

# Prevailing Pakistan's Education System (Federal, Sindh, Agha Khan, and Cambridge) and its Impact on Students' learning.

Khadija Gulzar

Scholar Student, Department of Education; University Of Karachi

## Abstract:

Objective of this study was to identify the problems, issues of prevailing Pakistan's education system and its impact on students learning achievements. Education system dropping down in Pakistan is because of the Multiplicity/diversity in education system (Public and Private Sectors), Traditional Curriculum and Untrained teachers etc., are the main factors. Students in Pakistan suffer a lot due to the multiple system because for higher education known universities follow only HEC recognized institute students so its create headache to the students to get equivalence certificate to get enroll and untrained teachers also are the main factors of developing maladjusted students in Pakistan. For this purpose comprehensive structured questionnaire were constructed as a tool to collect the data. The collected data analyzed through frequency method.

**Key Word:** Education Systems, Curriculum, Multiplicity, Untrained teachers.

## Introduction:

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the "Process of imparting or acquiring knowledge or habits through instruction or study".

With the development of society; education has taken many shapes, such as child education, adult education, technical education, health education, physical education and so on. The other broad classification could be:

1. Formal Education.
2. Informal Education.
3. Madrasah Education.

Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 3 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law".

Before the 18th Amendment, the Education System in Pakistan was the responsibility of Federal Government. The Ministry of Education at Federal level was responsible for formulating Policies, Planning and Promotion of Educational facilities across the country. But, after the passing of 18th Amendment, the responsibilities of Education System are divided among the Federation and the Provinces.

*The responsibilities of the Provinces*

- 1.To set the Curriculum
- 2.To set the Syllabus
- 3.Standards of Education up to Grade 12 (F.Sc, H.S.C, I.Com, etc).
4. Islamic Education

*The responsibilities of Federation are following*

- 1.Planning and Policy
- 2.External Affairs; Signing, implementation and monitoring of Bilateral and Multi-lateral Educational Agreements, Pacts, Protocols, MoUs
- 3.Controlling of Libraries, museums, and similar institutions
- 4.Federal agencies i.e. FATA
- 5.Special Studies
- 6.Inter-provincial matters and co-ordination.&#8221;
- 7.Legal, medical and other professions.
8. National planning and national economic coordination including planning and coordination of scientific and technological research.
9. National Education Policy and clear cut Domain over the following acts.
  1. Centres of Excellence Act 1974
  - 2.Area Study Centers Act 1975
  - 3.Pakistan Study Centers Act 1976
  - 4.National Book Foundation Act 1972
  - 5.Fed. Board of Intermediate and Sec Education Act 1975.
  - 6.Federal Directorate of Education Isb. [Article 142 (d)]
  7. Federal Supervision of Curricula, Textbooks and Standards of Education Act 1976
  - 8.National Education Foundation Ordinance 2002

Pakistan is a developing country and its economy is the world's 27th largest economy based on its purchasing power. However, the country remained impoverished due to internal political disturbances and negligible foreign investment, since independence.

Syed Muhammad Ali (2014) identified the current education system of Pakistan. Ali (2014) stated that problems of education in Pakistan increasing day by day due to the lack of uniformity of education system, poor management and assessment, implication of education policy (1998-2010) etc. Ali (2014) concluded that Government of Pakistan should increase its tax revenue to 14 percent of GDP (up from 10 percent) and allocate one-fifth of this amount to education (according to UNESCO report) so that it could significantly improve Pakistan education system.

Arsalan Malik (2012) investigated on Does education has system in Pakistan? Malik (2012) focused that the policy formulating, planning and implementing bodies work in isolation as the water tight sections. The government's consultation is very much restricted and does not go beyond its specific quarters. Malik (2012) concluded that system should have to be extended to non-state sectors to initiate and mobilize the action.

Peer Muhammad (2012) identified that Majority of primary-level students cannot read headlines in public sector. Muhammad (2012) defined the reason behind this the lack of trained teachers, attendance rate, improvement of provided facilities in schools .Peer Muhammad (2012) reported that low performance of students are the main cause creating a maladjusted society that only can prevent with providing facilitated trained teachers and insurance of students attendance throughout the year in schools.

