

**STUDY GUIDE**  
**ON**  
**FOUNDATIONS OF EDUCATION**  
**M.A.(EDUCATION)/M/ED.**

**COURSE CODE 831**

**UNITS:1-9**



**DISTANCE, NON-FORMAL AND CONTINUING EDUCATION**  
**ALLAMA IQBAL OPEN UNIVERSITY**  
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## FOREWORD

The purpose of any educational system is to induct the youth in which they are born and which has its own beliefs, ideals, values and knowledge, skills and attitudes. At the same time, it acts as tool for re-orientation and reorganization of the culture. Thus educational system is the tool used by the society to equip its citizens to lead productive public lives according to their talents and interests under the umbralla of philosophy.

This study guide 'Foundations of Education' is base line for the Programme of M.A. Education/M.Ed. It provides foundations: focus is on pre-service and in service pedagogical needs. Still it is a segment of comprehensive package of teacher training which provides professional insight and skill to the students in methodology, theories of teaching, learning, child psychology and growth.

It is established fact that teacher is pivot of educational system and in teacher training programmes quantity and quality both matters. Teachers not only need mastery of the subject they teach, but also skill in the process of teaching. For this skill, conceptual frame work is necessary without which no training programme can achieve its goals. This study guide provides these foundations.

I congratulate Dr. Muhammad Rashid, Dean, Faculty of Education for his professional input and leadership in writing the units and providing conducive environment to his colleagues Mr. Mahmood Hussain Awan and Mr. Muhammad Javed Iqbal who contributed towards this version.

(Dr. Anwar Hussain Siddiqui)  
Vice-Chancellor  
November 1997

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The Allama Iqbal Open University and authors are grateful to all scholars nationally and internationally whose works have been used as reference material in this course.

It is pointed out for general information of all whose works have been quoted in the courses of Allama Iqbal Open University that this University is non-commercial education institution which provides educational facilities to under-privileged remote rural areas through its distance education mode.

I would like to acknowledge the inspiring role of Dr. Anwar Hussain Siddiqui, Vice-Chancellor, without which this volume may not see the light of the day. Input made by Dr. Zulkaif Ahmed in the process of reviewing the course is appreciated.

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Present Dean  
Prof. Dr. Tanveer uz Zaman

(Dr. Muhammad Rashid)

## CONTENTS

COURSE TEAM		3
FOREWORD		4
ACKNOWLEDGEMENTS		5
COURSE INTRODUCTION		10
OBJECTIVES OF THE COURSE		12
Unit No.1	ISLAMIC FOUNDATIONS OF EDUCATION	13
1	Introduction	14
2	Objectives	15
3	Islamic Foundations	16
	3.1 Quran	19
	3.2 Hadith	22
	3.3 Qiyas	23
	3.4 Fiqqah	25
4	Activities	26
5	Exercise	27
6	Bibliography	28
Unit No.2	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	28
1	Introduction	29
2	Objectives	32
3	Philosophy and Education	32
4	Main Philosophical Thoughts	34
	4.1 Idealism	35
	4.2 Realism	35
	4.3 Naturalism	37
	4.4 Pragmatism	37
	4.5 Essentialism	38
	4.6 Progressivism	40
	4.7 Reconstructionism	42
5	Activities	43
6	Exercise	
7	Bibliography	

Unit No.3	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	44
1	Introduction	45
2	Objectives	47
3	Learning and Maturation	47
	3.1 Learning	47
	3.2 Maturation	49
	3.3 Learning and Maturation	50
	3.4 Maturation and Learning in Human Infant	52
	3.5 Maturation and Learning in Pre-School Aged Children	52
	3.6 Maturation and Learning in elementary School	53
4	Individual Differences and Learning	54
	4.1 Academic Performance	55
	4.2 Academic Aptitude	55
	4.3 Intra-individual differences	56
	4.4 Gifted and Talented	56
	4.5 Mental Retardation	58
	4.6 Children with Visual Impairment	60
	4.7 Children with Hearing Impairment	61
	4.8 Children with Physical Handicaps	62
5	Instructional Strategies and Psychology	63
	5.1 Cognitive Teaching Strategies and the Teacher	66
6	Activities	69
7	Exercise	70
8	Bibliography	71
Unit No.4	SOCIO-ECONOMIC FOUNDATION OF EDUCATION	73
1	Introduction	74
2	Objectives	76
3	Concept of Society and Culture	76
4	Social Conditions and Education	78
5	Economic Conditions and Education	80
6	Politics and Education	82
7	Activities	86
8	Exercise	87
9	Bibliography	88

<b>Unit No.5</b>	<b>AIMS OF EDUCATION</b>	<b>90</b>
	1 Introduction	91
	2 Objectives	93
	3 Aims, Goals and Objectives	93
	4 Taxonomies of Objectives	99
	5 Aims and Curriculum	104
	6 Aims, Objectives of Education in Pakistan	110
	7 National Education Policy (1998-210)	116
	8 Activities	118
	9 Exercise	119
	Bibliography	120
<b>Unit No.6</b>	<b>HISTORICAL DEVELOPMENT OF EDUCATION IN PAKISTAN</b>	<b>123</b>
	1 Introduction	124
	2 Objectives	125
	3 Pre-Pakistan Period (712 A.D. to onward)	126
	4 Period from 1947-1958	127
	5 Period from 1959-1971	129
	6 Period from 1972-to-date	131
	7 Activities	136
	8 Exercise	138
	9 Bibliography	139
<b>Unit No.7</b>	<b>TRENDS IN EDUCATION</b>	<b>140</b>
	1 Introduction	141
	2 Objectives	145
	3 Education as Curriculum and Investment	145
	4 Human Resource Development	152
	5 Technological Development and Education	155
	6 Continuing Education	157
	7 Education for International Understanding	158
	8 Education and World of Work	163
	9 Activities	168
	10 Exercise	169
	11 Bibliography	170



<b>Unit No.8</b>	<b>MODES OF EDUCATION</b>	<b>171</b>
	1 Introduction	172
	2 Objectives	173
	3 Informal Education	173
	4 Formal Education	174
	5 Non-Formal Education	176
	6 Distance Education	177
	7 Activities	179
	8 Exercise	180
	9 Bibliography	181
<b>Unit No.9</b>	<b>PROBLEMS AND ISSUES IN EDUCATION IN PAKISTAN</b>	<b>182</b>
	1 Introduction	183
	2 Objectives	184
	3 Universalization of Primary Education	184
	4 Literacy	186
	5 Population Education	188
	6 Environmental Educational	190
	7 Female Education	191
	8 Islamization of Education	192
	9 Discipline on Campus	193
	10 Special Education	195
	11 Drug Education	197
	12 Activities	199
	13 Exercise	200
	14 Bibliography	201

## COURSE INTRODUCTION

Education for all is motto of Allama Iqbal Open university as education refines sensitivities and perceptions those contribute to national cohesion, a scientific temper and independence of mind. According to National Education Policy 1992, the major responsibility of education is:

"To ensure the preservation, promotion and practice of basic ideology of Pakistan and making Islam as a code of individual and national life for the purpose of reformation of the society, its development and national cohesion".

For this, educational system are designed where teacher is pivot. Effective teaching demands besides possessing adequate knowledge of subject matter and techniques of teaching, he must also exhibit full commitment to ideology of Pakistan. It is repeatedly stated in all educational policies and plans that no system could be better than its teachers. To upgrade the standard of teacher education, AIOU has decided to add M.A. Education/M.Ed to the already existing cluster of teacher education. To teach effectively, one must possess considerable skill, knowledge, patience, caring, commitment and understanding of oneself and students. For all these, "Foundations of Education 831" provides base. As a foundation course there is so much material to cover in this study guide, various special features have been included to assist students in getting most from this volume.

Unit No.1 provides opportunity to get insight into Islamic foundations of education: Quran, Hadith, Qayas, Fiqqah.

Unit 2 concentrates on the Philosophical Foundations of Education and discusses in general the relationship between education and philosophy and different modern schools of philosophy. Unit 3 'Psychological Foundations of Education' deals with a relative young foundation of education and relates psychology with instructional strategy.

Unit No.4 deals the vast realm comprising of society, culture economic and political influences on education.

What is Taxonomy? What are the aims of education in Pakistan? and what is their impact on curriculum development? are discussd in Unit 5.

Unit 6 deals with Historical Development of Education in Pakistan. It is divided into four areas. Salient development of each period is discussed in this unit. Unit 7 entitled 'Trends in Education' attempts to orientate the student with the prevailing innovative trends in education.

Unit 8: Modes of Education is a unique unit which appraises the student teacher with different modes. Moreover, pros and cones of these modes are discussed in the unit.

The last unit i.e. 9 covers the significant problems and issues of Education in Pakistan. It facilitates our educator to be aware of the national educational spectrum.

It is hoped that this study guide will equip the student-teacher with necessary knowledge and skill which will help him to complete this programme successfully.

(Dr. Muhammad Ajmal)  
Course Coordinator

## OBJECTIVES OF THE COURSE

The student will be able to:

- explain the important features of foundations of education;
  - specify the role of educational thinker in education;
  - appreciate the philosophical, psychological, foundations of education;
  - discuss the modes of education;
  - discuss historical development of Education in Pakistan.
- evaluate the issues and problems of education.

UNIT NO. 1

ISLAMIC  
FOUNDATIONS OF EDUCATION

WRITTEN BY  
M. MAHMOOD HUSSAIN AWAN

## 1 INTRODUCTION

The word Islam, as it occurs eight times in Quran, is defined by the Quran itself. It means submission to the Supreme Being and compliance with His laws, which constitute Nature, "I have only created the Jinns and men, that they may save Me. (51:56) and "say" truly. My prayer, and my services of sacrifice, my life and my death are for Allah, the Lord of the worlds who hath no peer (6:162). This means the final aim of Islamic education should be inculcation of complete submission to the supreme will of Allah Almighty. This is the Islamic concept of worship and hence the aim or philosophy of education; in the Holy Quran. Thus, "the true religion with God is Islam (3:19).

Islam lays special emphasis on the acquisition of knowledge. Concept of vicegerancy of man. According to Quran, Allah has made man as his vicegerent due to knowledge (Ilm-ul-Asma), when angels argued about the vicegerency of man than Allah (SWT) taught Adam the names of everything and then Adam told them and hence proved his ability for vicegerency on earth. This shows the importance of acquiring knowledge from the Quranic point of view (Surah Al-Baqra Fourth Ruku). It is obligatory alike for both Muslim male and female. Therefore, it stresses on acquiring knowledge from cradle to grave even if one had to go for it as far as China. Meaning of knowledge in Islam is both extensive and comprehensive. It is not confined to the physical performance of religious rituals only but to infuse the spiritual, moral and practical aspects as well, and thus helps in the complete growth of an individual's personality. In Sura-i-Baqar, "Yee, whoever submits himself entirely to Allah and he is the doer of good to others, he has his reward from his Lord, and there is no fear for such, nor shall they grieve". (2:112). Knowledge is of two types, revealed knowledge and acquired knowledge. Revealed knowledge has been given to human beings through prophets by Allah. Acquired knowledge is that which is being acquired by the human beings through the study of natural phenomena, attitude of man and through the study of society. Quran says that for the prosperous life on earth both kinds of knowledge, revealed and acquired is necessary. It shows the basis of the educational set-up in Islam where the children are not only equipped with religious knowledge but also with acquired i.e. scientific knowledge so that they can live a righteous and prosperous life. That is why the knowledge in Islam is considered as the greatest gift of Allah to Man. It helps Man to attain righteous and prosperous life.

At this stage it would be very helpful to study the following reference to understand the concept of knowledge in Islam.

A.J. Halepota (1975)	<i>Islamic conception of knowledge in Islamic Studies</i> , journal of the Islamic Research Institute Pakistan Vol. XIV, No. 1, Spring 1975, PP 1-8	1-1
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According to the philosophy of education in Islam, in the most comprehensive sense, is the upbringing of a true believer. Such a believer who by understanding his Lord, worships Him in full conviction of His Oneness, abides by the Shariah and uses all that Allah has created to protect faith and reinforce His religion. Education is the process through which knowledge is transmitted from an individual or section of society to another individual or section. It also reflects the philosophy on which it is based. Islamic philosophy derives its origin from the spirit of teachings of the Quran and Hadith (the sayings of the Holy Prophet peace be upon him). The Qayas and Fiqqah, are also the crucial components.

Efforts have been made to highlight the Islamic foundations of education in this unit.

## 2 OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1. Explain the concept and nature of the Islamic foundations of education.
2. Discuss the following:
  - a. Quran
  - b. Hadith
  - c. Fiqah
  - d. Qayas
3. Specify role of the above in educational process.
4. Identify the important features of Islamic foundations of education.

