, but would also contribute a lot in your preparation for CSS.

➤ Good Academic Habits:

During your graduation; you need to work on developing good academic habits that prove the crucial at preparatory stage of CSS. You should inculcate a habit of reading good textbooks. Especially, select those books that are the parts of a successful serious, for these books have established their worth and esteem in academia.

➤ Regular by study Newspaper:

A regular of newspaper is an indispensable for CSS as it prepares a strong general knowledge base that serves as a foundation on which you develop your preparation for CSS.

➤ Current Affairs Magazines:

In addition to newspaper, you should regularly peruse a couple of good current affairs magazines including Jahangir's World Times, Newsweek, Tribune, etc.

➤ News channels:

You should prefer watching BBC or CNN for world news rather than Urdu news channels for obtaining a better vocabulary of current issues.

➤ Building an effective vocabulary:

Having a strong vocabulary is an essential prerequisite of success in CSS. There are the different techniques for improvement of vocabulary. One, of course, is studying good newspapers, periodicals and watching foreign news channels. Another effective way is writing a daily diary. It helps you make a habit of using in your scripts the words you study.

➤ Optional Subjects to focus in CSS:

The first of all, you need to see which optional subject; you intend to focus in CSS. It would be too early to make any sort of list, but you should at least keep that in mind that these would be your options for CSS. For that you need to peruse the list of optional subjects.

➤ This is obviously and doesn't apply on professional degree students.

- ✓ International Relations
- ✓ Political Science
- ✓ Psychology
- ✓ Geography
- ✓ History of Pakistan & India

- ✓ British History
- ✓ Islamic History & Culture
- ✓ Journalism
- ✓ Sociology
- ✓ Public Administration
- ✓ International Law
- ✓ Muslim Law & Jurisprudence
- ✓ Constitutional Law; and others
 - ❖ Best Optional Subjects for Doctors
 - Psychology
 - Zoology
 - Indo-Pak / British History
 - Geography
 - Sociology
 - Regional Language
 - (Sindhi, Pushto, Punjabi, Balochi)
 - ❖ Best Optional Subjects for Engineers:-
 - Physics
 - Applied Mathematics
 - Indo-Pak / British History
 - Geography
 - Sociology
 - Regional Language
 - (Sindhi, Pushto, Punjabi, Balochi)
 - ❖ Best Optional Subjects For Lawyers:-
 - International Law
 - Constitutional Law
 - Law
 - Indo-Pak / British History
 - Mercantile Law
 - Political Science
 - Muslim Law & Jurisprudence
 - Geography
 - Regional Languages (Sindhi, Pushto, Punjabi, Balochi)
 - ❖ Best Optional Subjects for Business Graduates:-
 - Business Administration
 - Accounting & Auditing
 - Geography
 - Mercantile Law
 - Statistics
 - Regional Languages
 - (Sindhi, Pushto, Punjabi, Balochi)

❖ Best Optional Subjects For General Graduates:-

- International Relations
- International Law
- Us History
- Gender Study / Sociology
- Regional Languages
(Sindhi, Pushto, Punjabi, Balochi)

❖ Essential Of Subject Selection:-

- ✓ It must be your Decision
- ✓ Perusal Of Subject
- ✓ Pervious Background Of Subject
- ✓ It helps with General Knowledge
- ✓ Fits Well in Your Combination
- ✓ Books/Reading Material Available
- ✓ Proper Guidance for Study

❖ Best Courses For Optional Subjects:-

(For Graduation Students)

This List comprises of graduation courses that would help you in preparation for Optional subjects once you complete your graduation and start preparing for CSS.

- ✓ Mass Communication
- ✓ History
- ✓ Social Work / Science
- ✓ Public Administration / Human Resource Management
(MPA & MBA-HRM)
- ✓ Business Administration studies (BBA & MBA)
- ✓ Law (LLB)
- ✓ Political Science
- ✓ International Relations
- ✓ Geographical Sciences

❖ Best Courses for General Knowledge:-

There are certain courses that are helpful in improving your general knowledge. Courses like History, Political Science, International Relations are such courses which assist to build a strong knowledge base for candidates.

➤ How to Improve English Language?

Improving English Language is an imperative matter for success in CSS. Not only that the very initial couple of papers -English Essay and Précis& Composition - filter out most of the candidates not well-versed with English writing skills, the candidates are also required to attempt all papers in English language. Having a good English grammatical foundation is an indispensable fact in this regard.

The most way to improve understanding of English Grammar is to study and acquaint oneself with rules of English grammar. A very useful book to learn basic rules of English Grammar in Use by Raymond Murphy. It contains grammar rules with the exercises to help you find out and correct your mistakes.

A very popular book on CSS English is 'Discovering the World of English' published by JBD press. It helps candidates prepare for examination by focusing specially on English Precise& Composition paper. The following guidelines would help you improve your writing skills.

Reading: Read, read and read is the rule for improving your writing skills. Give at least a couple of hours daily to reading books.

Quality Books: Try to read books written by foreign authors who are native English speakers.

Articles: Regularly read articles on topics of your interest.

Newspaper: Reading newspaper regularly is a must.

News: Try to follow English news bulletins. Further, it would enrich your current affairs vocabulary.

English-only: Make a habit and read English, write English, converse in English. It would automatically enable you to start thinking in English.

Notes-making: Take the notes while reading the articles or listening to the current affairs programmes.

Dictionary: Maintain a personalized dictionary. Note down words that you find interesting and write their synonyms too. This habit would give you a useful collection of words and phrases to be used in your scripts.

Chat Rooms & Blogs: Try to engage in chat forums. In such the forums, you have to respond quickly which sharpen your thought Process. Moreover, you learn from others' argumentation.