### **Education:**

Education is the most constructive factor for any society as it opens new horizons for the people to

perceive things in different dimensions. A nation cannot properly understand national aims and goals, if the majority of people remain uneducated. They cannot understand the value of unity and discipline in life and remain unaware of the latest advancements. Education improves human, Physical and other resources which further improve the factors of production. So, it is important to set a proper system for education.

### **Education System:**

The system of education includes all institutions that are involved in delivering formal education (public and private, for-profit and nonprofit, onsite or virtual instruction) and their faculties, students, physical infrastructure, resources and rules. In a broader definition the system also includes the institutions that are directly involved in financing, managing, operating or regulating such institutions (like government ministries and regulatory bodies, central testing organizations, textbook boards and accreditation boards). The rules and regulations that guide the individual and institutional interactions within the set up are also part of the education system.

### **Education System in Pakistan:**

The education system in Pakistan is generally divided into five levels:  
Preschool (for the age from 3 to 5 years); Primary (grades one through five);  
Middle (grades six through eight);  
High (grades nine and ten, leading to the Secondary School Certificate or SSC);  
Intermediate (grades eleven and twelve, leading to a Higher Secondary School Certificate or HSSC);and  
University programs leading to undergraduate and graduate degrees.

### **Multiplicity of education systems:**

Educational opportunities available in Pakistan are of a very diverse nature. There are deep divisions based on regional disparities, rural-urban location, gender, income and wealth of parents, medium of instruction in schools, curricula and syllabi, ideological divides, type of schools, and access to extra coaching (shadow education), among others. In the last couple of decades as income and wealth inequalities have increased in Pakistani society in general, and our society has become more fragmented and divided, on various socio-economic lines, the disparities in education have also increased concurrently. The rapid growth of the private sector, over this period, has also added to the diversity and inequality of educational opportunities.

### **Curriculum Diversity!**

Politicians agree that the education system in Pakistan has failed. When they are not arguing about whether or not a section on jihad is necessary, most agree that the country requires more schools and a unified curriculum. When it comes to education, politicians and bureaucrats love building schools and talking about reform. However, building schools is something tangible and easily achievable they hang banners, pose for a photograph, pray before an inauguration plaque, and bask gloriously in the satisfaction of constructing a new school. Curriculum reform is also another talking point, but there doesn't seem to be a lot of agreement on exactly what the end point needs to be after the reform process. In this research we study the Four following Education system in Pakistan and their impacts on student learning and achievements.

**Federal Board:** The Federal Board of Intermediate & Secondary Education (FBISE) Islamabad established under FBISE ACT 1975 is an autonomous body of Ministry "Federal Education and Professional Training Division". It is empowered with administrative and financial authority to organize, regulate, develop and control Intermediate and Secondary Education in general and conduct examinations in the institutions affiliated with it.

Federal Board of Secondary Education Matriculation system consists of the following eight subject list: English, Urdu, Pakistan studies, Physics, Mathematics, Chemistry, Biology, and Computer Science and Technical Subject (Science Group).

**Aga Khan System:** Aga Khan University is an autonomous and international institution that has the vision of serving and educating the developing Muslim world and society in a state-of-the-art way. Prince Aga Khan IV the founder of the university, along with support from the Aga Khan Development Network established The Aga Khan University AKU in 1983.

Aga Khan Board of Secondary Education consists of following sixteen courses: Child Development and Family Living, Civics, Computer Science, Computer Study, Economics, English, Food and Nutrition, Geography, History, Islamiat, Management, Mathematics, Physics, Physiology, Sindhi, and Urdu (Science Group).

**Cambridge System:** Cambridge System was introduced in late 1950s in Pakistan. It was adopted almost immediately by top private institutions of Karachi in order to come at par with the international students. At that time most families were migrating to other countries.

Cambridge System in O-Level consists of following nineteen course list: Additional Mathematics, Art, Biology, Business Studies, Chemistry, Commerce, Computer Studies, Economics, English Literature, Food and Nutrition, Human and Social Biology, Mathematics, Physics, Principles of Accounts, English Language, Islamiat, Pakistan Studies, Urdu(first language), and Urdu (second language).