### 3 ISLAMIC FOUNDATIONS OF EDUCATION

It would be helpful to understand the Islamic foundations of education if we are acquainted with the concept of Islamic philosophy.

#### 3.1 Quran

The word Quran literally means reading or recitation. Quran is designated in Arabic Al-Furqan, (distinguisher). Kalam Allah (the words of God), Kitab (the book), Nur (the light) and Al-Huda (the guidance) and Al-Dhikr (the reminder). It is considered as eternal miracle of Islam; the expounder of the most sublime truth; the perfect moral code.

Islamic education aims at discovering and formulating Allah's will. Ahmed Hassan (1982, P:43) writes "The primary purpose of the Quran is to lay down a way of life which regulates the relationship of man with man and his relationship with God. The Quran gives directions for man's social life as well as for his communion with his Creator".

Quran indicates basic principles that lead a Muslim to observation of the universe and Nature, where he can find the answers to many questions by his own efforts. As observation and study are the basis of all knowledge to formulate realistic approach about the surroundings according to the changing circumstances in all ages and climes, it has been said in Sura-i-Baqar as "verily, in the creation of the heavens and the earth and the alternation of night and day and in the ships that sail on the Ocean, with what is profitable for men; and in what Allah sends down from the sky (as water) thereby reviving earth after its death; and in the beasts of all kinds dispersed therein and in the blowing of the winds and in the clouds that hover between heaven and earth; in all these, there are signs of Allah for people who use their brain (2:164).

You would certainly appreciate that how nicely Quran gives hints in respect of various branches of learning and advises man to use intellect. So much so that Quran says in Surah Al-Aaraf that those who do not use their abilities such as intellect, eyes, ears etc. will enter into the fire of hell because they are inferior than animals. It should be noted that the Quran explains the actual practical shape of life by demarking the borders of the various aspects of life.



Quran awards high esteem to learned people. In Sura-Zumar, it has been said "can the learned and illiterate be of the same status?" "Do those, who do not know, equal those who know? (39:9).

Quran being a complete code of life, says "We have sent down to you the Book, as an explanation for every things" (16:89). The most peculiar feature of Islamic education is due to the ambient presence and influence of the Quran as a fundamental doctrine of Islam, of its principles, ethics, culture, legislation and economic organization. In Sura-i-Luqman "And if all the trees in the earth were pens, and the sea, with seven more seas to help it (were ink), the words of Allah could not be exhausted. LO! Allah is Mighty, the Wise".

Since the dawn of revelation "Read: in the name of Thy Lord who created, Man from a dot (congealed blood). Read: and Lord is the Most Bountiful who taught by the pen; taught Man what he knew not" (96:1:5). Until this day, the Quran is acknowledged as the core, pivot and entrance of learning. Each aspect of life is moulded by it. Even every human action is classified. This classification is categorized as obligatory (Fard and Wajib; prohibited (Haram), reprehensive (Makruh), recommended (Mandub), permitted or legally left indifferent (Mubah). And indeed, the objective good can not be known and achieved without knowledge of the above. Bhatia (1989, P.2) stated "there is hardly any book in the world as the Quran in the service of which so much talent, so much labour, so much time and resources have been expended and which is so minutely verified and carefully preserved".

The Quranic text is divided into 114 chapters. Each chapter is called 'Surah' which consists of a certain number of verses each called 'ayah'

The revelations contained in Quran were not all revealed on one occasion but at long intervals and in response to special needs to the Prophet (peace be upon him) lived at Mecca for thirteen years and at Madina for ten years. The revelations which the Prophet (peace be upon him) received in Meccan period are mostly concerned with general percepts that urged strongly and earnestly the man to righteousness. For example, the universal principles including belief in Allah, the Prophet (Peace be upon Him) and the Hereafter, followed by general rules concerning religion and social practices were also revealed within thirteen years in Mecca. The period of ten years

which starts after Hijra is the period when laws were promulgated in the words of the Quran and by the precepts of the Holy Prophet (Peace be upon him). In Medina, the general principles revealed in Mecca, were completed. Thus we must believe that all institutions, like ethical, social, political, economic and legal etc., are ideal, perfect and complete.

Quran is not a book of science or any other particular field of knowledge but it deals mainly with basic principles of human life. Therefore, Quranic concept of education is that it explicitly teaches its reader principles in each and every sphere of life so that its followers have complete knowledge about their pattern of life.

Let us read the following text to comprehend the Quranic concept of education.

Muhammad al-Faisal al-Saud. (1979)	The Glorious Quran is The Foundation of Islamic Education, <i>in Aims and Objectives of Islamic Education</i> ; Jeddah King Abdul Aziz University, PP. 126-133	1-2
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As we studied in the referred text, Quran, is the fountain head of Wisdom, from which all other sources of knowledge derive their authority. It consists of very words of Allah; revealed on Prophet Muhammad (Peace be upon Him) in twenty three years, first in Mecca and completed in Medina. The Holy Quran says, "This day have I perfected for you, your religion and completed My favour on you, and chosen for you Islam as a religion".

Islamic education system comprises of the following principles:-

- 1) Belief in the Oneness, immateriality, absolute power, mercy and supreme compassionateness of the Creator.
- 2) Charity and brotherhood among mankind.
- 3) Subjugation of passions;
- 4) The outpouring of a grateful heart to the Giver of all good;
- 5) Accountability of human actions in another existence;
- 6) Developing a sense of social consciousness i.e. enjoying what is right and forbidding what is wrong.

During the life of Holy Prophet the Quran was in a scattered form, there was not complete collection of all the revelations. However, most of the verses related to reading, writing and acquisition of knowledge revealed in Mecca were written by amanuensis on the behest of Holy Prophet (Peace be upon Him). If you recall the event of Hazrat Umar's (May Allah be pleased with Him) embracing Islam, who found the Quranic verses in written form with his sister, you would confirm yourself this fact. Hazrat Abu Bakar (May Allah be pleased with Him) deputed Hazrat Zayd Ibn-e-Thabit to make a written collection of the Quran. The official codification of the Quran was first made during the caliphate of Hazrat Usman (May Allah be pleased with Him) which has come down to our own time.

### 3.2 HADITH

The next source of Islamic foundations of education is the Hadith, Ahadith as plural. Hadith derives its authority and validity from Holy Quran. Quran says "Obey God and Obey the Messenger" (4:59). Thus, Hadith offers best explanation or interpretation to Quran. Sunnah (traditions) are model behaviour of the Holy Prophet (Peace be upon Him) and Ahadith are His (Peace be upon Him) sayings. But in effect both cover the same ground and are applicable to His (Peace be upon Him) actions, practices and sayings. Thus, it includes 'qaul' (saying) of the Holy Prophet (Peace be upon Him) and fi'l (action) or His silent approval of the action or practice of another. Either by showing in his practice how an injunction shall be carried out, or by giving an explanation in words. Ahadith are not only explanatory to the Quranic text but also complementary to it. In the words of Quran "Prophet (Peace be upon Him) never spoke of his own will unless it was a revelation revealed to him". (53: 3-4) In an other place "whatever messenger gives you, take it, and whatever he forbiddeth, abstain from it (59:7) "No doubt, they were in total ignorance before it. Certainly, Allah, through His Benevolence, sent to the Faithful a Prophet (Peace be upon Him) from among themselves, who recites to them His comandments, purifies them and teaches them the Book and Philosophy" (3:164).

These Verses declare Prophet (Peace be upon Him) as a teacher appointed by Allah who not only teaches the Book and Philosophy but purifies the soul as well. He (Peace be upon Him), himself was a role model who presented ideal practical life in the light of those limits enunciated by the Quran. Thus, the Quran declared the Prophet (Peace be upon Him) to be the interpreter of Quranic texts. Hadith is the index and

vehicle of the Sunnah which gives concrete shape to the Quranic teachings. It would be thus more accurate to say that approval or disapproval of any action may be implied from Prophet's (Peace be upon Him) conduct. Holy Prophet (Peace be upon Him) was not only the transmitter of the Quran but he also interpreted and completed it.

Please do remember, there is a deliberate distinction in Hadith and Sunnah. The word Sunnah literally means way, custom, manner of acting or habit of life. Thus, Sunnah is the custom or manner, which prevails with regard to a religious, social or legal matters or rule of conduct. A Hadith on the other hand, is a statement of Prophet (Peace be upon Him). A Sunnah may be embodied in a Hadith, but is not itself a Hadith. Holy Prophet (Peace be upon Him) was an embodiment of all the good qualities of character. His (Peace be upon Him) Sunnah is both an instrument for the institutionalization and practice of Allah's will, as well as a strong force for the propagation of Islam. As we studied earlier that the man is expected to learn through experiments on the foundations given by the Quran and whose example is preserved in the life, activities and sayings of Prophet Muhammad (Peace and blessings of Allah be upon Him). The Prophet (Peace be upon Him) before migration (Hijrat) to Medina deputed a teacher, there to arrange the education of the believers. After the Hijrat, the Prophet's Mosque in Medina became the centre of education. A covered platform called Suffa, was built in front of the Prophet's (Peace be upon Him) house to give instructions in the Quran and Hadith. On the other hand the Prophet's wives (MAPT) were incharge of the education of women.

As we have discussed that Hadith and Sunnah is the explanation of Quran therefore the foundations laid by Hadith and Sunnah for Islamic education is that children should not only be taught theoretically but there should be a practical guidance for them to adapt in practical life. That is why prophet Muhammad (PBUH) was given the task to teach his companions, Quran, practically.

Following text may help you to understand the education and training of a Muslim child:

Raza H. Rizwani (1980)	<i>Islam a code of social life</i> , Islamic Seminary Karachi, Pakistan. pp. 34-43	1-3
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it would not be out of place to mention here that as time went on and the companions of the Prophet (Peace be upon Him) began to pass away, one by one, some false Ahadiths were put to circulation and the number of such traditions soon became very large. This alarming situation was a great caution which drew attention of the prophet's (PBUH) companions and Muslim community to the preservation of the Hadiths. Although, the writing down of Ahadith started in the life of the Prophet (Peace be upon Him), but the compilation of authentic collection was completed in the third century of the Hijrah.

There are six collections of Hadiths denominated "Al-Kutab al-Sitta or the "Sihah-e-Sittah". These collections and compilations were made by Muhammad Ibn Ismail Bukhari (Al-Bukhari); Iman Muslim (Muslim); Abu Daud; Abu Isa Muhammad (Tirmizi); Abu Bakar Rahman; and Abu Abdullah Ibn-e-Majah.

Let us take the opportunity to read the following text to enhance our understanding about the importance of Hadith.

Abdul Karim Chipa (1974)	<i>Beauty and Wisdom of the Holy Quran</i> , Karachi, Sufi Textile & Printing Mills Ltd PP-98-107	1-4
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There are hundreds of sayings of Prophet (Peace be upon Him) which emphasise on necessity and supreme value of knowledge. Chipa (1974, p.117) has noted the following Ahadith in the context of Education:-

- He dieth not who taketh to learning
- The ink of the scholar is more holy than the blood of the martyr.
- He who leaveth home in search of knowledge walketh in the path of Allah.
- The acquisition of knowledge is a duty incumbent on every Muslim, male and female.
- Seek after knowledge though it be in China

Hossain (1977, P:94) also noted some Ahadith in the same context as:-

- To be present in a circle of learned men is better than prostrating oneself in prayer a thousand time or visiting a thousand sick persons and attend

- a thousand funerals’.
- A word of wisdom is like the lost treasure of a believer who has got the best right to secure it wherever he might have found it’.
- An hour’s contemplation and study of God’s creation is better than a year of adoration’.
- Acquire knowledge, he who acquires it in the way of Allah performs an act of piety; he who speaks of it praises the Lord; he who seeks it adores God, he who dispenses instruction in it bestows alms; he who imparts it to the deserving persons performs an act of devotion’.
- A father can confer on his children nothing more valuable than the gift of education, it is better that a man should secure good education for his children than he should leave a treasure of gold and silver for them’.

### 3.3 QIYAS

With the rapid spread of Islam outside Arabia, North’wards into Syria, and East’wards into Mesopotamia and Iraq. The cultural norms and geographical conditions in these areas were different than those of Mecca and Madina. Consequently, the Muslim scholars set themselves to the task of elaborating the social system and administration there, according to Quran and Sunnah., Keeping in view, the peculiar social conditions, and local elements, they tried to assimilate the local institutions into an Islamic frame work. Particular attention was paid towards the institutions dealing with social welfare respecting the local needs. By this change, the specifically legal disciplines expanded far beyond. Particularity with the reconciliation of orthodox system of education an effective educational discipline urging the spirit of enquiry for achieving positive knowledge like medicine and science came into being. These fresh influences comprehended all facts of life. Religion and other intellectual literature adopted foreign cultural currents. Subsequently, the well-known traditions were also interpreted according to Quran and Sunnah to apply to particular relevant situations.