Public Speaking: Always look for chances to speak in a group or in front of class. It helps you as you prepare yourself for such the occasions and rectify your mistakes through an internal feedback.

Revising your write-ups: Make a habit of editing your scripts. Take help of dictionary and thesaurus and do not hesitate to substitute your phrases and words with the more suitable ones. Even if you have to rewrite the whole script, do it.

Guidance: It is the important to get your work checked by someone well-versed with the basic rules of English grammar.

Constructive Criticism: Always be open to the positive criticism for there is always a room for improvement.

❖ Command over English Language

If you ask me one thing that guarantees the failure in CSS examination noticed as weak English language skills. Having good writing skills- is imperative for clearing all papers in CSS.

In the perspective of CSS examination, 'good English writing skills' means that you are able to produce a clear, grammatical, logical argument to answer a question in paper. In a generalized sense, CSS is not the place to be innovative or poetic. It is generally not required here. Your script should be clear, clean and correct. It should display your knowledge and manifest your ideas.

→CSS thus demands that you display your command over English language in the following aspects:

→Basic Grammar: write grammatically error-free scripts. English essay and Composition papers usually filter candidates from grammatical perspective.

The examiners of these papers always have an obsessive interest in grammar & spelling. They would judge your papers not only for the ideas that you want to share, but also the way you share those ideas.

If you fail to put up an effort free enough from grammatical errors to obscure your arguments, you are likely to fail these papers.

→Reasonable vocabulary: the other important aspect is that you are required to have a reasonably wide range of vocabulary to express your ideas in a clear and precise manner.

Some candidates try to learn the whole GRE words by heart. It does help in some way but that is not essential for you in this exam.

You need to have a working vocabulary that may enable you to understand a good newspapers and you should be able to make use of those common words in order to express your point effectively.

→Effective communication: is another essential of success in CSS. In this exam, you are required to communicate your message in a comprehensible manner.

There is absolutely no requirement of verbosity or jargon. It simply demands that you provide the requisite information in a precise, complete and candid way with clarity of thought.

❖ When to start Studying for CSS?

It is advisable to keep doing a gradual study during your graduation. Once you are free from academics, you may start an all-out preparation. Give yourself at least 6 months of preparation before planning an attempt.

The writer is a student of Pakistan Study Centre University of Sindh, Jamshoro

**FEMALE EDUCATION IN AFGHANISTAN:
OPPORTUNITIES AND CHALLENGES**

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Abstract

Afghanistan's history of female education has had a variety of ups and downs, both the positive and negative throughout its history. Throughout Afghanistan's history; women have been the ones who have suffered the most in terms of educational opportunities. Prior to the Afghan civil war, female education in the country had been a source of contention, and the three-decade civil war and subsequent wars further exacerbated the situation for female students. It was the Taliban rule (1996-2001) that saw female education drop to zero percent of the population. With the emergence of a new administration and the help of the international community in 2001, the hopes of the people began to realize. However, even after sixteen long years, the quality of female education remains the below par. Women and men have uneven access to the basic, intermediate, and, notably, higher education, which is the subject of this research. The research will also look at the primary difficulties that girls face when it comes to obtain a higher degree. This research is based on the collecting of data from a variety of sources, including research papers, educational articles, reports, and a plethora of other relevant materials.

Keywords: Female Education, Afghanistan, Educational opportunities; Challenges

1. Introduction

Every child's entitlement to an education is one of his or her fundamental rights. Education helps a person to live with dignity and as a contributing member of society. Educational attainment has a significant impact on the social and economic growth of families as a whole. Despite improvements in schooling in the recent years; females continue to face the discrimination and exclusion from the educational system. According to a UNICEF study, almost 31 million girls of the primary school age and 32 million girls of lower secondary school age are out of school, with roughly 31 million of them being girls of the basic school age. Education is a fundamental entitlement for all females, as well as a key lever in the achievement of other developmental goals. It is almost certain that educating a girl will help to break the cycle of poverty. Because educated females are less likely to marry young and against their choice, they are less likely to die during delivery, are more likely to have healthy kids, and are more likely to send their children to school as well. When every kid can get a high-quality education that is based on human rights and gender equality, a ripple effect of opportunity is created that affects future generations of children.

Education is widely recognized as being beneficial to people and as the means of advancing country development. Education for both males and females will almost certainly result in a comparable boost in their following incomes, as well as providing both boys and girls with the tremendous chances and options in the future. Women's educational opportunities, on the other hand, result in a slew of extra socio-economic accomplishments that benefit whole civilizations. Among these advantages include an increase in economic productivity, an increase in family income, a delay in marriage, a decrease in the mortality rate, and higher baby and child health and survival rates, among other things.

Education has traditionally placed a strong emphasis on access and equity (that is, reducing the enrolment gap between girls and boys), with a little attention paid to retention and accomplishment, as well as the quality and relevance of educational opportunities. To boost up the enrolment and retention, it is necessary to provide high-quality and relevant education, as well as take the strict measures to guarantee that both boys and girls are able to fully reap the advantages of education. It is also critical that equal attention be paid to both boys' and girls' education, which is a matter of national security. It is an impossible thing to achieve success by focusing just on one set of people. The major emphasis on ensuring girls' access to school may result in a disregard of the educational requirements of males. This strategy also fails to address the social norms and behaviours that contribute to inequalities in society.

Gender inequality continues to be a significant impediment to human growth. Major gains have been made in the education of girls and women during the previous two or three decades, but they have not yet achieved gender equality. There are a variety of obstacles and hurdles that prevent children, particularly girls, from attending school in many parts of the globe. These impediments vary from supply-side constraints to unfavourable social norms and attitudes, among other things. The pressures of poverty, as well as the lower degree of parental attention and importance placed on their education, have a significant impact on the education of young women, particularly females. Many discriminatory patterns exist, such as detrimental gender stereotypes and the lower social position of women and girls, which seriously undervalue the education of young women in the developing world. Even though primary school enrolment is increasing daily, girls' primary education completion rates, as well as their rates of transfer to secondary school, are lagging below the national average. Girls are often compelled to quit school and assist at home, because they get pregnant, because they are married, because education is out of reach for them, or because their parents are concerned about their daughters' safety and reputation.