**Sindh Board:** The Sindh Education Foundation (SEF) was established under the Sindh Education Foundation Act, 1992 as a semi-autonomous organization with a mandate to support education in the province through multifarious interventions. The Act provides wide ranging powers to the Foundation to support education sector through a large number of instruments and support activities. Since its establishment in 1992, the Foundation has made serious efforts to increase access to quality education for the students across Sindh especially those in the remote and under developed regions of the province.

Sindh Board of Secondary Education provides six following courses list for Matriculation Certificate: Islamiat, Urdu, Physics, Mathematics, English, and Computer Studies.

### **Directionless Education**

Education is not at all aligned with national needs and requirements. The top brass of government, policy-makers and planners are never cognizant of the fact why and how many doctors, engineers, teachers, literary people, entrepreneurs, enterprising persons, agriculturists, scientists and other skilled manpower are the need of the hour. This brings the result of burgeoning unemployment.

### **Cramming Based Education System**

The examination is the tool to evaluate student's learning. It should rely on qualitative and quantitative techniques to comprehensively weigh in the performance of students. The standards must make sure reliability of the procedures in the estimation process. Pathetically, the examination system is not only fusty, but it also lacks credential to judge the performance of learners. The examination system determines only the memory of students. It does not evaluate them in totality. It has also been significantly affected by external and internal forces of illegal practices such as unfair means. As a result examination system foster rote learning and cramming which negates the role of high intellectual power of learners in the education process such as critical thinking, reflection, analytical skills and so on.

### **Lack of Quality Teachers**

Teachers, indeed, anchor education system. Their credentials, qualification, experience, training and aptitude act as a catalyst to produce refined future of the nation. Student learning, motivation,

examination success rate, enrollment rate and the dropout rate depend on the quality of the teacher. It is unfortunate that majority of teachers hired by private and public schools are not highly qualified. Except large school systems like Beacon house, City, Lahore Grammar, and others, the majority of others have roped in those who are qualified up to intermediate or BA. They are paid meager salaries compared to their counterparts in the government sector in addition to no job security. A large number of teachers lack proper training and certifications. They are less-immersed with hands-on training. They believe in cramming and their student shy away research based work. According to a UNESCO report, "majority of teachers are ignorant about lesson planning which renders them incapable of handling with multiple problems in the process of teaching and learning. Teachers egg on cramming of the materials by students. Students do not know the use of libraries in educational institutions. Thus, the reading habits are decreasing among the students. Teachers are highly responsible for all this mess. It is their professional responsibility to guide the students towards book reading. Teachers rely on lecture methods which do provide an opportunity to students to participate in the process of education as an active member. They only note the information and memorize this just to pass the examination. Thus, students are evaluated on the basis of memorization of facts and information rather than performance."

Muhammad Mehdi, PML-N senior leader who worked on educational reform in the manifesto, said that simmering issue of making kids memorize also prevailed with U.S. schools. As per a movie documentary, "Race to Nowhere." fallouts of cramming have been manifested in an interesting way. However, he claimed that government had been using all resources to pull the plug on rote learning by launching various policies in future.

Governor Punjab Rafiq Rajwana said that to pace with the world, quality education had to be put in place. "We have doled out maximum funds to revamp the educational system, and the flow of grants would see more surge in coming future," he added.

Teachers' who see themselves as actual "self-reflectors" (Kliebard, 1987) as those who possess "practical knowledge" (Elbaz, 1983), or "personal practical knowledge" (Connelly & Clandinin, 1988) will raise these kinds of questions (Tyler, 1975): What educational purposes should the school seek to attain? What educational experiences can be provided which are likely to attain these purposes? How can these experiences be effectively organized? How can we determine whether these purposes are being attained? Teacher development will occur when teachers ask themselves these questions. It is the experiential way, an evolutionary way, recognized by John Dewey. A person may change current practice when a new experience causes re-examination of problems: intuitively we start thinking of alternative solutions (Stake. 1987; p.56).

