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Co-education: Merits and Demerits

1 - Introduction

2 - Exploring the concept of co-education

- 2.1 Meaning of Co-education
- 2.2 Plato's belief of comradeship

3 - Historical Roots of Co-education

- 3.1 First Introduced in Western Europe.
- 3.2 How Roman Catholic Church reinforced the concept of Universal education regardless of sex.
- 3.3 Single Sex Educational Model vs Co-educational Model.

4 - Merits of Coeducation

4.1 Individual Merits

- A, Develops personality and character
- B, Exposure helps gain self-discovery
- C, Heightens Level of Confidence the
- D, Develops Self-Esteem.
- E, Creates Discipline and Decency.
- F, Better Academic Performance.

4.2 Institutional Merits

- A, Generates Healthy Competition
- B, Creates a Diverse Learning Environment.
- C, Better participation

4.3 Socio-cultural Merits

- A, Limits Gender stereotypes.
- B, Promotes Gender Equality + Empathy
- C, Creates Harmony
- D, Enhances Co-operation.
- E, Creates a Civilized Society.

4.4 Economic Merits

- A, Lessens Infrastructure and Educational Costs.
- B, Helps breakdown barriers
- C, More Empowered women in the workforce.
- D, Better efficiency and Team-work in Practical work environment.

5 - The Case for Education: Malta's Case Study of Social Inclusion, moving from single sex to mixed sex Educational Systems.

6 - Demerits of Co-education

- A, Unwanted Distractions
- B, Compromise on Privacy
- C, Early Romantic Relationships
- D, Engagement in Immoral Activities
- E, More Risk of bullying and Harassment.
- F, Religious Grounds are challenged
- G, Moral Degradation

7 - The Case against Co-education: Gender Segregation Preferred in Muslim Majority Countries.

8 - Co-education System in Pakistan

9- Analyzing Co-education System in the light of Islamic Teachings.

9-1 Quran Emphasizes Modesty (Surah Nur / Verse 30)

9-2 Majority Scholars support it if Quranic Injunctions are carefully considered and Islamic teachings are followed.

9-3 Some scholars argue its Haram and doesn't abide by the teachings of Islam.

10 - Way Forward / Recommendations to minimize Demerits of Coeducation.

11 - Conclusion.

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Introductory Para:

Sarah was the only child of her parents. Her parents wanted her to grow-up to be a determined, confident and strong-headed personality. That being so, when it was the time to select a school for her, they opted for a co-educational school - where boys and girls studied together and learnt the same competencies. As time passed by, Sarah acquired ~~social skills~~ **developed** social skills, confidence and a strong personality and character.

Although, she faced several distractions and challenges but those things played a vital role in shaping what she is today. On

Contrary, Sarah's neighbours and childhood friends, who belonged to a conservative family, went to a single-sex school.

She did not get enough exposure and was not as confident as Sarah

was. Indeed, Co-education system has both merits and demerits. This had

been a topic of discussion for many years among academics. Which side of the scale is heavier: the merits ~~one~~ or the de-merits ~~one~~? On what grounds can we say that mixed-sex educational system is better than single-sex educational system? What can be learnt from the successful models of co-education? How can parents be more convinced on sending their female child to a co-educational school? What does the relegion suggest?

This essay aims to explore the merits of Co-educational system ~~on~~ ^{on} individual, institutional, socio-cultural and economic ~~grounds~~ ^{grounds} while also focusing on its demerits like distractions, early romantic relationships and moral degradation.