2. Background of Study

The three decades of conflicts have harmed every sector of Afghanistan notably the education sector which hurt the most. The schools were wrecked and torched in every region of the country. People went to other nations and particularly those who were literate departed the area early and left the county with the dark clouds of ignorance.

According to (EPD, 2011) the political status of the nation is influencing access to higher education, particularly for women, and the access to higher education significantly dropped following the collapse of the communist administration headed by Najibullah in 1992. In the period of Mujahideen rule (1992-1996) access to higher education became severely restricted. In the period of Taliban (1996-2001) the situation got from bad to deteriorate and coeducation was illegal, and women were barred to education till the collapse of their regime in the year 2001. In the rule of Taliban, schools were running, but they permitted only male education and rigorously refused and outlawed the female education. Therefore, most of Afghan girl deprived of education and plunged into the realm of ignorance. According to BBC NEWS (2014), in 2001, no females attended formal schools, and there were only one million boys enrolled. After the collapse of Taliban rule and with the installation of new administration, the attention was given to education and no question the education sector improved and is developing day by day.

The schools reopened, and new schools are built in every corner of the nation. Teacher training colleges are introduced in every province as well as to certain of the districts. The circle of universities grew to practically every province. The private universities are expanding in number day by day. However, with all these changes and breakthroughs the education system still is failing notably in the sector of female education. Despite tremendous rise in the enrolment over the previous few years, approximately one-third of districts have no schools for females (Narayan, Rao & Khan, 2010). In certain portion of the nation, and the number of female students is fair but in most of the region, the females are denied of education. According to BBC NEWS (2014), just 26 percent of the Afghan population is educated and the percentage lowers in the portion of women, which is only 12 percent. Among school-age children, just 38 percent (4.2 million in actual numbers) do not have access to schools, with females being the majority of those who do not attend. There are a variety of factors that contribute to the situation. According to a UNICEF research (2013), the most significant reason for poor female attendance in school is due to a lack of adequate school and infrastructure. Additionally, Taliban-controlled areas are the most severely impacted, and there are no operating girl schools in these areas since the Taliban is opposed to female education in any form. Attacks by militants opposed to female education have resulted in a dramatic rise in the number of girls' schools being closed (UNWOMEN, 2013). Another factor that contributes to the lack of female education is tradition. The Pashtun ethnic group constitutes the majority of Afghanistan's population, and they have historically placed a little value on female education. After elementary school, they only allow females to acquire the fundamentals of reading and writing; nevertheless, after the primary education, their educational future is in doubt for the rest of their lives. For females, it is the sufficient to be able to read and write; more education is not required (Jackson, 2011). Females are not permitted to leave their houses, even in the direst of circumstances, according to their culture and custom. People who allow their female children to leave the house on a regular basis are seen as inadequate members of society. Poverty, insecurity, and forced marriages are just a few of the many obstacles that make it difficult for Afghan women to pursue higher education. Afghanistan also has a high rate of female illiteracy. This research would provide some insight on the issue of gender disparity in education, as well as the current state of female education in Afghanistan.

3. Gender Inequality –Definition

According to Wikipedia, gender inequality refers to uneven treatment or views of persons depending on their sexual orientation or gender identity. It is a result of the distinct societal roles that are assigned to men and women. Many different definitions may be given to gender equality in the context of education. According to Jha (2007), it can be defined as ensuring equality on the part of entitlements, opportunities, and the power to use the entitlements, while also ensuring that both male and female members of different social, ethnic, linguistic, or economic groups are able to utilize these opportunities. As mentioned in Subrahmanian (2003) and Shayan (2015), there are four dimensions to education equality, which are as follows: "equality of access, equality in the learning process, equality in educational outputs, and equality of external consequences." Achieving equality of access means that both males and females have equal access to formal and informal education and may be enrolled in programmes ranging from elementary school to university level education. Achieving equality in the learning process occurs when educational institutions give both male and female students with equal chances, participation, and content as well as the same teaching techniques. c) Equality in educational achievements occurs when both male and female students achieve the same level of success while putting up the same amount of work. Equality of external outcomes is achieved when both male and female students are accorded the same social standing upon completion of their education.

4. Literature Review

Cooray and Potrafke (2011), conducted a research to determine if gender disparity in education is caused by political institutions, culture, and religion. They found that they were. During the period 1991-2006,

they comprised up to 157 different nations. Women's education is not influenced by a political institution; neither autocratic governments nor democratic societies discriminate against girls by denying them educational chances; rather, it is culture and religion that contribute to gender imbalance in educational possibilities. According to a UNICEF study (2013), the most significant reason for poor enrolment in school is the inadequacy of schools and infrastructures, which results in lengthy walking distances and a lack of security for students. In all, there are 14000 schools in the country now, with just 15% of them being for females and 50% of them lacking in the basic infrastructure such as buildings, clean drinking water, and sanitary facilities. In Afghanistan, according to UNWOMEN (2013), education is not a viable choice for most women. According to Haqmal (n.d.), one of our results demonstrates that female education has suffered in other places because of poor security and the eradication of women and girls. He goes on to say that there are a variety of factors that hinder girls' access to school and education, with the most significant being social factors, which have a negative impact, including: a lack of security, which is exacerbated by long distances, a lack of transportation; a scarcity of female teachers; a lack of clean water, and a lack of healthcare. Forced marriages, in addition to the other problems mentioned, make it difficult for girls and women to finish their education. Security is also vital since the majority of the opponents are engaged in destructive actions such as burning down girls' schools because they are opposed to female educational opportunities.