### **Statement of the Problem:**

Prevailing Pakistan's Education System (Federal, Sindh, Agha Khan, and Cambridge) and its Impact on Students' learning.

### **Scope of the Study:**

In the present Research, researcher Focus on Matriculation/O-Level standard to find out the effects of curriculum and education on students achievement.

### **Significance of the Study:**

Education is the most constructive factor for any society as it opens new horizons for the people to perceive things in different dimensions. A nation cannot properly understand national aims and goals, if the majority of people remain uneducated. They cannot understand the value of unity and discipline in life and remain unaware of the latest advancements. Education improves human,

Physical and other resources which further improve the factors of production. So, it is important to set a proper system for education.

### **Objectives of the Study:**

- To study the education systems of Pakistan.
- To identify the curriculum differences between private and public school systems.
- To find out the community role in social adjustment for students.
- To examine the impact of education system on students achievements.

### **Assumptions of the Study:**

- Multiplicity may be the main factor of bad education system of Pakistan.
- Curriculum diversity will be necessity for country perspective.
- Education systems will be effect on student's achievement.

### **Keywords Definition:**

**Education system:** The term education system generally refers to public schooling, not private schooling, and more commonly to kindergarten through high school programs.

**Multiplicity:** the number of components in a system (such as a multiple or a group of energy levels)

**Curriculum:** the subjects comprising a course of study in a school or college. "Course components of the school curriculum"

**Untrained Teachers:** not having being trained teachers.

### **Methodology:**

#### **Research Design:**

The researcher type of study was Descriptive and Quantitative in Nature.

#### **Population:**

In this study the researcher population was matriculation students from Karachi, Pakistan.

#### **Sample:**

The researcher sample size was 20 so researcher selected 5 students from Federal board of education, 5 from Sindh board of education, 5 from Aga Khan, and 5 from Cambridge systems of education.

#### **Sampling Procedure:**

In this research Simple Random Sampling Procedure was used.

### Data Instrument:

Researcher used Closed-Ended form of Questionnaire for data instrument.

### Instrument for Data Analysis:

There were different methods for data analysis in educational research. In this research as hypothesis is descriptive, therefore frequency table was use for data analysis.

The formula used for frequency percentage:

$$\text{Frequency in \%} = \frac{\text{Calculated Value}}{\text{Total Value}} \times 100$$

### Analysis and Interpretation

**Table 1: Multiplicity may be the main factor of current education system.**

S.NO	STATEMENT	SA	A	NO IDEA	D	SD	TOTAL
01.	Multiplicity is good for country.	—	—	04 20%	10 50%	06 30%	20 100%
02.	Private sector producing better students.	06 30%	12 60%	—	02 10%	—	20 100%
03.	Aga Khan teachers use modern approaches to develop creative students.	—	07 35%	06 30%	05 25%	02 10%	20 100%
04.	Government sectors provide quality education.	—	03 15%	02 10%	07 35%	08 20%	20 100%
05.	Teachers do their duties in private sectors then public counterparts.	—	09 45%	03 15%	04 20%	04 20%	20 100%

#### Interpretation:

According to the above information 50% respondents were disagree and 30% respondents were strongly disagree on the multiple education system in Pakistan. Respondents believed that uniformity can lead the country towards betterment/development while 60% respondents agree with the qualitative education in private sector and almost 65% respondents were not satisfied with quality education in public sectors. Because almost 80% respondents thought that private sectors are better than their government counterparts. They are providing quality education, balanced and modern curricula with trained qualified teachers.

**Table 2: Curriculum diversity will be necessity for country perspective.**

S.NO	STATEMENT	SA	A	NO IDEA	D	SD	TOTAL
01.	Sindh board provide better curriculum than Punjab board.	—	01 05%	03 15%	15 75%	01 05%	20 100%

<b>02.</b>	<b>Trained teachers are necessary for curriculum.</b>	<b>09 45%</b>	<b>11 55%</b>	—	—	—	<b>20 100%</b>
<b>03.</b>	<b>Memorization of the syllabus gets good results.</b>	<b>07 35%</b>	—	<b>03 15%</b>	<b>04 20%</b>	<b>06 30%</b>	<b>20 100%</b>

**Interpretation:**

According to the above information almost 95% respondents did not agree with Sindh board curriculum because Sindh board offers 06 subjects in Matric 10 standard but Punjab board offers 08 Subjects along with Technical subject which is necessary for country development also Punjab board worked on their curriculum time to time. While 55% respondents were agree with the necessity of trained and qualified teachers. Because trained teacher can make bad curriculum well but untrained teacher can ruin balanced/well design curriculum and 50% respondents were disagree on rote system which is the most popular theory in Pakistan.