Such application of reasoning in any case which is based on the facts of other case is called Qiyas. Although, it is a most disputed source of Islamic law but it derived its significance from Quran and Sunnah.

Ahmed Hassan (1982, 53) mentioned the use of term Qiyas as "We first meet Qiyas in the alleged letter of Umer, the second Caliph, to Abu Musa al-Ashri (d. 44 A.H). Umar is reported to have advised him to acquaint himself with the "parallels and precedents" (of legal cases) and then to "weigh up" the cases (qis al-umura), deciding what in his judgement would be the most pleasing to God and nearest to the truth".

The system of education in the madrasas (theological schools) was so rigid, particularly the attitude of ulama towards acquisition of scientific knowledge (secular sciences) seemed to stifle the very spirit of inquiry. Visualising the intellectual stagnation of Islam, independent religious thinkers like Abu Hanifah and his disciples use Qiyas very freely. Wali Ullah (1982, p.33) says "The jurists who are in favour of Qiyas have cited severa instances in which the Prophet (peace be upon Him) himself used Qiyas in deciding law cases which came before him. Instances of the use of Qiyas have been cited even from the Quran itself".

"The term 'Qiyas' according to the Muslim jurists, means analogical reasoning, i.e. concluding from a given principle embodied in a precedent that a new case falls under this principle or is similar to this precedent on the strength of a common essential feature called the reason ' (illa). (Fazl-ur-Rahman 1966, P.71).

As we see, although Qiyas (a logical deduction) is the main source of Islamic jurisprudence, it contributes a lot for blooming of educational system. It did not only refine the spiritual capacities but dominated the entire outward activities of Muslims. However, the following reference material would help you to further enrich your knowledge about the concept of Qiyas.

Muhammad Hameed-Ullah Khan (1991)	<i>The Schools of Islamic Jurisprudence</i> , New Delhi, Kitab Bhavan pp. 50-54	1-5
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### 3.4 FIQH

Fiqh is most comprehensive discipline which covers all spheres of life of Muslims. It deals with upbringing of true believers. Aghnides (1981, P.24) says "The science which derives the shariah values from the shariah evidence is the "science of Fiqh" or simple Fiqh, and the person conversant with this science is the Faqih", he further noted "Fiqh has been defined by Abu Hanifa in a general way as 'The self's

knowledge of what is to its advantage and disadvantage".

The explanation of term indicates the wide scope of Fiqh, the prayers, the social, political and economic activities, matters relating to peace, prosperity and welfare of community, to promote brotherhood, equity, sacrifice, justice and unity for the sake of Allah's will promoted in the light of Quran and Sunnah through Fiqh.

The religious scholars (Imams) have rendered very valuable services to elaborate the teaching of Quran and Sunnah. As we studied in preceding pages that with the spread of Islam and interaction of Arab culture with that of other cultures gave birth to some logical, legal and grammatical problems. For the solution of such issues, the legal sciences were the first to mature. The educational institutions were established to consolidate and intensify Islamic pattern of conduct among children. Thanks to Fiqh which made an effective contribution to keep the new emerged system of education according to sharia. "The term Fiqh is used by Shatibi more in its literal and essential meanings than in the technical sense. He further explains "The phrase ' Fiqh al Sharia' as used by Shatabi may mean "understanding of the Sharia", "investigation of the Sharia or establishing the meaning of Shria" (H.S Bhatia 1989, P,20). Therefore, we may Conclude that rôle of Fiqh as a foundation of education is to strengthen the basic role of Quran and Sunnah and is to include both 'Ilm' (learning) and Fiqh (understanding). To study the concept of fiqh you are requested to study the following material.

Ahmad Hassan (1982)	<i>The Early Development of Islamic Jurisprudence</i> , Islamabad, Islamic Research Institute. .1-11	1-6
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4 **ACTIVITIES**

Please do the following:

1. (a) Cultural unity is said to be a boon from Allah to Muslims and Quranic teaching means for achieving cultural unity. Please enlist three such means.

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- (b) The Quran itself is an excellent example of multiple instructional styles. Please discuss these styles with your colleagues and record methods of Quranic instructions for presentation in workshop.

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2. Please write at least four Ahadith in the context of education apart from the above:

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3. Enlist four conditions for the validity of Qiyas.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

4. a) Enlist the uses of fiqh in the pre-Islamic days.

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- b) Please enlist two features of Ilm which distinct it from Fiqh

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## 5 EXERCISE

Hopefully, you have read the material of the unit and are anxious to test your understanding. Here is an exercise for this purpose.

- Q.No.1 By what other names is the Quran referred to.
- Q.No.2 What are the basic characteristics of the Holy Quran?
- Q.No.3 The Quran is regarded as the 'Mother of Books' What is the significance of this title in regard to education?
- Q.No.4 Can Sunnah be regarded as Tafsir to Quran?
- Q.No.5 Name some of the well known books on Hadith.
- Q.No.6 What is the difference between Sunnah and Hadith?
- Q.No.7 What are the primary and the derivative/ subordinate sources of Islamic education?
- Q.No.8 What are the essential requirements of Qiyas?
- Q.No.9 Role of Fiqh as a Foundation of Education is to strengthen the basic role of Quran and Sunnah and to include both the (learning) and Fiqh (understanding). Discuss.
- Q.No.10. Would the present system of education meet the requirement of Islamic Fiqah.

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UNIT NO.2

PHILOSOPHICAL  
FOUNDATIONS OF EDUCATION

WRITTEN BY  
M. MAHMOOD HUSSAIN AWAN

## 1. INTRODUCTION

Philosophy, *filos "ofy"* is derived from two Greek words meaning Love of Wisdom. Philosophy has also been defined as "The science of things divine and human, and the causes in which they are contained". Philosophy has been called the mother of the sciences", and the science of sciences. Philosophy is really the study of all sciences, considering the relation of each to all the others, so it is known as the 'queen' and mother of them all. Herbert Spencer has defined philosophy "a system of completed and united knowledge. (Foster and Hughes, 1990)

All men possess by nature the desire to know. Every body makes philosophic assumptions all the time, or every man must have a philosophy to perform every action either simple or complex but not every body is conscious of what they are, and how they imply in different situations. Reason being, these assumptions are often little noticed. However, their success depends upon their common sense and outlook. The difference between a common person's outlook and philosopher's thinking is not so sharp. Instead, the philosopher is an analyst, he seeks to discover the nature and justification for the basic principles that underline human inquiry. Thus the clarity and correctness are the major concerns which form basis for philosophical thinking. Therefore, the philosophy is called pursuit of wisdom, the study of eternal truth, realities and general principles.

Socrates, Plato, Aristotle, Locke, Rousseau, Kant, Al-Farabi, Al-Ghazali, Al-Khaldoon, Dewey, Iqbal and others, all made significant contributions in the search of eternal truth and to find out answers to many complicated and important questions.

## 2. OBJECTIVES

After successful completion of the study material, hopefully you will be able to:

1. Discuss the basic concept, nature and scope of philosophy.
2. Identify the need of educational philosophy.
3. Discuss the following philosophical thoughts.
  - i. Idealism

- ii) Realism
  - iii) Naturalism
  - iv) Pragmatism
  - v) Essentialism
  - vi) Progressivism
  - vii) Reconstructionism
4. Analyse the relevance of the above mentioned philosophical thoughts with:
- a) Religious and moral development.
  - b) Intellectual development.
  - c) Social and civil obligations.

### 3 PHILOSOPHY AND EDUCATION

Every system of education embodies a particular philosophy resulting from particular concepts, from which it cannot be isolated. Lobo (1974, p.1) says, "education comes from two Latin words "E" meaning 'out' and 'ducere' meaning 'to lead", naturally education is 'drawing out' or 'bringing out' the best of what a person is capable of". The function of philosophy is creative. It is to state the value, to set the goals, to point out the direction and to lead human being to new paths to attain the true status of self. The philosophy emphasises on achievement of knowledge, sense of good and evil, whereas, the education is a supreme need of an individual to bring the above mentioned desirable changes. It must inspire us to be human in this most inhuman society. Philosophy is an essential aid to education. The test of life is the capacity to respond to challenges. Education prepares an individual to effectively negotiate with these challenges. Philosophy assists her/him to view every event and experience logically. When we apply such philosophical thinking to education, we actually practice philosophy in education or we work within the discipline of philosophy in education.

The philosophy of education determines the aims and objectives of education. The aims and objectives of education differ according to the human order as they are embedded in the stream of history like any other perishable product of ages. As there are different aims and objectives of education, so there are different philosophies of education. These philosophies of education can be understood only in relation to their

time and place. The educationists emphasize the experiences of whole society not the individual. These experiences become the values and norms of one generation that are transmitted to another generation. It is the task of educational philosophy not merely to reflect the spirit of the age in which we live but to lead. It transmits to other generation. This transfer is a very gentle and continuous process. An understanding of different perspectives of educational philosophy may help you to workout your own plan of action or philosophy. Here is a reference for further knowledge about the role of philosophy in education.

Mrs. Tanvir Khalid (1975)	<i>Education: An Introduction to Educational Psychology and History</i> , Islamabad, National Book Foundation.PP. 3-11	2-1
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Humanbeing is the only creature who needs education to nature, its discipline and teaching, so that they could better negotiate with their environment. All their natural endowments develop little by little out of themselves through varied experiences and sources available in their surrounding or community. If education develops capacities in the individual to enable him to control his environemnt, what conditions are favourable to the perfect growth of capacities? How can we avoid any danger of mis-direction towards wrong ends? What is the criterion for the educational worth of an experience? The aim of education in Islam is to produce a righteous person. How can such an individual be recognized? What would be the quality of his worth, knowledge, skills, and habits? Dewey (1974, p.236) defines education as "a process of development of all those capacities in the individual which enable him to control his environment and fulfils his possibilities". Question arises what type of environment? what kind of possibilities? For example, education is creation of a sound mind in a sound body, then philosophy tries to find out the answers to what do we mean by a sound mind? What is the criterion for distinguishing between sound and unsound body? These are the questions dealt by philosophy in education.

The scope of philosophy in education is unlimited. It formulates the aims and objectives of education, to achieve the set aim and objectives, proposes specific curriculum and methods respecting the cultural norms and values. Philosophy of education occupies a central place in philosophical thoughts. Dewey, (1963, p.328) infact, once suggested that philosophy may even be defined as the "general theory of

education". Obviously teachers need to be prepared to defend what they are doing. To develop their own philosophy they need some knowhow of the philosophical thoughts.

If education develops capacities in the individual to enable him to control his environment, what conditions are favourable to the perfect growth of capacities? How can we avoid any danger of mis-direction towards wrong ends? What is the criterion for the educational worth of an experience? The aim of education in Islam is to produce a noble person. What is meant by noble in the tenets of Islam? How can such an individual be recognized? What would be the qualities of his knowledge, skills, and habits?

#### **4 MAIN PHILOSOPHICAL THOUGHTS**

For a teacher it is very important to know the thoughts of different philosophers, because without having a reasonable knowledge of the relevant philosophy one may not express his beliefs about education. As a teacher, instead of riding off in all directions and confusing the students, you may establish an understanding of thoughts of those who contributed a lot for the promotion of relevant philosophies for the betterment of societies they represented.

##### **4.1 Idealism**

Socrates (470-399 B.C) is the most honoured philosopher in the history of European philosophy. He gave a new turn from the crude fundamentally metaphysical nature of philosophy to predominantly humanistic. He emphasized on self-realization so he thought that the best way to reform the society was to teach virtue based knowledge instead of pure religion. He believed that truth, beauty and goodness govern human conduct. Most of his work is known through the writing of Plato.

Plato (427-347 B.C) is the most devoted pupil of Socrates. He is known as the mouthpiece of Socrates. His whole work depicts the inspirations which he derived from the personality and teaching of his teacher. Plato also concentrated on making the best of this life. He also believed that knowledge is virtue but that is only the highest kind of knowledge. He divided knowledge as: i) knowledge of universal ii) knowledge of



representing these universals iii) knowledge of particulars and iv) knowledge of representations of these particulars. His book "The Republic" is called the first treatise on educational philosophy. He believed that human soul has three parts; the rational part, the spirited part and the appetite. The rational part is determined for acquisition of knowledge; spiritual part is devoted to courage and fortitude, and the appetite part is the source of desires. As he believed man is a miniature of society and the education of an individual is the education of society on small scale. Although, he divided society into three sections, i.e., Philosophers, Auxiliaries and Artisan, but he emphasized on education for all according to demands of their roles in the society. Plato was imaginative, daring, original and poetic in his philosophy.