5. Methodology

The research employs a qualitative approach and based on earlier research, the current investigation was conducted. The information is gathered from highly credible and genuine sources such as UNICEF, UNWOMEN, UNICEF, BBC News reports, National Risk and Vulnerability Assessment reports, Afghanistan Millennium Development Goal Report, Afghanistan National Education for All reports, EPD reports, Amnesty International reports, World Bank reports, OXFAM, Ministry of Education, Ministry of Higher Education Afghanistan, and a slew of other organizations.

6. Discussion

Afghanistan is a historical nation, and its educational past has always been fraught with the difficulties, particularly on the side of female students. There was no idea of female schools at the time, and religious instruction was usually offered in the context of the family. During the reign of King Amanullah Khan, the first time the topic of female education was brought to the attention of the government (1919-1929). Historically, this marked the commencement of female education in Afghanistan's history. However, with the overthrow of his regime, the status of female education began to deteriorate. The boy's school remained open; however, the girl's school was forced to shut due to the strike. It was under the reign of Sardar Mohammad Daud Khan that female education flourished once again and female students were granted access to educational institutions once more. Throughout the decades that followed, female education endured ups and downs until 1996, when the Taliban assumed control of the country. This was the period during which female education was fully discontinued, and there was not a single girl attending school. Following the overthrow of the Taliban and the installation of new administrations, education has been elevated to the top of the priority list. Female education, on the other hand, is still lacking in both velocity and flow.

7. Female Education since The Fall of Taliban Government

Educating Afghan children has been a major priority since the Taliban regime was overthrown and a new government was established with the backing of the international community. What transpired in Afghanistan during the previous three decades was a nightmare for any Afghan who lived through it at that time. Since most Afghans feel that the absence of education is the source of all the country's problems, the installation of a new administration was met with a fervent demand for the improvement

of the educational sector by everyone. As well as education, the government has placed a strong emphasis on it, and results may be observed in a variety of fields. Education for women, on the other hand, did not improve to the extent that it was expected to, and it is still being debated.

7.1 Literacy

Afghanistan, a war-torn nation, does not have a stellar record of literacy when compared to other countries on the global literacy list. The several initiatives have been done by the government to address the situation. The various literacy classes are often given by a variety of non-governmental organizations (NGOs), and government institutions around the nation. However, the situation is still in poor condition and unacceptable, particularly for women and young girls. In 2004, the literacy rates for men and girls (ages 15 to 24 years) were 50.8 percent and 18.4 percent, respectively, according to the United States Census Bureau. In 2005, the total literacy rate for the same age group was 31.3 percent, with females accounting for 19.6 percent and men accounting for 39.9 percent. The male literacy rate (years 15-24) in 2007 was 50.8 percent, while the female literacy rate (ages 15-24) was 18.4 percent. Afghanistan has the lowest literacy rates of any of the SAARC nations, and the Afghan female youth literacy rate has fallen from 19.6 percent in 2005 to 18.4 percent in 2007. Afghanistan has the lowest literacy rates of any of the SAARC countries. This is a very concerning development (Alvi, 2011). A similar situation can be seen in the National Risk and Vulnerability Assessment (NRVA, 2009).

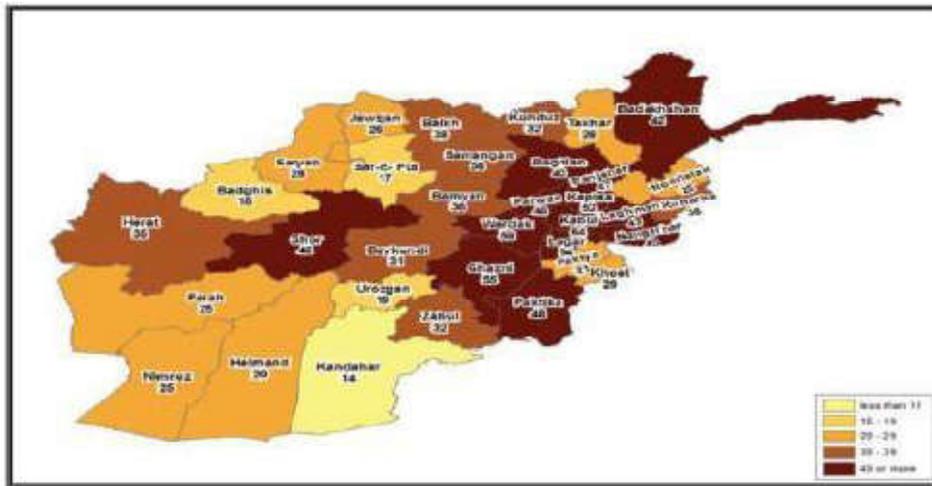
which estimates that the female literacy rate is 12 percent nationwide, with 18 out of 34 provinces having a rate of 10 percent or less than that. The percentage in certain areas, notably those in the southern portion of the nation, was just 1 percent, which is a strong indication of the dearth of opportunity for women to gain literacy. According to the Afghanistan Millennium Development Goals Report (2010), Afghanistan now has the lowest percentage of literacy among developing nations, with 23.5 percent of the population uneducated, with 87 percent of the population being female.