**Table 3: Education systems will be effect on student’s achievement.**

S.NO	STATEMENTS	SA	A	NO IDEA	D	SD	TOTAL
<b>01.</b>	<b>Cambridge students are being discriminated during admission in universities.</b>	<b>01 05%</b>	<b>04 20%</b>	<b>08 40%</b>	<b>04 20%</b>	<b>03 15%</b>	<b>20 100%</b>
<b>02.</b>	<b>Government can use one board as a model and standardizes assessment for entire nation.</b>	<b>08 40%</b>	<b>12 60%</b>	—	—	—	<b>20 100%</b>

**Interpretation:**

According to the above statistical information 25% respondents were agree that Cambridge passed students face difficulties getting admission in public universities because HEC(Higher Education Commission) demand equivalence certified mark sheet for the admission process. While almost 100% respondents were believe that government of Pakistan should developed one equipped education and assessment board as a model for well qualified and satisfied students/citizen for Pakistan.

**Summary/Discussion:**

Meer M. Parihar (2014) investigated the education issues and problems in Rural Sindh district Badin. Parihar (2014) observed the education situation in Badin that no facilities provided by government of Sindh and influence of feudalism is found, ghost system and trained teacher absenteeism also the main causes of low literacy rate in Badin. Parihar (2014) concluded that school aged children who accompany their parents to the field do nothing except playing with mud should discourage their parents and providing them basic needsso that they allow children to go to school. Parihar (2014) stated that ‘Bringing improvement in education appears to be a gigantic task but it is surmountable; when Punjab has shown that it can do it, why not Sindh?

Nargis Sultana (2012) defined the inequality of education in Pakistan. Article 25-A promised education for all and free education but government should provide opportunities to all children so that they can develop their potential fully. Nargis (2012) associated the better citizen with equality of



education because multiplicity only creates the confusion and standard between students and citizens that cannot make develop Pakistan.

Syed Nadir El. Edross (2012) investigated the impact of uniformity of education system in Pakistan. Edross (2012) observed that trained teachers can make the difference between good and bad curriculum. Edross(2012) stated that untrained teachers can destroy well equipped curriculum and environment but trained teachers can develop adjusted students/citizens with poor curriculum. So government should play their strict role to develop trained teachers for the betterment of public education sector.

### **Conclusion:**

Education is the responsibility of the Ministry of Education and the provincial governments, whereas the federal government mostly assists in the education, accreditation and finances for research. The article 25-A of Constitution of Pakistan obligates that State will provide free and compulsory quality education to all children of the age of five to sixteen years in such a manner as determined by law. Education system is the most important need and top priority in a country but the quality of education has a declining trend in Pakistan. Pakistan's progress in improving its human development indicators has been uneven. Poor education and weak accountability systems spoil the precious public money and hamper the way of effective education.

Pakistan's education system remains failed in educating the common people. Lack of management, poor polices and bad planning are the causes while corruption also plays its role in destroying the education system. We must have changed our education system and syllabus after 1947 as Singapore, India and Malaysia have done. Pakistan's overall literacy rate is almost 55% which is very poor. We are far behind than other countries even, in subcontinent, we have lowest literacy rate. Insufficient funds and poor allocation of funds in the budget for education are also major hindrances in the growth of education sector.

### **Recommendations/Suggestions:**

Education is the most constructive factor for any society as it opens new horizons for the people to perceive things in different dimensions. A nation cannot properly understand national aims and goals, if the majority of people remain uneducated. They cannot understand the value of unity and discipline in life and remain unaware of the latest advancements. Education improves human, Physical and other resources which further improve the factors of production. So, it is important to set a proper system for education.