Platonic idealism derives its origin from Socratic teaching, who expresses the essence of a thing, which makes a thing what it is, and yet something that is free from all particular qualities. This concept, or the idea, as Plato prefers to call it, is a sort of an 'Ideal'. Plato drew the conclusion that all visible things in this supersensible world reflect invisible models or archetypes in pure form. Such as universal concepts of truth, goodness, justice and beauty are realities which are not limited by time and space. Idealism holds that the idea is perfect (ideal) and ever lasting, and its visible reflection is imperfect and transitory. An ideal never remains a single idea, it ramifies into a large number of different ideas, they constitute a system known as an ideology. Thus, an ideal is surrounded by ideas during the course of its application to the various aspects of natural human activity. Thus, all knowledge to the idealist is the result of creative thinking or discovery, not invention by human mind. He believes that the images appear to our senses, are all shadows of the real world of ideas, an invisible, immaterial mental world. However, individual examples are imperfect symbols of universal and eternal ideas but not the ideal as Plato phrased it "laid up in heaven".

To enrich your knowledge about idealism please read the following book:

T. Robert Basset (1978)	<i>Education for the individual A Humanistic Introduction</i> , London, Harper & Row, Publishers. PP. 6-9	2-2
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The Republic most famous work of Plato, through which he fashioned a plan for a perfect state. A close study of his work shows how alive he was to the facts of educating the individuals for smooth running of state's affairs. Lobo (1974) describes

idealism in more details here:

Anthony, T. Lobo (1974)	<i>Educational Ideas and their Impact</i> , Karachi, Roti Press, pp. 15-32	2-3
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#### 4.2 Realism

The main assumption of realism is that, things can be known as they really are. As a matter of fact the embryonic philosophy of Plato was developed by Aristotle (384-322 B.C) into an educational theory, which was based on the assumption that the material not the 'ideational' world is the real thing. Aristotle does not reject the 'ideas' but he believes them as construct of mind attached to the physical objects in the environment. The idealists recognize the contribution of the mind to process of knowledge and admit that knowing is an activity. Whereas, realists say that mind is distinct from the object of its knowledge; being independent of knowing. They define knowledge as a discovery and direct revelation.

Aristotle did not reject his teacher's conception of the existence of ideas, but he started with the visible world as the basic reality, viewing ideas as joined to things which appeals to common sense. To him thinking and knowing begin with one's sensation of objects in the environment. Therefore, there is hardly any object which may not be perceived. Being the historical predecessor of realism, Aristotle believes that mind does not make the world but rather takes it as it is. Realism is based on the reality of relationship. Thus, there is empirical knowledge that "whatever is", is a diversity; therefore, each thing has its own nature, which determines what it is and what it is to become.

The purpose of education as described by realists is to acquaint learners with the facts of the world so they can learn how to cope with it. From this point of view Aristotle recommended the compulsory education. Like his teacher Plato he is also concerned exclusively with the education of boys. He has a little view of female education. To fully comprehend the Idealism let us study Lobo (1974).

Anthony, T. Lobo (1974)	<i>Educational Ideas and their Impact</i> , Karachi, Roti Press, pp. 33-34	2-4
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### 4.3 Naturalism

The desire to explain the development of society by the laws of nature or the ultimate explanation of all realities to be found in nature is called Naturalism. Naturalists believe that nature is the whole of reality. Every thing comes from nature and returns to nature. Therefore, the children must be given experiences which fit their natural interests and impulses.

John Amos Comenius (1592-1670) and Jean Jacques Rousseau (1712-1778) as mentioned by Basset (1978, pp. 28-29) stressed that natural processes should be allowed to take their course in the classroom. By visualizing the individual differences the children must be permitted and encouraged to develop according to their own nature.

Rousseau enthroned feeling above intellect. We should trust our feelings not our minds. Naturalists believe that nature is the best teacher, all good comes from nature. In short, naturalists permit and encourage an individual to do what comes naturally. Let us cast a hurried glance on the attempts of Rousseau, as discussed by Lobo in the book mentioned below:

Anthony, T. Lobo (1974)	<i>Educational Ideas and Their Impact</i> , Karachi, Rotti Press. pp. 55-96	2-5
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We have already known some of the most fundamental characteristics of the naturalism. Since the ultimate nature and the fundamental characteristics of life remain the same, therefore, the aim of education is not only preparation for life, but participation in it according to the stages of human growth and development. Rousseau's most famous book the Emile (1762) tells a story of the education of a boy from infancy to adulthood. He divides these stages of growth as infancy, childhood, boyhood, adolescence and youth. As the requirements of education for each stage vary therefore, appropriateness of education for the particular stage must be kept in mind.

### 4.4 Pragmatism

Charles Sanders Pierce, William James and John Dewey in America, and F.C.S. Schiller in England originated primarily pragmatism movement in philosophy. It is a polemic against absolute idealism. The absolutist's belief in the efficacy of the dialectic

method for establishing knowledge and truth criticized by pragmatists. They say that the absolutist's conception of the world is far too abstract and remote from the world of concrete personal experiences very large in number, beyond imaginations and tangled with multifarious contradictions. The pragmatists, viewed idealism as a "monument of artificiality" a 'way of escape' from real world. We may thus assume that for the pragmatist, philosophy is not only intellectual pursuit but is also mostly related to human life and existence. They don't believe in ideas and beliefs which have no meaning to modify the conduct for decisive action of adjustment and readjustment according to the situation. Our cognitive capacities must be equipped to the service of action, and knowledge must be utilized for achieving the ends of life. Therefore, they emphasis upon the value of subject matter as a means to the learner's end, an instrument to be employed for individual for overall useful purpose(s). That is why, the Dewey preferred to call it 'instrumentalism' or experimentalism.

In his point of view education is both process and product, it must be conceived as a continuing reconstruction of experiences. The study of followig material will be very useful to understand the pragmatism and its contributions.

T. Robert Basset (1978)	<i>Education for the individual A Humanistic Introduction</i> , London, Harper & Row Publishers. pp. 30-33	2-6
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Dewey outlined three levels of an activity, that would be used at the school for pre-school children. Firstly, he proposes exercises involving sensory organs and development of physical coordination. Secondly, he uses materials and instrument available in the environment. Thirdly, according to him, children need to be involved in the activities promoting creative thinking. He believed that education is a social activity and provides school special environment for simplifying, purifying and integrating the social experiences to understand the cultural heritage' to deal with their constantly changing environment. As the Dewey's educational ideas contributed to certain phases and aspects of progressive education, and some educator associated with progressivism look like following Dewey's philosophy alongwith their own version of progressivism. However, there is no doubt that Dewey's concepts of learning by experience and by solving problems influenced the course of education not only in United States but throughout the world. Please complete the following activity to test your understanding.

#### 4.5 Essentialism

In 1930s "Essentialism began as an organized philosophical movement within education. It was basically a conservative movement in reaction to extreme variant of 'progressivism'. The term itself had been suggested by educational philosopher Michael Demiashkevich (1935). It is said to be the swing back or break-down of 'perennialism' with some reservations. As we studied in the preceding pages that education is a social activity which simplifies, purifies and integrates social experience to understand the cultural heritage. Obviously, the cultural heritage has a controlling interest in the educational process; over long periods of time, some things from this heritage lose their essentiality and new essentials or offsprings of the previous essentials surface, which demand change. For example, once in sub-continent, the study of 'Persian' and 'Sansikrat' was formely thought essential to the making of an educated person. It is no longer so regarded.

Essentialists believe that all youngsters should be taught all those essential things that a mature adult needs to know, as a useful member of the society. These essential things may change from time to time. Essentialists do not emphasise on 'Truths' constantly coming down from generation to generation. "Essentialism dwells on the practical aspects of life and feels that the school should waste little time on engaging youngsters "who will constitute tomorrow's society, "in reflective speculations. Schools should teach youngsters factual information which they are to learn and retain" (Armstrong, 1981 p. 219).<sup>1</sup> Essentialist place priority on essential subjects. Please have a look into the following study material included in your study package (Reader).

Anthony, T. Lobo (1974)	<i>Educational Ideas and their Impact</i> , Karachi, Roti Press, pp. 44-54	2-7
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#### 4.6 Progressivism

Progressivism approaches the work of school from a separate perspective which is other than that of idealism and realism. They view change as the essence of reality. They believe in flexibility according to needs and interest of every pupil. They feel no single system may cater for the needs of students. Unlike idealist progressives do not believe that there are unchanged truths, therefore the experiences or activities framed should prepare them to accommodate to changing conditions. This view assumes that

experience is primarily related to the nature of the student's experience, not to the nature of the external order. Thus the knowledge as a tentative explanation, that may fit circumstances well and have practical significance is acceptable.

Progressivist, for the growth of individual's personality, offers the students, what is important to them to shape their individuality. Progressives view human being as basically good. Therefore, if people are allowed freedom, generally they will choose new, selected, and interpreted information, filter it into their minds and react with elements already there. It is assumed that it will turn out well for the pupil. Progressives emphasise on conceiving youngsters' problems - solving skills; for this purpose inductive approaches are particularly encouraged. Teacher may not provide learners with general explanation but requires them to use their own mind to work rather than the way the universe works. This view assumes that experience and its explanation basically relate to learners, therefore, their own exposure to phenomena would improve learner's problem solving abilities.

In short we may now wind up the discussion with the observation that progressivism is a 'learner-centered' movement. Let us study Lobo to fully comprehend the progressivism.

Anthony, T. Lobo (1974)	<i>Educational Ideas and their Impact</i> , Karachi, Roti Press, pp. 125-147	2-8
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#### 4.7 Reconstructionism

Reconstructionism arose as a futuristic movement. They believe that society has been strained nearly to breaking point due to unnecessary expansion of atomic war gadgetories and wide spread public exploitation. These developments created adjustment problems to social, psychological and economic set up. The reconstructionists feel that the situation can be remedied by bringing great changes in educational system. To make the systematic adjustments to changing conditions revolutionary steps are proposed by reconstructionists. By devising the present educational techniques, they emphasise, on human resource development and a very effective institutional frame work which may build society afresh. Hence, it is imperative to have a team of qualified and trained manpower for the development of indigenous capability, rather than teaching out-dated information. The school should prepare youngsters to reconstruct their society according

to the change of conditions, to remain ahead in emerging situation. Armstrong (1981, p. 202) says, "reconstructionism seeks to build society afresh". In this world, there will be heavy emphasise on economic abundance, human welfare, and democratic decision-making. Reconstructionists point to the need to the act positively on the shared long term goals of the human race. Specifically they favour the formulation and implementation of plans of action that are clearly directed towards the achievement of these goals. Reconstructionists process their commitment to achieving their goals by conceiving a Development philosophy based on local cultural and social tradition, local talent, physical resources and involvement of entire population in the process. There believe standardization is both essential and unavoidable, as the education can truly serve the prime purpose of real life in society. There should be an emphasis on active learning and problem solving, being related and dedicated towards establishment of an "Ideal Society". There is an emphasis on practical approaches to moving the real society in the direction of reconstruction. It looks pertinent at this stage to study the following material.

T. Robert Basset (1978)	<i>Education For The Individual,</i> New York, Hasrper and Row, PP . 33-35	2-9
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5      **ACTIVITIES**

1.      "The republic as its name implies, is a book on politics but it becomes a book on pedagogy as well". Please enlist the peculiar feature of Republic to support the view point.

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2.      a)      Enlist the reading Idealist Philosophers:

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- b)      Enlist the qualities of a realist teacher:

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3.      Here is a draft table of activities, please propose activities according to the stages given below for this purpose:

<u>Stage</u>	<u>Proposed Activities</u>
Childhood	<hr/> <hr/> <hr/>
Boyhood	<hr/> <hr/> <hr/>
Adolescence	<hr/> <hr/> <hr/>



4. a) List the principles of pragmatism:

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b) Please write down the basic ideas of pragmatism in the following lines:

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5. By this time you may well have concluded the notion of 'essentialist' education in the light of your own understanding. Please write down the essentials recently emerged discipline in our education system which may be considered as essential:

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6. a) List the intrinsic values which influenced the progressivism:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_  
iv) \_\_\_\_\_

b) Salient features of problem solving method are:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_  
iv) \_\_\_\_\_

7. Enlist the salient features of Reconstructionism:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_

6      **EXERCISE**

- Q.No.1      Define philosophy and critically examine the relationship of philosophy to education.
- Q.No.2      What do you understand by the term 'Idealism'? Please explain it.
- Q.No.3      Explain the characteristics of 'Realism'.
- Q.No.4      How can Naturalist education fulfil the demands of rapidly expanding technological advancements?
- Q.No.5      "Extreme individualism is anti-social, whereas individuals sacrifice their hopes for society? Discuss in the light of 'Pragmatism'".
- Q.No.6      Discuss four cultural influences on 'Progressivism'.
- Q.No.7      Describe the aims of education in 'Essentialism'.
- Q.No.8      How Reconstructionism places emphasis squarely upon the ends of education? Please elaborate.