The maps below provide a striking image of the gender gaps in literacy:

Adult Female Literacy by Province 2012



Adult Male Literacy by Province 2012



Source: AMICS

MICS 2010- 2011, CSO, UNICEF p 44

7.2 Grade 1-12

According to Jackson (2011) , as the girls get older, their access to educational opportunities diminishes as well. He cites the Ministry of Education's assertion that there are 5124 primary schools, 3634 secondary schools, and 2702 high schools in the nation, with 39.1 percent of elementary schools being females and this ratio decreasing to 28 percent at the secondary level. "There is just one high school in a district in Herat province," says the author of the article. Students who live in remote communities are unable to attend since there is no transportation. As a result, females drop out after secondary school, marry, and start a family. If they do decide to return, there is no area at the school where a mother may leave her children, so they must remain at home" (Jackson, 2011:18), Lexow (2012) observes that, although considerable progress in the ratio of female to male enrolment in elementary, intermediate, and higher education at the national level, there is still a gap in enrolment between boys and girls in various regions. In the basic school, the index of gender parity was 0.69, however; in the secondary education, it was 0.49, indicating a significant difference. It demonstrates that there is still a gap in enrolment between males and females. There are ten provinces with a female enrolment rate of 30% or the above. With only 11 percent of female enrolment, Uruzgan province is at the bottom of the list. Helmand follows closely behind with 20 percent, Zabul follows closely behind with 21 percent, Paktia follows closely behind with 21 percent, Khost 24 percent, Badghis, Wardak with 25 percent, and Kabul province with 30 percent. Badakhshan is close to parity with 47 percent of female enrolment, followed by Hirat with 46 percent, Nuristan with 45 percent, Laghman with 44 percent, and the Shayan claims the following: (2015) According to data, there are the significant variances in the male-to-female ratio at every level of educational attainment. The proportion of female pupils decreases significantly as one progresses through higher education levels. According to the EFA Report (2015), there are significant gender disparities in the education system. Women's literacy rates, as compared to men's, are less than one-third of those of males, and, with the exception of Kabul, where it is slightly more than 40 percent, they remain consistently low across the country. However, as a result of the difference in age, the situation shifts, with the younger generation having a greater literacy rate than the older generation. Despite this, the male youth literacy rate is still more than double that of female youth literacy.

7.3 Higher Education

To put it another way: In higher education, the disparity between men and women is greater than it was in elementary school, secondary school, and high school. There were just 7800 students enrolled in 2001, according to Packer et al (2010) cited by (Shayan, 2015), which represents one of the lowest enrolment numbers in the world. 27000 male and 4200 female students were enrolled in 2002, according to Samady (2013). It was 24500 in 2004, 30600 in 2006, 8800 in 2008, 48200 in 2010, 62900 in 2010 and 81785 in 2012, respectively, for male and female, respectively, in the previous five years. The disparity in educational attainment between men and women in higher education is clear to see in these figures.

8. The Main Obstacles for Female Education

An internal strife and poor security have made it difficult to supply schools, enrol students and monitor their progress. The issues are exacerbated further by cultural norms that discourage female education. Another important problem preventing women from completing their education is early marriage. As a result of a lack of physical infrastructure and an overall paucity of instructors, female students are less likely to attend school, particularly in remote regions. Among the issues that girls face more than boys, according to Karlsson and Mansory (2007), are a lack of separate buildings for males and females, the distance between schools, safety concerns, and the lack of female instructors. More than half of the 4.2 million children not in school are female, and in 200 of 412 urban and rural areas, there are no pupils in grades 10-12 (UNICEF, 2011). According to Amnesty International (2011), the Taliban and other armed organizations are the biggest issues affecting female education. Teachers, students, and girls' schools are all on their hit list. Women's education in Afghanistan is hindered by factors such as poverty and early marriages, lack of family support; and the absence of female instructors, as well as vast distances to school and a lack of support from their communities. Pessala (2012), conducted interviews with Afghan women and discovered that 77% of them were not in school, with an average education of 1.8 years. The responder, who had fewer than 13 years of formal schooling, said that their parents were the biggest hindrance to their education. 16 percent of respondents said that their family's necessity to earn a living had impeded their educational opportunities. Of those polled, 14% indicated that they could not attend school because there were none nearby, while 10% said that they could not go because of the poverty of their families.

8.1 Traditional and Religious Barriers

Pashtuns make up the majority of Afghanistan's population. Pashtun women's education is hindered by tradition and its ideals, according to Jamal (2012), referenced in Shayan (2015). When it comes to following a stringent Pashtun-related guideline known as "Pashtunwali," all Pashtun adhere to it since it's apparent to all Pashtun, he adds. It's not anything that can be written down, but it's something that every Pashtun knows. He asserts that this code or guideline is the primary reason why women are unable to achieve their goals.

There is a Pashto adage that states, "for women, there is either home (kooor) or the Grave (goor)". According to Pashtunwali, parents will let their daughters to attend a school if the instructors are all women and the school is located close to their homes. According to EFA (2015), all Afghan households believe that their girls will attend school if the schools are located close to their homes. Is it feasible to supply so many schools given this country's present economic situation? Although many families feel that female education is unnecessary, others disagree.

8.2 Early Marriages and Social Norms

According to a World Bank report published in 2005, the tradition of early marriages in Afghan culture is the responsible for the social and legal obstacles that women face in their pursuit of higher education. Moreover, a law passed in the 1970s forbade married women from attending high school anywhere in the country, citing domestic responsibilities as one of the reasons for the decline in female educational opportunities. After the Taliban took control of Kabul in September 2003, the Afghan government decided to preserve the legislation. To find a solution to the problem, the ministry of education established a vocational school and a high school in the ministry of women's affairs, respectively. Finally, the law was repealed by presidential decree, and under the new legislation, married women were permitted to attend school. The formal ban on married women attending school was lifted, allowing them to do so. However, the problem persists because it is not only the formal ban that prevents married women from attending school, but there are also a number of other obstacles that prevent women from pursuing their educational goals. Parents and religious leaders are the most influential of these individuals.

