



RESEARCH ARTICLE

A REMEDIAL EDUCATIONAL PROGRAMME FOR THE NATURALLY DEVASTATED AREAS

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ABSTRACT

The Physiography of Pakistan indicates that Pakistan is situated at a vulnerable region to meet natural disaster at any time. So, the purpose of exposfactotype of study is to analyze the geographical conditions of Pakistan and its outcomes interms of natural disaster. The Secondary Analyses of present data reveals that natural disaster hit millions of human lives and physical destruction. On the bases of discussion a complete rehabilitation program for the shelterless, hungry and archeologically disturbed learners and teachers is suggested. This rehabilitation program may be used for the natural disastrous places come under Provincial, National and International boundries also.

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INTRODUCTION

Pakistan in is the land of Mountains, Deserts, Rivers, and Sea, which are the gifts of Almighty Allah. Among these gifts, a lion shares of mountains are located in the Northern areas as well as in Baluchistan Plateau. On the basis of Pysiography, subdivided the Pakistan into six natural regions i-e the Northern Mountains, the Submontane Plateau, the Plains, the Baluchistan Plateau, the western bordering mountains and the desert areas. The Ehsan-ullah (2006-2007) and ICIMOD (2017) explained the Geographical Survey as: Northern Mountains cover the northern parts of Pakistan and the Gilgit region. These are consists of Himalaya Mountains, the Karakoram Mountains, and the Hindukush Mountains. These mountains are also divided intoSub categories and these categories covered the hills of Rawalpindi, Abbottabad and Mansehra district. Western Mountains are located on the western side of the Indus River plain. Salt Range starts from "Tila Jogian" located on river Jhelum and extended upto Koh-e-Sulaiman after passing through Banno district. Potohar Plateau is located to the north of the salt range and the potohar plateau extends from Jhelum River in the East to the Indus River on the west. Baluchistan Plateau is located between Koh-e-Sulaiman in the east and the Chaghai Fountains in the southwest. The peeks of Ziarat and Muslim Bagh are part of

this range. Zhob River is the only river of Baluchistan plateau which emanates from Koh-e-Sulaiman and flows into Gomal River. The Indus River is divided into upper and lower Indus plain. The upper Indus plain comprises areas lying to the north of "Mithan Kot" where the tributaries flow into Indus River while the Lower Indus plain lies between the "Mithan Kot" and the Arabian Sea. t mostly consists of the Sindh Province. The length of Pakistan cost is about 800 kilometers. This region extends from Rann of Kutch in the east to the border of Iran in the west". (Ehsa-ullah-Saqib, 2006-2007; ICIMOD, 2017) Thus, the Geographical survey of Pakistan Indicates that Pakistan is located at a vulnerable region, where natural disasters may meet any time. Natural Disaster is the natural process by which a severe calamity occurs on Earth. In terms of as flood, earthquake, heavy rain, hurricane and eruption of volcanoes are major disasters (Basic Planet, 2013; Alcocer, 2003-2017; Fact monster, 2000-2017).

Statement of the Problem

By keeping view the geographical condition of Pakistan, this study provide "A remedial Program for the naturally devastated areas" for the continuation of running formal Education system.

Objectives of the Study

The objectives of the study were:

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- To highlight the Pysiography of Pakistan
- To determine the nature of disaster in Pakistan
- To provide the formal Educational Programme for the affecties

Significance of the study

The most daunting challenge faced by the victims of the Natural Devasted areas is their rehabilitation. But rehabilitation is an extremely complex composed of several types of the needs such as outer/physical needs and inner/psycho- social needs. A need is a tensional state of the organism brought about by any excess or deficit substances beyond tie range to maintain the organism in a state of equilibrium. The tensions are seated by many different changes in the outer or inner environment has been changed for naturally disaster victims and they need outer/ physical rehabilitation like shelter, food, Medicine and warm clothes e.t.c. As far as the need of inner/ psycho-social rehabilitation is concerned. Majority of the people of disaster areas faced the situations like broken families, deaths of their beloved one, physical injuries and running formal Education System. This condition leaves bitter psychological impact on children or young learners. Pascual (2015) decribed the state of children of disaster affected areas in term of "psychological trauma, fear of the recurrence of the disaster, decline in the developed academic skills of students and loss of oculus in their studies". After an tragic event, victims struggle to deal with the physical and emotional trauma of the disaster and need to be taken care of children who have undergone a major traumatic event, need to be re assured of future support so in this regard education can play vital role as as said by Shaikh, S. (1998, p.92) "Education includes the influences deliberately planned, chosen and employed by the community for the welfare of its coming generation". After any natural disaster, the scenario of the running Educational Program has been changed, So, in this prospect the suggested education program helps to rehabilitate the affecties effectively at provincial, National and International level.