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UNIT NO.3

**PSYCHOLOGICAL FOUNDATIONS  
OF EDUCATION**

WRITTEN BY  
DR. MUHAMMAD RASHID  
MUHAMMAD JAVED IQBAL

## 1 INTRODUCTION

The students and teachers are dynamic individuals who create their environment through learning. Objectives are set and these form a reference point for learning and teaching process.

Learning basically depends upon human maturation and motivation. Human development stages largely relate to the interaction of learning and maturation.

Personality development is treated as the habitual response while the individual makes to societal behaviour as to maintain his individuality. Our concern is with the ways a teacher can use his knowledge to promote healthy personality development. Similarly, understanding of the physical growth enables the teacher to utilize any evidence of change to enhance a child's potential. In addition, learning experiences that maximize the perceptual deficiencies can be planned by the teacher if he has knowledge and deeper understanding of maturation norms and maturation process.

Maturation has varied and interesting uses in English: aging or ripening; incubation or gestation; supuration meaning fostering, reinforcement or perfection, development means elaboration; and full development means completion. In common usage, the term maturity often refers to the state of readiness for a specific responsibility. When we as teacher, assign a responsibility to a specific student, we have a certain level in our mind. Immature is objectionable term in psychology when used for misbehaviour in a child or student. But in our context maturation is the culminating stage in any growth process. This stage can be distinguished by direct observation or physiological data or by organism, ability to perform a function (Wilson et-al, 1974, p.282). Specific known and unknown physiological maturation is essential to each new step in psychological development. Maturation provides the human beings with necessary physical structures or foundations for learning. Thus learning and maturation are interacting one. Stimulation of different kinds of neurons during mental, muscular, or visceral activity generally increases the individuals' ability to perform related functions to transfer his learning.

Learning is a multisensory process which occurs as a result of some intervention with the environment. It not only occurs in the classroom but also takes place

continuously in our lives through interaction and experiences. It is not something which is 'correct'. If a student misspells a word. It shows only that he has learnt wrong spelling but learning is there. Moreover, learning does not have to be deliberate or conscious. So the fact is that different schools of psychology present different definitions of learning but share a few common ideas. For example every definition of learning uses the terms 'change and experience'.

The Human learning is an open system which is highly individual and complex organic process that allows the individual not only to adapt to his environment but also to change and shape them in an infinite number of ways.

The children in the classroom differ in their physical, social, economic and academic background. The teacher has to encounter these differences in their teaching strategies. Individual difference may be cognitive, sensory and non-sensory. Besides these differences children may face behaviour problems, communication disorders and emotional problems. The school is particularly important for these exceptional children who need very special kind of assistance to become a productive member of the society. Teacher assesses these individual differences by:

- Screening
- Diagnosis, classification and placement
- Instructional planning
- Pupil evaluation
- Programme evaluation

Learning environment for exceptional children vary from least restrictive (regular classroom) to most restrictive environment (residential/institutional). If the individual difference from norm is high, then teaching strategy may require the development of Individualized Education Programme (IEP). Kirk and Gallagher (1986, p.47) define the I.E.P. as:

- The nature of child's problem
- The programmes' long term objectives
- The Programmes short term objectives
- The special education services
- The criteria for gauging the effectiveness of these services.

There are three ways to adapt instruction to the inter individual and intraindividual differences in the children:

1. Change the actual content of lessons.
2. Change the specific knowledge being taught.
3. Vary the environment to create the appropriate setting for learning.

## 2 OBJECTIVES

After completion of this unit you will be able to:

1. Define learning
2. Differentiate between learning and maturation
3. Demonstrate the ability to provide learning environment according to specific individual differences
4. Explain the role of psychology in instructional strategy.

## 3 LEARNING AND MATURATION

Childs' behaviour is influenced and modified by interaction of maturation and environment. Maturation sets limit within which learning can occur. Since maturational processes are at present outside teachers' influence and control, learning remains as the major variable over which we as teachers can have some influence. For some detail, let us have now discussion on learning, maturation and their inter-relationship.

### 3.1 Learning

Learning is a process in human behaviour, it occurs in every thing we do or think. It plays a control role in language we speak, our customs, our attitudes, our beliefs, our goals, our personality traits, both adaptive, and maladaptive. Learning can be defined as relatively permanent change in behaviour which occurs as a result of practice or experience.

If we analyse this definition, we find three important factors or elements in it:

- 1) Learning is change in behaviour which may be for worse or better.
- 2) This change occurs through practice or experience thus so distinguishing it from maturation.
- 3) It is relatively permanent in its nature.

There may be many definitions of learning. Probably the most general definition is that of Guthrie referred by Thompson (1962, p.141).

"To respond differently to a situation because of past response to the situation...". Hull, another authority views learning as "Just as the inherited equipment of reaction tendencies consists of receptor-effector connections, so the process of learning consists in strengthening of certain of those connections as contrasted with others, or in setting up of quite new connections.

It may be considered as the resultant of an individuals' attempt to solve a specific problem. As a teacher, a manager, and a facilitator, we will be looking at learning in this way. Learning is a process in which the person (student, parent, yourself) interacts with the effective environment to produce a stable change in the behaviour. If we analyse this definition we will find these four crucial elements:

- i) Person
- ii) Interaction
- iii) Environment and
- iv) Behaviour change

These are four pre-requisites to learning. The challenge for us as teachers is to develop ways to answer the following questions raised by Worell and Stilwell (1981, p.225) in our classroom.

What is the appropriate learning strategy for this particular individual with the distinctive educational goal in the different environment. For example which learning strategy will improve student driving skill? In our classroom activities, we assess and balance learning strategies, student characteristics, educational goals, and uniqueness of classroom environment. This assessment can contribute in planning to facilitate a particular student or group behaviour change. This plan will be designed jointly and will



challenge teachers' abilities to manage, mediate, or facilitate a change for a classroom or a student in a sensitive manner. It is a fact that a teacher has to consider behaviours as well as behaviour. A person does not perform a single behaviour because people demonstrate a sequence of behaviours, often at the same time. Behaviour has a number of characteristics understanding of these facilitates the classroom management, meditation, and facilitates the learning process.

In behaviour people interact with environments, so a stable change in behaviour occurs, i.e. learning. This process of learning continues beyond the formal schooling. Worell and Stilwell (1981, pp.225-227) have listed characteristics of behaviour as:

- Behaviour of learning
- Behaviour is predictable
- Behaviour may be overt or covert
- Behaviour may be learned.
- Behaviour may be appropriate or inappropriate
- Behaviour may be unlearned

### 3.2 Maturation

Development in its most general psychological sense refers to changes that occur in human beings from birth to death. This is applied to all those which occur in orderly and remain for a long time. A temporary change for example due to illness is not considered to be a development. Human development is broken into number of aspects. Some of these may be:

Physical development:	deals with changes in the body.
Cognitive development:	refers to changes the ways a person thinks.
Personal development:	used for changes in individuals' personality.
Social development:	refers to changes in the way a person deals with others.

Many of the changes involved in human development are simply result of growth and maturation. Maturation refers to the changes that occur maturely and spontaneously and are to a large extent, genetically programmed. Such changes are not usually affected by the environment but exception may be there, as maturation may be adversely affected by severe malmaturation or illness. Much of one's physical growth falls in this category

of maturation. Other changes are brought with ones' interaction with the environment. Such changes comprise of persons' social development. But what about the development of thinking and personality? Most of the psychologists agree that both maturation and interaction with environment plays important role in these areas of development.

During the development, individual may or may not be learning new response patterns. Development includes what is learned from internal or external stimulation but also physical and structural changes that take place as growth proceeds towards maturity. Learning cannot occur until the appropriate physical structure develops.

Learning on the other hand, involves a stable change in behaviour as a person interacts with specific environment. Environmental or stimulus conditions will have a different affect on ones' behaviour at various times in life. So concept of learning is narrower than that of development and is restricted to specific changes that occur under certain conditions. Both learning and development are similar as they involve an interaction between the developing person and his learning environment.

It is important to note that before we proceed further that patterns of maturation for all children seem to essentially the same. However timing of development may vary. The pattern of learning to walk, for example is orderly sequence, i.e. creeping, crawling, standing-up, holding on to a chair or table, standing alone and walking - but exact time at which one will walk vary. Usually this time is about 15 months of age. If a child is very late in walk, his intelligence may be low but this is a complex matter. At the same time gifted children may be slow in walking if they lack motivation or not given chances to walk or over weight etc.

All parts of a human being does not develop and mature at the same rate. Growth follows a cycle where some areas develop more rapidly, some more slowly, and some sport or increase dramatically, all in short time.

### **3.3 Learning and Maturation**

Maturation emphasises the influence of variables which are internal to the organism while learning always results from interaction with the environmental conditions. Learning is a change in performance as a function of practice and this is in

the direction which satisfy the present motivating conditions of the individual cognition is central in human development. It is broad and inclusive concept that refers to the mental abilities involved in acquisition, processing, organising and use of knowledge. Major processes that fall under these are according to Mussat 'et-al (1984, p.219) are detecting, interpreting classifying and remembering information, evaluating, ideas, inferring principles, deducing rules, imagining possibilities, generating strategies, fantasizing and dreaming. The developmental psychologists ask two major questions in this regard.

- (i) What major changes in cognitive function occur as children grow?
- (ii) What factors, account for these changes?

There are two different theoretical approaches to these questions. First is Piaget influential theory which is problem solving and gives attention to perception, memory, fantasy and dreaming. The second is usually called information process approach. This approach focuses on age changes in perception, memory, inference, evaluation, and use of rules.

It is a fact that maturation of brain cannot be separated from consequence of active experiences. Here it seems appropriate to quote most influential developmental psychologist of twentieth century Jean Piaget.

According to him cognitive competence is assumed to be gradual and orderly during childhood. His stages are:

Sensorimotor stage	0-18 months
Pre operational stage	18 months - 7 years
Concrete operational stage	7-12 years
Formal operational stage	above 12 years

These age limits are approximate but all children go through these. No child skips from sensorimotor stage to concrete operational stage. This is because each stage builds on, and is derivative of, accomplishment of the previous one. At each stage, more different, more adaptive cognitive capabilities are added to what has previously been achieved.

### 3.4 Maturation and Learning in Human Infant

Human infant grows so rapidly that some patterns of behaviour emerge almost overnight. As infant cannot remove himself from restricted environment, it is relatively easy to control experimentally many of environment impacts which he might receive otherwise.

McGraw Theory of Maturation interprets that behaviour patterns of human infants are controlled by following developmental levels in neuromuscular maturation.

- 1) Behaviour mediated by subcortical or nuclear mechanisms.
- 2) Diminution of overt behaviour as a result of cortical inhibition.
- 3) Voluntary behaviour as cortical control becomes more complete.
- 4) Smooth performance as various neural centres become integrated from these theoretical interpretations following principles are drawn:
  - 1) Training in any particular activity before neural mechanisms have reached a certain state of readiness is futile.
  - 2) Exercise of newly developing function is inherent in the process of growth, and if ample opportunity is afforded at the proper time, specific achievements can be advanced beyond the stage normally expected.
  - 3) Periods of transition from one type of neuromuscular organization to another are inherent part of development and are often characterized by disorganization and confusion.
  - 4) Sports, regression, frustrations and inhibitions are an integral part of organic growth, and there is reason to believe that they also function in the development of complex behaviour activities.
  - 5) Maturation and learning are not different processes, merely different facets of fundamental process of growth.
  - 6) Evidence that a child is ready for a particular educational subject is to be found in certain behaviour signals, or behaviour syndromes, which reflect the maturity of neural mechanisms. (Thompson, 1962,pp.115-116).

### 3.5 Maturation and Learning in Pre-school Aged Children

Human behaviour becomes more complex as age increases, maturational

processes are more highly differentiated and environmental factors increase. All these make it difficult to identify the factors of maturation and learning as infant moves into pre-school age group. In our culture it is not possible to conduct environmental restriction experiments with older students which have sufficient duration so effects of maturation alone can be traced out. Training experiments with control groups provide largest bulk of information on pre-school children.