8.3 Insecurity

Female education is also hampered by a lack of safety, which is a significant barrier. Everyone, especially girls, are staying at the home because of the armed conflicts. The insurgents are putting forth their best efforts to stifle the activities and progress of the current administration. They, too, are dissatisfied with the current educational system, and they are strongly opposed to the education of women. This is one of the most significant impediments to the advancement of education at a faster rate. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), war-torn countries will regress in education. According to the Ministry of Education (2006), the parents are hesitant to send their daughters to schools because the schools are located a long distance away from their homes because of security concerns.

8.4 Poverty

Even though Afghanistan's education system provides free education to all Afghans throughout the country, poverty in families continues to be a significant barrier to children's education, particularly in rural areas and among girls. Currently, the country lacks the resources necessary to assist the poor in coping with the opportunity costs associated with receiving a basic education. The poor cannot afford to pay a US\$6 per year per child user fee in addition to other costs such as uniform, books, transportation, stationary, midday meal, and other expenses in a country with an annual per capita GDP of approximately US\$180 (Mojaddidi et.al., 2006:15). It is still difficult to make the necessary progress toward achieving gender equity in education. When a family is faced with a financial crisis, it is usually the daughter who is forced to make the ultimate sacrifice. A time comes when the parents' preference for son over daughter becomes apparent, particularly when the family is experiencing difficult financial times. They clearly give preference to boys when compared to girls, and poverty, as a result, is a greater barrier to the education of girls than it is to the education of boys. Poor families may not be able to enrol all of their children in school due to financial constraints. When it comes to primary schooling, boys are prioritized over girls in terms of enrolment. It is not only the tuition fees for girls' education that are an issue, but also other issues such as the cost of a uniform and school lunches. So, in order to bring female students back to school and encourage them to continue their education, it is necessary to provide them with financial assistance and find solutions that work for them. There are 36% of the population who lack the physical strength to meet their daily living requirements. A portion of the family's income comes from the child's labour. Paktin (2013) reports that the majority of the girls are unable to continue their studies due to their difficult economic circumstances.

8.5 Lack of Qualified Female Teachers

More than a quarter (26.4 percent) of those who took part in the survey stated that a lack of female teachers is to blame for the decline in female education. According to Samady (2013), a shortage of female teachers in a number of provinces is a significant impediment to the advancement of female education. According to EFA (2015), the proportion of female teachers in the primary and secondary schools (Grades 1-12) increased from 30.9 percent in 2012 to 32.91 percent in 2013. Paktika, Paktia, Khost and Uruzgan are among the provinces with the worst female teacher representation, with less than 5 percent of all female teachers in rural areas. Approximately, half of all districts do not have any female teachers at all. Women are underrepresented in the teaching profession, according to EFA (2015, with only 80 female teachers out of 364 districts. In the majority of districts, female qualified teachers are unavailable, particularly for secondary grades, which is a major reason why girls drop out of school. One of the most significant reasons for the low number of female teachers in the suburbs is due to social custom and tradition in Afghan society, which prohibits adult females from leaving their homes. For female students in remote areas, the lack of qualified teachers in specialized subjects such as math and science is a completely different issue altogether. Oxfam in Afghanistan published a report in 2014 stating that.

8.6 Lack of family support

Family support is a significant barrier to female education in Afghanistan, and it is one of the most serious issues facing the country. As it is well-known, family support is extremely important in one's educational pursuits; however, females in Afghanistan are denied this opportunity. Because of the conditions and circumstances in Afghanistan, most parents have decided not to send their daughters to school. Female education is hampered, according to studies, by parents' decisions to deny their daughters the opportunity to attend formal education institutions such as schools. According to the findings of the study conducted by Jackson (2011), a significant number of participants (31.8 percent) believe that a lack of family support is the primary obstacle to female education. Many parents, approximately 55 percent, were interviewed, and they stated that they could only send one daughter to school; 19.5 percent stated that their daughters had attended school but had dropped out; 14.2 percent stated that they did not want to allow females to attend school; and 11.3 percent stated that their daughters were not yet of school age.

9. Conclusion and Recommendations

Afghanistan's educational history has been abysmal, particularly for women. Female education in Afghanistan was plagued by major issues throughout its history, notably under the Taliban era, when the number of female students was equal to zero (1996-2001). Other countries were implementing contemporary schooling at the time. It was around the end of the 20th century and the beginning of the 21st century that they were looking for ways to enhance the education system to better match the demands of the period. It was a terrible moment for female education in Afghanistan. In the wake of the Taliban regime's demise and the installation of a new administration, the situation has improved and is continuing to improve. Female education, on the other hand, continues to struggle and is in a less-than-satisfactory state compared to male education. There is no denying that women's education has improved through time, but it is still far from where it needs to be. It's still in a bad condition of affairs. A considerable amount of government funds are earmarked for education, and the international community has assisted in improving the education system. Nonetheless, this issue remains. As a percentage of the population, females are much less educated than their male counterparts. All levels of education are affected by the issue and it is directly proportional to the degree of education one is in. As a result, the issue becomes worse as the degree of schooling rises.

There are a variety of obstacles to female education, which may be summarized as follows:

socio-cultural norms, a weak economy, internal disputes, inadequate security, and an unsupportive social environment. The biggest obstacles to female education are rooted in tradition and cultural values. Female education is not considered necessary by family elders, who hold this belief as common knowledge. Their fears are heightened by the absence of neighbouring schools and the need of walking vast distances to school in an unsafe atmosphere. The second most significant impediment to female education is the poor economic situation in which most families find themselves. Families are unable to provide for their daughters on a financial basis. Another issue that inhibits female students is a scarcity of competent female professors in the classroom. As

there are no separate universities for males and females, and all universities operate on a coeducational basis, the fact that we live in a traditional society where females are not permitted to share the same classroom with males creates an entirely new set of problems that impede female education at the higher educational level.