Research Design

This study is expofacto in its nature. The data is derived from various Book, Research Articles, Research Paper and Dictionaries. The qualitative method is used for Discussion. On the basis of Secondary Analysis A Program is suggested for the continuation of formal Education in diverted areas.

DISCUSSION

By keeping in view the geography of Pakistan it is analyzed that from 1950 to 2016 Pakistan has been facing unprecedented Calamity caused by the Natural Disasters. The nature of these disasters is discussed under following headings:

Flood: When a river rises and overflows its banks, this condition is called the flood. It is caused by heavy rainfall. Pakistan Punjab and Sindh province were the areas which may bear the destruction of the flood in every two or three years. Pakistan has been suffered from varous flood disasters since 1950 to 2016. In which floods of 2010 were the most horrible, affected 1985 peoples, 1,608,184 houses, 17,553 villages and total 160,000km² area was got severe catastrophe (Ministry of Water & Power, 2016,p.18).

Hurricane: A wind of force 12 on the Beaufort scale of wind strengths i-e. a wind having an average velocity of over 75 miles per hour. The coastal areas of Pakistan are mainly disturbed by Hurricanes. Pakistan was hit by several Hurricanes in which many deadly cyclone storms affected the lives of peoples and their assets. i-e. deadly cyclone of 1965 that caused 10,000 casualties. The Hurricane of 1999 in the shah Bandar near Karachi killed 6200 people. The strongest cyclone Yemyin of 2007 hit Karachi and ormara and pasni in Balochistan Province having killed 730 people and distressed the lives of 2 million people. The hurricane of 1993 affected the districts Thatta and Badin leaving 609 people dead and 200,000 displaced, 1964 Indus Valley Cyclone killed 460 peoples and left 400,000 homeless. (Pakistan weather portal, 2011)

Earthquake: A movement or tremor of the earth's crust which originates naturally and below the surface, it sometimes cause a permanent change of level at the surface but often the damage done by the shaking provides the only lasting visible effects, it may be produced by volcanic explosion, Earthquakes, in fact, are common in most volcanic areas, and often precede or accompany eruption. It is most likely, however, to be of the tectonic original, and probably due to the existence of a fault. Pakistan, due to its location on a seismic belt, bears recurrent earthquakes. The earthquakes mostly hit the Himalayas, Karakorums, Hindu Kush ranges, Koh-e-Sulaiman range in the west with Chaman fault line and Makran fault causes severe calamity (National Disaster Management Authority, 2012, p.06). Pakistan experienced the most powerful earthquakes in its history. i-e in October 8, 2005 the strongest quake occurred in Kashmir leaving 80,000 people died and 3.5 million homeless. Its extent was 7.6 or 7.8 on the Richter Scale. The Earthquake of 1968 in shahbunder Sindh killed 50,000 people. its extent was 7.5. 1974 Earthquake in Hunza killed 5,300 People while 17,000 people got injuries. Its extent was 6.2. In 2013 two earthquake were occurred in Awaran District, Balochistan within 4 days caused 1245 death and its magnitudes were 7.7 and 6.8 respectively. The Earthquake of 2008 in Ziarat District, AQuetta, Balochistan and 2015 Earthquake in near Jarm, Afghanistan jolted the Balochistan, Kyber Pakhtunkhwa and Punjab regions (Amer S, 2015).

Suggested educational Programme

Due to the disaster victims have lost their homes, school and Colleges also. In this situation, the camps school are the most organized place for Educational purpose. In these conditions, there is the need of multigrade teaching for the safe start of teaching, learning process. Miltigrade class means a class room in which more than one grade level of learners are taught altogether in one sitting (jay M. Shafirif, Richard P.Keopper, Elizabeth W. Soper, 1988; Basic Education, 2015; Shayi, 2015). So, multigrade classes are smaller and can be established more cheaply than complete school. "In many African countries multi-grade teaching is seen as a key pedagogic tool that can assist teachers in the context of teacher shortages, budget constraints and other difficult situations" (Basic Education, 2015, p.06). They can be more numerous; therefore more dispersed and thus located close to the settlement where the victims were sheltered. Accordingly teachers have to performs effective role in the following areas while teaching multigrade classes:

As A Planner of Syllabus

The curriculum is an integral part of education, where the subjects included a course of study or taught at a particular school, college etc. are called curriculum. According to Alvi (2015) defined the curriculum as the “heart of any institution” which is modified with the need of the society. So, there is the need to concise the curriculum or objectives through situation analysis and according to the need of the students. Because the learner has lost their livelihood due to the natural disasters. So, for the continuation of their academic Education there is an acute need to minimize the contents in the shape of multigrade syllabus in which the basic concepts /Topics/ideas from each class has been derived for Multigrade Teaching. The grouping of subjects should be based on knowledge and activities. A flexible approach to the curriculum should be followed. The multigrade teacher should select the curricular objectives according to the situation.

As A Classroom Manager

“Effective classroom management establishes and sustains an orderly environment in the classroom. Increases meaningful academic learning and facilitates social and emotional growth. Decreases negative behaviors and increases time spent academically engaged” (Thomas R. Kratochwill, DeRoos and Blair, 2017). So, the teaching-learning process became a very difficult task especially when there is no physical facility of school building and classrooms. Therefore in such situations, the proposed program multigrade class is very effective. The role of the teacher in the management of a multigrade class is very high and only a skillful teacher has the capability to manage the classroom. Teachers in multigrade schools need to be very flexible in their management of classrooms to fit particular teaching situations, the physical environment and the composition of the class: Students should be divided into group by ability across grade levels for the development of Language Skills & other Subjects. So that a group would work with the teacher at one time while the rest of the students would be involved in the self-directed study or seat work. Students work should be displayed on the Camp (classroom) as are teachers coaching aids.

As An Instructional Material Developer

According to Ministry of Education, (2016) “Learning materials are important because they can significantly increase student achievement by supporting student learning”. Multigrade teaching is often associated with schools in remote areas: difficult contexts dealing with rural and other disadvantaged persons like naturally disastrous victims. Usually, Multigrade classroom teacher has worked in considerably negative content in terms of materials support. Especially in these circumstances where basic needs have not properly fulfilled the supply of instructional materials were not possible. Therefore, the cheap instructional materials must be used such as: Small boards, flash cards should be designed and made to save time in the classroom and to maximize the time which pupils spend on learning the task. Zero-Cost materials should be used to develop instructional materials and to encourage learners to make their own.

As An Instructional Leader

Teaching is both a noble profession and a challenging complex process. It requires a teacher to know, how to plan and how to

adjust that plan to maximize the efficiency for learning. As Shai (2015) defines the Teacher as “someone who has been professionally trained to teach, guide and assist learners to develop holistically on their way towards responsible adulthood” (p.08). This task becomes more complex when it could be done in disastrous areas with outer as well as inner affected people. So a skillful teacher is a key resource person in the multigrade context. Planning is a critical function for the multigrade teacher. Appropriate planning by the teacher should be developed. that will result in successful teaching classes, which will be purely productive for the learners and easier for them to follow. The teacher should be trained for providing necessary as well as psychological counseling through educational activities. He/ she must determine the appropriate answers to the questions i-e. Whom do I teach? What must I teach? How do I teach? When do I teach? And Why do I teach this?

Once the teacher has determined the answers to these questions, he /she should then devise an implementation plan to achieve the objectives of the lesson. Such implementation strategies include lesson planning, selection of weekly activities. All these should be carried out before the Pedagogy. The teacher should carry out, to monitor the progress of pupils learning so as to ensure the quality of education. Assessment should be considering a continuous and integral part of the Teaching process. The teacher should be able to motivate the students for learning. The teacher should be expected to be versatile and utilize different strategies to make learning meaningful and effective for all students in his or her camp.

Conclusion and Suggestions

Pakistan has faced many Natural disaster since its existence due to its geographical situation. But it is an irony of fate, the History of Education in Pakistan has no evidence to foster the academic need of learners suffered by natural disaster. The ongoing study suggests the measure to minimize the Calamity by providing them a systematic well organized mechanism for Education; that helps the teachers to plane the syllabus for classes I-XII from Curriculum. The discipline of multigrade class will provide the conducive environment for effective teaching learning process. The multigrade teaching strategies will save the time and energy of teachers. In the absence of adequate human and material resources, the process of Education may proceed by this programme effectively.

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