A number of experts suggest that children go through critical periods during which learning opportunities are specially effective and beyond which are less effective, innate releasing mechanisms become functional on maturational basis. If opportunities to learn during a given developmental period do not occur, children may fail to learn a given behaviour pattern.

Practice is relatively more effective in certain types of activities when it occurs at higher level of maturational tasks. But practice is total ineffective in hastening the appearance of certain skills.

### **3.6 Maturation and Learning in Elementary School Children**

As children become older, individual differences in abilities are magnified, different rates of psychological growth result in larger absolute differences in achievement levels as children grow. This increasing divergence in abilities with advancing chronological age by itself a poorer and poorer criterion for approximating the maturational - experiential level of older children. As child becomes older, need for special scales becomes more and more apparent so that his developmental status can be determined in various aspects of psychological growth. This includes intelligence tests, social maturity, motor abilities, reading readiness, academic achievements, and emotional maturity etc. Such instruments measure a combination of maturational status and experiential background. Because maturational status and result of previous learning have been so interwoven that maturation and learning cannot be separated, so a new term "Readiness" has been coined by the psychologists. Readiness means, that child is capable of successfully mastering the learning activity and this appears to be the most appropriate time to introduce a new experience.

The elementary school child's development in different abilities makes provision for more learning. This versatility increase with increase in age allows the child to adjust

with complex environment outside the home. But this greater latitude in learning raises a problem also that what learning experience will best promote the immediate and long term adjustment of the children to the demands of our Pakistani society.

For more comprehension, please study the referred pages.

Ripple, E. Richard Bkachler, R.F. and Jaquish, G.A. (1982)	<i>Human Development</i> , Boston, Houghton Mifflin Comany, pp.160-180	3-1
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#### 4 INDIVIDUAL DIFFERENCES AND LEARNING

We are all aware of how children of the same age vary physically. Some are tall and thin, others are short and chubby, with lots of variations in them. Variation is found also in intelligence, emotional maturity and social development.

Individual differences can create a problem for classroom teacher. If a third grade lesson is designed for a student having intellectual development of 8 years. What is presented to a child having cognitive abilities of 12 years or 5 years? Lesson becomes too easy or too difficult. At the same time a child with 8 years cognitive abilities may create emotional problems.

Each students who comes into the classroom has a particular background of learned experiences, special capabilities, and expectancies about school so each student reacts differently to teaching strategies and teachers personal style. Every student is unique individual, with a particular set of reaction patterns. These are the variations in any given characteristics which we observe called individual difference.

What is implication of these range of individual differences for learning? Many teachers use the normal curve of distribution to determine their instructional objectives and experiences for student learning. It means that most of the students will fall into the average range of achievements. Bloom (1956) describes a master learning approach in which learner is expected to meet a set of learning objectives. After assessing entry behaviours teachers adjust their objectives accordingly and provide such learning experiences so that objectives can be achieved.

The cognitive differences of the individuals have been described as cognitive style that may be related to learning. Messick (1976) has defined cognitive styles are the characteristics way of organizing and processing information and experiences. Although cognitive styles are classified as personality traits, they also reflect consistent differences in cognitive functioning and this reflects both differences in ability and personality.

Our schools are not well organized to deal with such differences. Usually children start with first grade at about same time, move one grade per year, use the same text books, follow the same curriculum and follow the same standards with some exception of Allama Iqbal Open University (AIOU). Teachers usually forget the individual differences, become intolerant to the students who lag behind or move ahead.

So when students in the same classroom are remarkably different, it is difficult for the teacher to help them reach their potential without some assistance.

The development and use of tests and measurement can determine various levels of development. For a specific case, it can be diagnosed why a particular student is not progressing satisfactorily. If tests are administered to a population, we can see the interindividual differences in a school system, a state, a nation. Differences may be in the following areas.

#### **4.1 Academic Performance**

In any academic level, there is range of academic performance. Without introducing other dimensions, teacher faces three different groups:

- 1) those performing at grade level
- 2) those performing below grade level, this group requires remediation
- 3) those performing above the grade level and this group demands greater challenge.

#### **4.2 Academic Aptitude**

Individual differences are not only apparent in academic performance but also in academic aptitude. The measure of this aptitude can provide information to teachers about student population and how many students are performing below their potential.

Historically intelligence tests are used for academic aptitude. These measure: development of memory, association, reasoning, classification and mental operations which are very important to learning. Those who score high on intelligence test usually do well in school.

The mental operations tests are crucial to academic performance. But intelligence tests have gone under severe attack in recent years. One reason of disagreement on the meaning of Intelligence Quotient (I.Q.). I.Q. was used in past, "to indicate innate intellectual potential, to predict future academic performance, and to indicate a child rate of mental development compared to others of same age". (Kirk and Gallagher, 1986, p.40). Actually these tests are not pure measure of genetic potential but are value predictor of academic ability and can be used for providing better learning experiences to the student.

#### 4.3 Intraindividual Differences

The differences in the abilities within the child provide us information we need for individualized programmes. These programmes adapt to the strengths and weaknesses of the individual child. Intra individual differences can show up in any area: intellectual, psychological, physical, or social. For example child may develop physically according to norm but may not be able to relate socially to peers. For teachers it is just as important to know the child's unique pattern of abilities and disabilities as it is to know how the child compares with other students.

- 1) Is there any discrepancy in the development?
- 2) Is this discrepancy in achievement?

All of these types of questions are part of diagnosis and remediation process.

Now let us study some of the major classes of individual differences in relation to physical and mental development.

#### 4.4 Gifted and Talented

This group of individual difference is traditionally referred to people with intellectual gifts. Each culture defines giftedness in its own way but this type of person is blend of individual ability and societal need or reaction. Sidney Marland (1972, p.10)



defined these as:

"Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programmes and services beyond those normally provided by the regular programme in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

- 1) General intellectual ability
- 2) Specific academic aptitude
- 3) Creative or productive thinking
- 4) Leadership ability
- 5) Visual and performing arts"

Talented generally refers to a specific dimension of skill.

After revision of Binet-Simon Tests of intelligence, Lewis Termon, a professor of Psychology conducted a longitudinal study on characteristics of intellectually gifted students. His findings as reported by Kirk and Gallagher (1986, p.77) are:

Characteristics of Intellectually Gifted Students  
(Termon Longitudinal Study)

Characteristics	Findings
Physical	Above average in physique and health, mortality rate 80 percent that of average.
Interests	Very interested in abstract subjects (literature, history, mathematics), broad range of interests.
Education	Rates of college attendance eight times that of general population; achieved several grades beyond age level throughout school career.
Mental health	Slightly lower rates formal adjustment and delinquency; prevalence of suicide somewhat lower.
Marriage-family	Marriage rate average; divorce rate lower than average. The group's children obtained an average IQ score of 133.
Vocational Choice	Men chose professions (medicine, law) eight times more frequently than did the general population.
Character tests	Less prone to overstatement or cheating; appeared superior on tests of emotional stability

#### 4.4 Learning Environment

There are many ways to provide learning environment to the gifted children. Most of these are designed to provide chances for these children get together for a some time. Because they:

- 1) Can interact together, stimulate by their intellectual peers.
- 2) Can reduce the variance within them so teacher can provide instructionally relevant material in more easy way.
- 3) Can benefit from a teacher who has special experience with the gifted.

There are seven methods to change the learning environment and these are given below:

- 1) Enrichment classroom
- 2) Consultant teacher
- 3) Resource room pull-out
- 4) Community mentor
- 5) Independent study
- 6) Special class
- 7) Special school

Student acceleration is a method used by teachers for providing better learning environment. In this process, students are allowed to pass through educational system as quickly as possible. Stanley (1979) proposes these styles:

- Early school admission
- Skipping grades
- Telescoping grades
- Advanced placement
- Early college admission

#### 4.5 Mental Retardation

In contrast to our earlier discussion, there is class of children who have significantly subaverage general intellectual functioning. Most common definition of this class of individual differences is by American Association on Mental Deficiency (AAMD).

"Mental retardation refers to significantly subaverage general intellectual functioning of existing concurrently with deficits in adaptive behaviour and manifested during the developmental period". (Grossman, 1983, p.1).

Students who score between -2 standard deviation and -3 standard deviation on intelligence scale are considered mildly mental retarded if they perform low social adaption also. If performance is below -3 standard deviation but who are capable of responding to test are said to be moderately retarded.

If we use I.Q. level then classification is as:

Mild I.Q. score of 50-55 to 70

Moderate I.Q. score of 35-40 to 50-55

Severe and profound I.Q. Score below 35.

The most distinguished ability of this group of children is their limited ability of cognition. The memory capabilities of children with mental retardation are deficient in comparison to their age rate. The deficiency is proportional to the mental retardation. As these have less intelligence level, Drew et-al (1986) concluded from literature that retarded children are less able to grasp abstract concepts as proposed to concrete concepts when compared with children of normal intelligence. So deficiency in educational achievement is obvious. This deficiency is also due to general language deficiency which these students face.

### **Learning Environment**

Learning environment has been given special emphasis now-a-days. The major emphasis is on least restrictive environment and mainstreaming. There may be four types of environments:

- 1) Regular class
- 2) Resource room
- 3) Special class
- 4) Residential institution

But the question is, does the type of environment make a difference in the level of academic achievement, social adaptation, or cognitive development in mild and moderately retarded children? Unfortunately research answer is "does not make a striking difference in any dimension". The impact of mainstreaming or special class depends upon what type of disability or handicapping condition is involved. Usually children with behaviour disturbance problems seem to get benefit but children with mild mental retardation do less well in these settings.

#### 4.6 Children with Visual Impairments

This term visually handicapped describes all degrees of visual impairment: from severe visual impairment to the total blindness major classification of visual impairment is:

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Classification	Level of vision	Level of disability
Low vision	Severe	Performs visual task at a reduced level of speed, endurance, and precision even with aids.
	Profound	Has difficulty with gross visual tasks; cannot perform most detailed visual tasks.
Blind	Near blind	Vision is unreliable - relies primarily on other senses.
	Blind	Totally without sight - relies exclusively on other senses.

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Source: Educating Exceptional Children by Samuel A. Kirk and James J. Gallagher p.167 Houghton Mifflin Company Boston.

Many psychologists have tried to investigate the intellectual development of the visually handicapped children. Studies indicate:

- Blind children retain specific experiences as normal children do but their experiences are less integrated.
- Blind score about the same on scales of arithmetic, information vocabulary and numerical ability but less on comprehension and similarities.
- Vocabulary of blind tends to be limited to word definitions, sighted children use richer meanings.

#### Learning Environment

Theme of learning environment provision is to bring visually impaired children closer to normal by least restrictive environment. Spungin et-al (1981) proposed these type of services:

- Pre-school programme
- Teacher consultant
- Itinerant Teacher
- Resource room
- Special Class
- Special school programme

Mainstreaming remained part of educational programme in one or other form in this century. If we place blind children in the normal class the teacher of normal class will need assistance from consultant, resource room. This help will be required more when the number of visual impaired students increase or degree of impairment increases.

#### 4.7 Children with Hearing Impairment

This group of children is somewhat heterogeneous. Several factors like degree of hearing loss, time at which hearing loss occurred and the type of loss are involved in this group of individual differences. Range of hearing loss comprises of mild, moderate, moderately severe and profound. Frisina as quoted by Kirk and Gallagher (1986, p.212) describes the physical and educational dimensions of hearing impaired persons as.

"A deaf person is one whose hearing is disabled to an extent ... that precludes the understanding of speech through ear alone, with or without the use of hearing aid.

A hard of hearing person is one whose hearing is disabled to an extent ... that makes difficult, but does not preclude the understanding of speech through ear alone, with or without a hearing aid."

The second important factor is at what time hearing loss occurred i.e. pre-linguigual deafness, post linguigual deafness.

As deaf children usually score significantly below the grade level in school especially in upper grades, one has to think whether these children are cognitively deficient or not? It is a fact that learning problem stems from language difficulties not from cognitive disabilities.

For all children, cognition and language in dynamic interaction are probably most important factors in the learning process.

#### **Learning Environment**

Teachers of deaf may differ on the methodology of early education, but all agree on importance of early education. The primary objectives of this may:

- To develop language and communication skills.
- To give deaf children opportunities to share, play and take turns with

other children.

- To help the children use their residual hearing...
- To develop readiness in basic language, reading, and arithmetic. (Kirk and Gallager, 1986, p.233)

At elementary and secondary level, ideally mainstreaming of learning environment is recommended but mainstreaming at secondary level is difficult as deaf lag behind their age mates in grades.