Primary education should be made compulsory. The textbooks and uniforms should be provided free of cost to the indigent children and rewards may be offered to them on passing examinations. There should be a balance in dependence on public and private for enabling education to reach the general masses in its true shape. Government should strictly check all private educational institutions for keeping a balance of standards and level of practices.

Technical education should be filled into the regular system stream. As the education board of Punjab has projected a plan to give tech- education to the children of industrial workers. Introductory technical subjects should be taught at the middle level to enhance awareness and encourage interest of students.

Hiring should be made from amongst the highly qualified and the teachers should be paid not

according to the level of education but the qualification of the staff. Efforts should be made to bring down the student-teacher ratio to 15:1 in lieu of current 40:1. Therefore, the number of teachers will have to be enhanced, leading to the rise in number of teachers and enabling the competent persons to be inducted to the system of education. Workshops must be arranged for teachers as a continuous feature for learning.

It is an established fact that education serves as the backbone for the development of nations. The countries with the effective impressive need oriented, saleable and effective system of education comes out to be the leaders of the world, both socially and economically. It is only education which can turn a burden of population into productive human resource. Pakistan's current state demands that the allocations for education be doubled to meet the challenges of EFA (Education for All). We have to reconsider our priorities to keep the country on the track of progress. As education is the only cure of disability of the state and for bringing revolution through evolution and by eliminating the social evils through education.

### **Bibliography:**

- “Education Policies in Pakistan”, Politics, Projections, and Practices, Shahid Siddiqui, 2016
- Education in Pakistan, Learning from Research Partnerships, Edited by Ayesha Bashiruddin, ZubedaBana, and Arbab Khan Afridi, Oxford press, 2012.
- Education in Pakistan: Developmental Milestones, Dr. Hafiz Muhammad Iqbal, Paramount Publishers, 2011.
- Education in Pakistan: Policies and Policy Formulation, Pervez Shami, Islamabad: National Book Foundation, Ministry of Education, 2005.
- A Study of Education, Inequality and Polarization in Pakistan, Tariq Rahman, Oxford University Press.
- Education in Pakistan: issues and perspectives, Dr. Syed Jaffer Ahmed.
- Reviving Education in Pakistan, Mashal and Oxford University Press, 1999.
- Maliha Naveed, Reasons of Low Levels of Education in Pakistan, Pakistan Herald, January 03, 2013 (available at: <http://www.pakistanherald.com/articles/reasons-of-low-levels-of-education-in-pakistan-3065>).
- Mehnaz Aziz et al, “Education System Reform in Pakistan: Why, When, and How?” IZA Policy Paper No. 76, January 2014

**Questionnaire: Impact of education system on students achievements.**

**INSTRUCTIONS:** Respondents' require filling this questionnaire honestly.

**Section 1: DEMOGRAPHIC INFORMATION:**

NAME: \_\_\_\_\_

Qualification: \_\_\_\_\_

Education Board: \_\_\_\_\_ (Federal, Sindh, Aga Khan, and Cambridge)

Age level: \_\_\_\_\_

**Section 2:**

Place a check mark on the choice after each statement that indicates your opinion.

- Multiplicity of education system in Pakistan is good for country success.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Private systems of education are producing more skilled and equipped students' then Public system.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Sindh Board provides balanced curriculum to develop more skilled and rational pupils for betterment of Pakistan.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Today, majority of the students starting their high-school year go for Cambridge education in Karachi as Cambridge education provides wider set of opportunities to them.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Cambridge students are being discriminated against during admissions to universities.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Regardless of the child's concept clearance, the memorization of the entire syllabus gets the child a good grade.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Public schools are perceived to provide better quality as well as quantity education than their private counterparts.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- Private sector teachers have more of an incentive to provide quality education, because they know their job is at stake if they don't!

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- The government can use one board as a model, and build one standardized assessment system for the entire nation.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

- The teachers at Aga Khan teach the students to apply class room theory and academic research in problem-solving and challenging-situations.

Strongly agree	agree	No idea	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------