Many variables have been identified in this research as having the greatest impact on female education and as being the source of inequity in the field of female education. The most difficult of them to overcome is tradition and widely held ideas on female education. According to these ideas, it is not the females who are required to attend college. Traditionally, they have split the duty of labour between men and women, and according to that division, women are not forced to leave the home, and their job is mostly inside the family, with a strong emphasis on man serving.

An educated female is very important since she is the first instructor a kid receives in their life. Education produces a better society, and thus, the lack of education among women will have serious consequences for the future of the nation and will provide an enormous challenge for the advancement of the country. According to the findings of the research, society, culture, and customs are the most effective factors that prevent women from pursuing higher education. As a result, it is difficult to overcome the difficulty quickly and it cannot be resolved overnight; nonetheless, the following suggestions are made in response to the issues:

- Because it is a traditional culture, the religious leaders (Imams) have a powerful position and play an important role in the community. As a result, it would be preferable if they can persuade individuals, particularly family elders, to support female education.
- Organize public awareness programmes, particularly for parents, to inform them about the importance of female education by providing examples from society, such as the fact that if we do not allow our daughters to go to school, we will not have any female doctors, which will subsequently pose a problem for our females.
- Increase the number of schools available to females in comparison to boys. Since a consequence, increasing the number of female schools will be a wonderful idea, as every female student will be able to attend a school that is close by, and parents will have no need to be concerned about their children's education.
- Train a small number of females, and then assign them the responsibility of delivering literacy programmes to other females in their families. Because, in most cases, their family elders do not let them to leave the confines of their homes.
- Increase the motivation of female instructors by increasing their qualification-based wage rise. Currently, most female teachers are insufficiently qualified, and they do not pursue higher education since it has little impact on their pay.
- The government should keep track of the programmes that are aimed at increasing female literacy. Because most of the initiatives have failed to produce beneficial results, they are only

known by their names. Consequently, if they are adequately watched and supervised, they will be forced to work in the relevant field.

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The writers of the Pakistan Study Centre University of Sindh, Jamshoro

QUOTATIONS BY PROFESSOR DR SHUJA AHMED MAHESAR

Elite domination

"Middle-class is weak across Pakistan, and still succumbs to opportunism.

The lower strata of society is busy fighting one another."

"Grow peace in thoughts and generate hopes in your heart to live in love with positivity."

"Social activity without creativity is like an opportunity without rationality."

"Equity can be rationalised on the basis of diversity and equality can be justified on the basis of economic and social disparity."



PAKISTAN STUDY CENTRE

University of Sindh, Jamshoro, Pakistan

WEBINAR REPORT

“ANTI-TOBACCO AWARENESS ONLINE SESSION”

The poster features a blue and white color scheme with a world map background. At the top, it displays the logos of the Pakistan Study Centre, University of Sindh, and Shaukat Khanum Memorial Cancer Hospital. The main text reads: "Pakistan Study Centre, University of Sindh, Jamshoro and Shaukat Khanum Memorial Cancer Hospital and Research Centre, Karachi". Below this, it says "LIVE WEBINAR ANTI-TOBACCO AWARENESS ONLINE SESSION" with a red prohibition sign over a cigarette. The date and time are "Tuesday, 8th June 2021 @ 10:30 AM", with Zoom ID "92005480879" and Password "843364". The poster lists the following participants: Presided by Prof. (Meritorious) Dr. Muhammad Siddique Kalhoro, Vice Chancellor, University of Sindh, Jamshoro; Keynote Speaker Dr. Mahreen Khalid; Welcome Address by Prof. Dr. Shuja Ahmed Mahesar, Director, Pakistan Study Centre, University of Sindh; Moderator Mr. Zohaib Faizi (Regional Head); and Best Regards from Prof. Dr. Shuja Ahmed Mahesar, Director, Pakistan Study Centre, University of Sindh, Jamshoro, Cell No: 0336-3729263. At the bottom, it states "Organized by: Pakistan Study Centre, University of Sindh, Jamshoro" and "In Collaboration with: Shauk Khanum Memroial Cancer Hospital & Research Centre, Karachi".

Tuesday, June 8, 2021

Topic: **“Anti-Tobacco Awareness Online Session”**

Welcome Address: **Prof.Dr.Shuja Ahmed Mahesar**, Director Pakistan Study Centre

Keynote Speakers: **Dr Mahreen Khalid**

Cancer Awareness Medical Officer

Shaikat Khanum Memorial Cancer Hospital & Research Centre, Karachi

Organized by: Pakistan Study Centre, University of Sindh, Jamshoro

Presided over by: **Professor (Meritorious) Dr.Muhammad Siddique Kalhoro**
Vice Chancellor, University of Sindh

Day / Date: Tuesday, June 8, 2021

Participants: PVCs, Deans, Directors, chairpersons, PhD & M.Phil Scholars and graduate students of the University