#### 4.8 Children with Physical Handicaps

This group of physical difference is one of the smallest size but most heterogeneous group. Some physical handicaps are very obvious but some are subtle. Some are result of disease but some are caused by injury. This group is very diversified but can be grouped into two categories. Physical disabilities or health impairments. Physical disability results from a condition like Cerebral palsy or a spinal cord injury that interferes with the child's ability to use his or her body. Health impairments is comprised of physical conditions that affect a youngster's educational performance, including limited strength, vitality or alertness due to chronic or acute health problems such as heart condition, tuberculosis, and rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes. Usually when a physical condition makes a student unable to participate in routine activities - the child is said to be physically handicapped. This does not mean that a child cannot learn but it places a special responsibility on teachers as they have to provide/manage the requisite learning environment so that objectives may be achieved.

Children with physical handicaps have many kinds of conditions. These children carry differences as well as similarities. Each usually affects one system of the body particular musculoskeletal system (muscles, bones, joints) or neurological system (brain, spinal cord, and nerves) or cardiopulmonary system (heart and lungs).

Physically handicapping conditions can stem from factors affecting pre-natal development, from later injury or from disease. The cause of condition and the age at which the condition develops influence the kind of problems that children with physical handicaps experiences.

## Learning Environment

As it is varied group, a variety of learning environment is used to meet the individual differences of the students. Individualization requires continuum of learning environment. This implies to provide opportunities of learning in regular classrooms, resource rooms, special classes, special schools, perhaps at home and hospital also - according to their individual differences. As for curricular changes for children with physical handicaps who have normal intelligence focus is on emotional adjustment, motor, health, and other self care skills. Students with only physical handicaps can achieve their potential in regular class because they share the same opportunities and experiences.

For further understanding of individual differences, please read Cliffords' work.

Clifford, Marget M.(1981)	<i>Practicing Educational Psychology</i> Boston: Houghton, Mifflin Co., pp.400-427	3-2
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## 5 INSTRUCTIONAL STRATEGIES AND PSYCHOLOGY

Classroom is a world where uncertainty prevails as a teacher is never sure which student will show up. School day may full of interruptions and unforeseen events. To deal with these, teacher takes decisions, in these psychology helps the teacher especially in choosing the instructional strategy. In general, activities related to teaching strategies are instructional functions. These make together a lesson. Instructional functions are as:

- 1) Daily review and checking homework
- 2) Presentation
- 3) Guided practice
- 4) Correctives and feedback
- 5) Independent practice (seat work)
- 6) Weekly and monthly review.

Lesson is a basic unit of Instruction. A lesson is also seen as material of the curriculum to be covered in a sitting. To conduct a lesson, teacher:

- 1) Provides an anticipatory set for learners
- 2) States the objectives of the lesson to learners
- 3) States the purpose of the lesson to learners
- 4) Provides input to learners
- 5) Provides modelling for learners

- 6) Checks learners for understanding
- 7) Plans guided practice for learners
- 8) Achieve closure
- 9) Plans independent practice.

These are component of Hunter-style lesson.

Educational psychology is social science which tries to explain teaching learning process. It tries to solve the problems involved in scientific basis. Theories, developed has empirical basis and logical thinking. Teaching strategies are used to accomplish goals, i.e. desirable ends. Educational goals primarily deal with learning, memory and transfer of cognitive, social and moral behaviours. Due to increasing effectiveness it is recommended that our teacher should formulate his objectives and goals within scientific problem solving framework and teaching strategies should be selected accordingly.

Effective instruction is more than effective lectures. Carroll (1983) describes teaching in terms of management of time, resources, and activities to ensure student learning. The model proposed by Carroll has five elements:

1. Aptitude: Students general abilities to learn.
2. Ability to understand instruction : It is students' readiness to learn a particular lesson. This relates to abilities, but also to the knowledge of pre-requisite skills or information needed to understand the lesson.
3. Perseverance: The amount of time students are willing to spend on learning. Perseverance is mostly product of students motivation.
4. Opportunity: The amount of time allowed for learning. Opportunity relates to the amount of time teachers spend on teaching a particular skill or concept.
5. Quality of Instruction: The effectiveness with which a lesson is actually delivered. Quality of instruction is high if students learn the material presented to them according to abilities and level of prior knowledge and skills.

Carroll discussed these elements in terms of (1) time actually spent on learning and (2) time needed to learn, and established following relationship.

$$\text{Degree of Learning} = f(\text{time spent}/\text{Time needed}).$$

Carroll mixes two kinds of elements: (1) those that are directly under the control of the



teacher and (2) those that are characteristics of student over which teacher has little control. Ability to understand instruction depends upon partly on the quality of the student and partly upon teacher. While opportunity (time) and quality of instruction are directly under the control of teacher or school.

The QAIT model of effective instruction. Slavin (1987) described a model focusing on the alterable elements of Carroll's model. The elements which are considered by Slavin are quality, appropriateness, incentive, time (QAIT) can be directly controlled by the school.

Slavin (1994, p.310) details the model as:

1. Quality of Instruction: The degree to which information or skills are presented so that students can easily learn them. Quality of instruction largely depends upon the quality of curriculum and presentation of lesson.
2. Appropriate level of Instruction: The degree to which the teacher makes sure that students are ready to learn a new lesson.
3. Incentive: motivational level to work on instructional tasks and to learn the material being presented.
4. Time: The degree to which students are given enough time to learn the material being taught.

To deliver effective lesson is the heart of teachers' craft. Some aspects of lesson presentation are learned on jobs. But psychologists have studied the elements which contribute towards effective teaching. Effective teaching uses many methods and strategies. Teacher may use discovery, direct instruction, discussion, cooperative learning or other strategies.

There are times when the most effective and efficient way to teach students is direct instruction. In this teacher presents lesson information directly to students, structures class time in such a way that already clearly defined objectives may be reached efficiently. This strategy is useful when well defined subject matter is to be mastered. But not very appropriate when deep conceptual change is objective or exploration, discovery, and open ended objectives are objectives of instruction. A brief detail of the parts of direct instruction are as follows:

1. State learning objectives and orient students and lesson.
2. Review pre-requisite
3. Present new material

But analogies must be thoroughly familiar to the learners then that they relate in a direct way to the concept being taught by the teacher.

(d) **Elaborations**

According to Reigeluth (1983) a cognitive psychologist, is process of thinking about material to be learned in a way that connects the materials to information or ideas already in the learners' mind. Here study of Stein et-al (1984) may be of our interest. These researchers conducted a series of experiments in which students were given list of phrases for learning. Phrases were as "The grey haired man carried the bottle". While some students were given same phrases but were elaborated as "The grey haired man carried the bottle of hair-dye bottle".

These students recalled the phrases in much better way than those who did not receive elaboration. The connections between "grey-haired man" and bottle is arbitrary until we give meaning by making linkage with "hair-dye". The principle which elaborates the information is easier to understand, remember and apply. So students can be asked to think of connections between ideas or relate new concepts to their lives. So elaboration is process of thinking about new material in a way that helps to connect it with existing knowledge.

Now let us study these referred pages so you can get more insight in the sub-topic.

Woolfolk, A.E. and Nicolich, L.M. (1980)	<i>Educational Psychology for Teachers.</i> New Jersey. Prentice-Hall Eng.wood Cliff, pp.373-387	3-3
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## 6 ACTIVITIES

1. Select 10 students of your class, locate maturational differences among them.
2. Observe the students during recess. Find the events where you think that achievement is maturation based.
3. Design some acceleration and enrichment strategies for gifted children on a specific topic.
4. Mentally retarded children are usually low on intelligence. Think of five measures to help mild mentally retarded children while teaching arithmetic.
5. Analyse the causes of low academic achievement from low achievers of your class. Sensory deprivation may be one cause of low achievement. How a partial visually impaired child can be assisted in learning in normal class.
6. Refer Question No.5, the second difference may be in hearing. Adapt any lesson of your timetable to this group of children.
7. First step in Direct instruction is "to state learning objectives and orient students to lesson". Translate this statement in written form keeping in view any topic of your interest and discuss its implications with your colleagues.
8. Enlist and discuss with your class fellows, the role of Psychology in enhancing the level of learning.

7      **EXERCISE**

- Q.No.1      Why Maturation is an important variable for Psychological study?
- Q.No.2      "Training in any particular activity before the neural mechanisms have reached a certain state of readiness is futile". Discuss.
- Q.No.3      Practice is relatively more effective in certain types of activities when it occurs at high level of maturational level. Why? Enrich your answer with examples.
- Q.No.4      Among development Psychologists Jean Piaget has influenced the learning process the most. Write down the implications of his stage development theory on designing teaching examples.
- Q.No.5      Differentiate between genotype and phenotype.
- Q.No.6      Discuss critically any five definitions of intelligence.
- Q.No.7      Gifted children fall above 2 standard deviations on I.Q. curve. How a teacher can accommodate their individual differences in a normal class?
- Q.No.8      Why mental retardation needs special adaptation and support programme so that potential of these children may be optimized.
- Q.No.9      Enlist the pitfalls of discussion strategy.
- Q.No.10      Psychology helps teachers to make their teaching strategies effective. How?

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UNIT NO.4

**SOCIO-ECONOMIC FOUNDATIONS  
OF EDUCATION**

WRITTEN BY  
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## 1 INTRODUCTION

Education as a part of culture has twin functions of conservation and modification or renewal of culture. Education is conceived as a systematic effort to maintain culture. In its technical sense education is the process by which society, through schools, colleges, universities and other institutions, deliberately transmits its cultural heritage, its accumulated knowledge, values and skills from one generation to another.

Education is an instrument of cultural change. Education can impart knowledge, training and skills as well as inculcate new ideas and attitudes among the young. It is culture in which education germinates and flowers. It is the culture also upon which education exerts in turn, a nourishing influence.

However, culture is a collective term for behaviour patterns, socially transmitted. In ordinary language culture means good manners and good taste. Kneller (1963) defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man, as a member of society.

On the other hand, we are concerned only with the perpetuation of society alongwith its improvement. The school is not an image of society where the virtues and vice of society are reflected. It should serve as a laboratory for testing the traditions, values, beliefs, and attitudes, prevailing in a particular society and taking upon itself the task of making the society a better one, it brings us to the problem of (1) removal of social lags and (2) planning of model society. Cultural lag is defined as the degree to which certain aspects of culture lag behind the changes in its other related aspects. All the parts of our modern culture are not changing at the same rate and since there is correlation or inter-dependence of parts, a rapid change in one part requires re-adjustment through other changes in various correlated parts. A culture lag occurs when the different aspects of the society fails to adjust themselves to changes effected in some of the parts. The changes in ideas, beliefs and value systems, for example, will be slower than the changes in material-conditions. In our society, the economic system is changing fast, industrial economy is replacing the rural economy. A lot of work is being done by machines or we can say that human labour is being replaced by machines. But the social structure is not keeping pace with the changes in the economic structure.



many cultural anthropologists regard socialization as a process of acculturation or the culture of a group. It means that for the adoption of a culture one must participate in the activities of the society. One must mix up with others to learn the habits etc., of the society to which he belongs. In other words to socialise oneself one must learn the culture of the society.

Kneller (1963,P.127) has observed, "We cannot teach the coming generation to be good simply by teaching them to be wise. They must have plenty of opportunity to habituate themselves to moral ideals. Instead of learning lessons in school apart from life, school must incorporate into itself a social context of shops, laboratories, and play grounds. Not only that, but moral learning in school and college must be continuous with moral training outside through field trips, community activities and the like. If school fulfills this large function, we may be assured that anything learned in an enterprise having an aim and in cooperation with others will be inescapable moral."

Society is very keen that its young members should not lapse into ignorance. Whatever it has attained in social, cultural, religious and other fields it feels its bounden duty to transmit it to the next generation. As the society has become more complex and knowledge is piling up it feels the need for formal education and thus society starts schools to educate its members.

Education is obviously reflection of the social, cultural and political conditions prevailing outside. It reflects the society but it has within it the seeds of dynamics of change and thus can keep pace with the fast changing world. The schools thus are not blind followers of the dictates of the society but when it degenerates they can improve it and enthuse it with new vista of thought and new horizons of desirable ideals.

The school has to give up its ivory tower isolation. It must be closely linked with the society. The starting point of educational reform must be the relinking of the school to life and restoring the intimate relationship between them which has broken down with the development of the formal tradition of education.

However, effort has been made in this unit to highlight the socio-economic foundation of education.