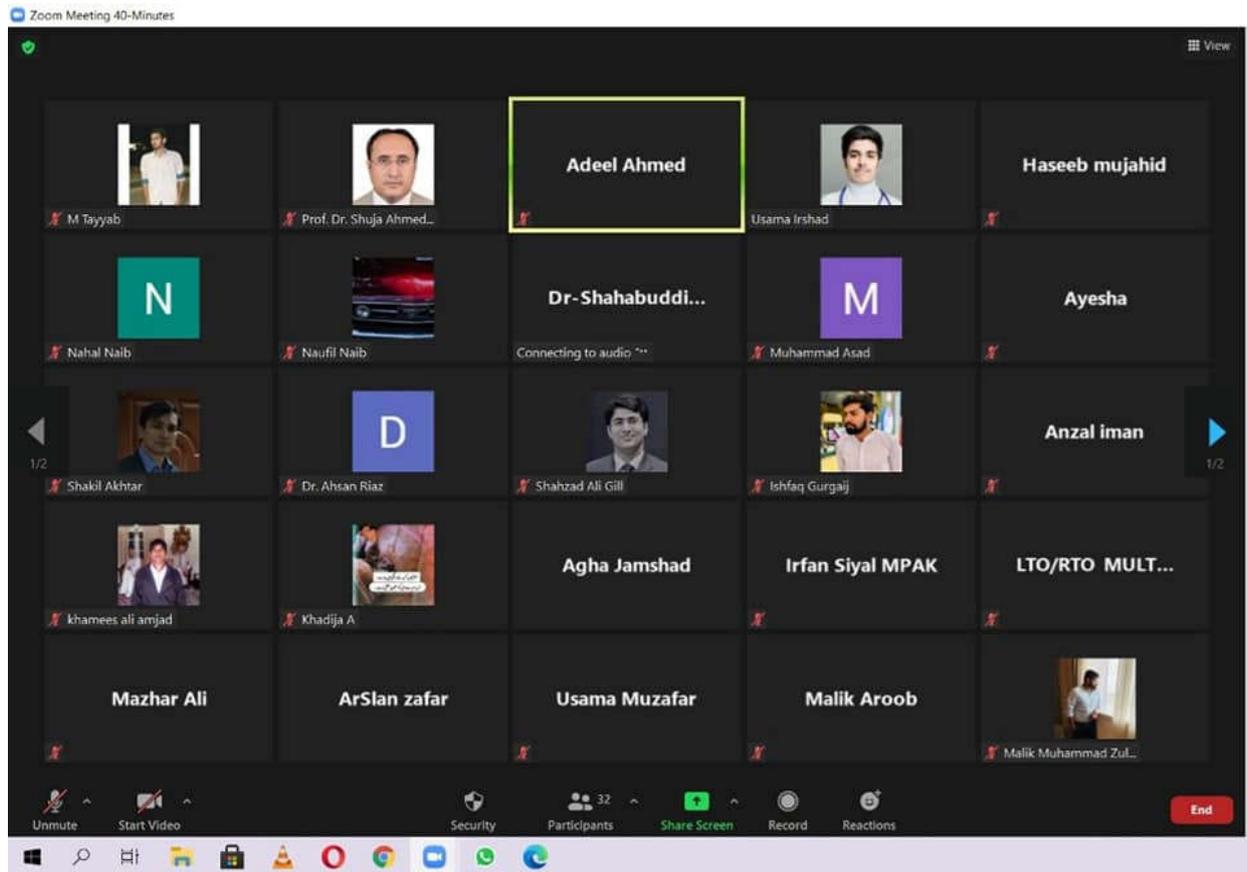
Computerized by: **Ayaz Channa**, Publications Officer, Pakistan Study Centre

Edited by: **Professor Dr Shuja Ahmed Mahesar**
Director Pakistan Study Centre University of Sindh Jamshoro

PAKISTAN STUDY CENTRE, UNIVERSITY OF SINDH, JAMSHORO

PROCEEDINGS

Pakistan Study Centre (PSC) is one of the leading research focused institutions of higher education. The centre is a part of internationally recognized University of Sindh, Jamshoro.



PSC teach and research across a wide range of subjects in the field of Pakistan Studies. PSC are based in creative and culturally diverse area of Jamshoro located near the River Indus. The Centre offers excellent learning environment as well as accommodation to students.

PSC also started series of research seminars, conferences and workshops in order to engage scholars, researchers in academic debate on unprecedented challenges faced

by Pakistan during this pandemic crisis.

PRESIDENTIAL ADDRESS

Under the vision of Professor (Meritorious) Dr. Muhammad Siddique Kalhoro Vice Chancellor, University of Sindh Jamshoro and under the leadership of its Director, Pakistan Study Centre has started a series of workshops/seminars and conferences.

In his presidential remarks, the Vice Chancellor University of Sindh Jamshoro, Meritorious Professor Dr. Muhammad Siddique Kalhoro said that the youths were increasingly smoking, which was having a negative effect on their health. He said that the students needed to be made aware of the deadly effects of smoking from their school age so that they might not get into the habit of smoking when they came to colleges and universities.

KEY NOTE SPEAKER

Speaker Dr Mahreen Khalid, Cancer Awareness Medical Officer, Shaukat Khanum Memorial Cancer Hospital & Research Centre, Karachi at a webinar has said that the corona virus has devoured the



lives of those people in Pakistan, India, USA, UK and other countries who were the chain smokers and it is still lethal for such sorts of natives across the globe.

She said that as many as 90% patients of lungs cancer in Pakistan were the outcome of being chain smokers, therefore; they said there was stern need to create

awareness among the masses not only in Pakistan but worldwide as 1.1 billion people were accustomed to tobacco on the planet.

Smokers are at a higher risk of developing severe disease from COVID-19

CORONAVIRUS IS ANOTHER GOOD REASON TO QUIT TOBACCO USE

THE EFFECT OF THE CORONAVIRUS CAN BE WORSE FOR PEOPLE WHO USE TOBACCO

Tobacco use leads to disease and disability and harms nearly every organ of the body, including the lungs.

The coronavirus attacks the lungs – if your lungs are already damaged by tobacco use, the effects of the virus could be worse.

Tobacco affects your immune system, meaning you're less able to fight off infections.

#COVID19 #Coronavirus

Dr. Mehreen Khalid

The compound in car exhaust that causes death

Causes shortness of breath

Reduces the amount of oxygen blood can carry

Shaukat Khanum Memorial Cancer Hospital and Research Centre

#StopUsingTobacco

Shaukat Khanum Anti-Tobacco Campaign

Dr. Mehreen Khalid



THANK YOU