## 2 OBJECTIVES

After studying the unit, it is hoped that you will be able to:-

1. explain the concept of society and culture;
2. identify the social conditions and their impact on education;
3. discuss the economic conditions and education; and
4. describe the relationship of politics with education.

## 3 CONCEPT OF SOCIETY AND CULTURE

Society, according to Zais, is

"a collection of individuals who have organized themselves into a distinct group"

As you will realize, sociologists differ about the basis of that organization, or more correctly, about the basis of social order in any society. On the one hand are those who argue that social order is maintained through a consensus about shared values and beliefs, which lead to shared norms of behaviour. Thus society is seen rather like a body, with all parts interrelating to man as an organic functional whole. On the other hand are those who argue that society exists to serve men's interests, but that the interests of different groups conflict. In particular, differential access to scarce resources, wealth, power, prestige and knowledge is the basis of the conflict. The apparent consensus in society is false; the supposed "shared" values of the society are, in fact, the values of the dominant social group who impose them upon the rest.

Zais describes culture as, "a kind of social cement that consists of the characteristic habits, ideals, attitudes, beliefs and ways of thinking of a particular group of people."

Reynolds and Skilbeck argue that the idea of culture is rather elusive, that rather than being a thing it is a process.

We can regard it as the field of interaction between (1) men's social relationships and conventions, (2) the symbolic forms available to them for focusing on and

coordinating experience and (3) their systems of belief, value and actions."

Thus although 'society' and 'culture' are not the same thing, they are interdependent.

It is worth examining the concept of culture in more detail, since, as Lawton states, schools make selections from the culture in planning and implementing curricula:

"Certain aspects of our way of life, certain kinds of knowledge, certain attitudes and values are regarded as so important that their transmission to the next generation is not left to chance in our society."

However, the word 'culture' has two distinct meanings. In popular usage it tends to refer to some sort of "high" culture, reflecting minority tastes in such areas as music, the visual and performing arts and literature. Thus a link is made with minority tastes, social position and elitism.

It is more technical usage, anthropologists and sociologists refer to culture in a descriptive but as far as possible, value-free way. An example of the type of definition used by such workers is given below:

Culture is more than a collection of mere isolated bits of behaviour. It is the integrated sum total of learned behaviour traits which are manifest and shared by members of a society.

A culture, as we have seen, defines an accepted way of life in a society. Therefore, it suggests that such a way of life is preferred, or valued over any other. Cultural norms provide guidance to individuals about what they ought or ought not to do. Nevertheless, it is hard to interpret the values of an individual, not to mention a society. Are our values displayed in what we do, or what we say we believe in?

Charles Morris (1956) distinguishes between:

- (1) conceived values (the values that people say or think they believe in),  
and
- (2) operative values (the values that are implicit in the way people behave).

You will no doubt be aware that incongruities between the two are often perceptible. Zais comments on such incongruities in the American school system; he quotes Raymond Muessing, and gives the example of the conceived American value of "the dignity and worth of the individual human personality".

Muessing says:

"for a significant number of our students a feeling of dignity and worth in a school milieu is an unknown or rare experience. Standing and esteem have been withheld from... youth who are from low income situation; who are "culturally deprived", who are members of identifiable minority groups; who are "slow learners"; who are not "properly motivated", who have emotional or "adjustment" problems; or who are "different" in other ways". (Muessing 1968.P.27)

After these introductory lines, please go through these referred pages.

Kneller, George F.ed. (1963)	<i>Foundations of Education</i> , New York, John Wiley and Sons, Inc. pp.320-352	4-1
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#### 4 SOCIAL CONDITIONS AND EDUCATION:

Education has assumed a great responsibility with the march of civilization. It is no longer concerned with imparting knowledge. It is concerned with the change of the right type of behaviour in an individual. Education is concerned with preparing the mind of the pupil for the right type of thinking in a society so that the problems of stratification and disintegration with which the society is confronted, could be solved amicably and peacefully. Education is expected to play an important role in tackling anti-social behaviour.

Education starts from the cradle and continues throughout life. It should enable an individual to sublimate the basic instincts and develop healthy attitudes towards life. The educative forces of the school exert active influence towards social control and change. The concept of democracy and world citizenship should be fostered through education. Various agencies of education contribute to social change at various stages of life.

Family is the first unit of social life. Social experience in the family in early childhood proves a basis for the development of personality and culture. The family plays

a great role in aiding or subverting the larger social process through effective or ineffective social control. Likewise, missions and cultural centres also play their roles in the process of social change and social control.

The mass media of communication, like public opinion, radio, press and television are the agencies of social change.

Social schools whether part-time or full time need to be started for training the cultivators who work in the fields and classes should be held in the evening or other suitable time so as to allow them to go on as usual with their daily routine of work. Education for the rural population should cater to the demands of the various operations involved in efficient agriculture. The illiterate peasants can be trained in the task of mechanized cultivation, manuring and fertilization, as well as irrigation and other operations. Programmes of social and civic education should be planned so that they are made conscious of their rights and obligations.

It is now widely held that a society wishing to change or modernize itself uses a number of means among which education is perhaps the most important one to achieve the desired goal. Education is considered to be of an immense help in realizing the ideals of democracy, secularism, national integration and industrialization.

Education is expected to change the values and attitudes of the people and to create in them an urge or the necessary motivation for social change.

It is generally believed that education will provide necessary training in skills and occupations and thus produce the needed competent personnel for manning the different specialized jobs in modern industrial, business, educational and research establishments.

Education is considered to be an important instrument of assisting people in knowing their weaknesses and enabling them to gain necessary knowledge in order to achieve progress in various spheres of their life in a systematic or consistent manner.

For more comprehension, go through these pages.

Saxena, Swaroop. N.R (1993)	<i>Philosophical and Sociological foundation of Education</i> , Meerut, R. Lall Book Depot, PP.504-514	4-2
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## 5 ECONOMIC CONDITIONS AND EDUCATION:

Socio-economic condition of a country has a great bearing on the educational system of a country. Two points must be understood very clearly. The first is that schools are a part of society and not apart from it. Secondly schools can be understood only with an understanding of the society they reflect.

The relationship between education and society has been summed up by the International Commission on the Development Education (1972) as, "In our view, there is a close correlation simultaneous and delayed between changes in the socio-economic environment and the structures and forms of action of education, which we believe makes a functional contribution to historical movements. Moreover, it seems to us that through the knowledge it provides of the environment in which it operates education may help society to become aware of its problems and provided that efforts are centred on training 'complete men' who will consciously seek their individual and collective emancipation, it may greatly contribute to changing and humanizing societies."

The International Commission on the Development of Education (1972) has again observed, "The social demand for education is constantly increasing. Pupil on the one level strive for the level above. Parents generally want their children to have a higher degree of education than they had themselves. Education is regarded as the primary instrument in social mobility. In developing countries, university degrees and diplomas often take on the value of substitutes for titles and privileges customarily recognized in ancient feudal-style societies, whose social structures survived despite changes in regime. These considerations of prestige and form sometimes strongly influence the orientation given to educational systems and the resources allocated to different disciplines."

The International Commission on the Development of Education (1972) observed. "It is far more necessary to-day than in the past to have reforms in education to achieve social and economic development objectives."

It is hard to conceive of society developing without a renewal in education. This is valid for all societies of whatever type, whatever their predominant doctrine and however, they envisage their future-whether reformist or revolutionary".

In Pakistan, the upper middle class in approximately ten to fifteen per cent of the population may be found in this category. The children of this category also attend public and expensive schools. Similarly, the lower middle class. This class is represented by government subordinates, school teachers, shopkeepers etc. Their children generally strive very hard at school and often do very well in their performance. In many cases students coming from these families feel frustrated when they find that they are denied equality of opportunity in education and society also.

The condition of the lower classes are appalling. It is estimated that about 50% of the people belong to this category. Peons, domestic workers, sweepers, labours, petty craftsmen, landless farmers etc. come in this category. They live in over-crowded conditions, huts or temporary shelters. Their children usually study in schools where there are no adequate building and furniture facilities.

Pakistani society demands admission and recruitment in educational institutions without discrimination not only on grounds such as class, colour, but also on sex. At present, a vast majority of Pakistani 140 million population live in rural areas. Educational facilities in rural areas are very less than the urban areas. Education of women in some areas is less than the urban areas. There is due need to put stress on the education of women.

A United Nations Report on community development points out that the key to success in community development lies in the "intelligent participation of women". A woman who has benefitted from a well-planned functional literacy programme is clearly going to be an asset in moving her whole family unit forward on the road to socio-economic emancipation. Apart from keeping the nations overall literacy level down to a woe-begone 29.3 per cent, the failure to draw girls and woman into the educational mainstream poses a serious obstacle to socio-economic development. On the other hand, the experience of technologically advanced countries give a clue to likely future developments. In fact, there are, already indications that women may be called upon to participate actively in a wide variety of jobs which must be done in a rapidly developing economy. It would, therefore, seem imperative to re-define the role of women in a developing economy in the context of the adaptive demands of modernization.

The Education Policy 1992 greatly stressed that one of the social objectives of education is to equalize opportunities enabling the backward or underprivileged classes and individuals to use education as a level for the improvement of their conditions. The policy suggested various reforms in this connection.

National Education Policy also took note of the unproductive educational system and suggested a new educational pattern based on science and mathematics and work-

experience so that education should be modernized and productively increased and the educational system geared to the economy and manpower needs of the country.

However, for further details of topic, please read the below referred material.

Kneller George, F.(ed.) (1963)	<i>Foundations of Education</i> , New York. John Wiley And Sons, Inc. pp 282-319	4-3
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## 6 POLITICS AND EDUCATION:

Educational system operates in a political context. All major decisions are made by politicians, either nationally or locally and are part of complicated relationship between local and central government. The over-riding power of elected members of parliament and local councillors to decide the allocation of resources, the structure of school system, the procedures relating to the appointment and promotion of teachers, their pay and conditions of service have never been challenged as usually it is part of responsibility of government.

What is the role of education in society? For this, it is necessary to place education basically in political perspective. A perspective which demonstrates its ultimate purpose as reinforcement of established patterns of power. Political scientists have not studied drastically the links between formal education and the political order. Obviously the future citizen is socialized into particular societal norms, and presumably he will act as they dictate as long as his socialization has been successful and has the means to structure of his behaviour. In other words political socialization is not a neutral process, but it has cultural and ideological biases. This is a fact that politics and education has positive correlationship.

If socio-cultural forces influence the education, then ideological pressures determine the direction of the influence. According to Tapper and Selter (1978, p.3) the most significant linking of class, education and politics is found in that literature which describes the context within which behaviour is acquired as ideologically biased.

The suggestion is that learning is directed not so much to develop an individuals' political talent but ensure perpetuation of the character of the established order. The assumption is that all politics will attempt to create patterns of political behaviour which are conducive to their continuity stability which means ensuring the acceptance of, or less positively compliance to, existing structure of political power.

Oldest form of political influence is that educational system which is part of ideological state. We can see this, in the aims and objectives of National Education Policy (1998-2010).



## 2 AIMS AND OBJETIVES

2.1 Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human needs. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society.

2.2 After Independence in 1947 efforts were made to provide a definite direction to education in Pakistan. Quaid-i-Azam Muhammad Ali Jinnah laid down a set of aims that provided guidance to all education endeavors in the country. This policy too has sought inspiration and guidance from those directions and the Constitution of the Islamic Republic of Pakistan. The policy cannot put it in a better way than the Quaid's words in his message to Pakistan Education Conference held in Karachi on November 27, 1947:

You know that the importance of education and the right type of education, cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy, and substantial progress, we must earnestly tackle this question and bring our educational policy and program on the lines suited to the genius of our people, in consonance with our history and culture, and having regard to the modern conditions and vast developments that have taken place all over the world.

There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in various branches of national life in a manner which will do honour to Pakistan.

2.3 These desires of the Quaid have been reflected in the Constitution of the Islamic Republic of Pakistan and the relevant articles are as follows:

The State shall endeavour, as respects the Muslims of Pakistan:

- i. To make the teachings of the Holy Qur'an and Islamic compulsory, to encourage and facilitate the learning of Arabic language, and to secure

- correct and exact printing and publishing of the Holy Qur'an; to promote unity and the observance of the Islamic moral standards [31(2) a, b].
- ii. To provide basic necessities of life, such as, food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment [38 (d)].
  - iii. To remove illiteracy and provide free and compulsory secondary education within minimum possible period [37 (b)].
  - iv. To enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all the forms of national activities, including employment in the services of Pakistan [37 (f)].
  - v. The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens (33).
  - vi. To reduce disparity in the income and earnings of individuals, including persons in various classes of the service of Pakistan [38 (e)].
  - vii. Steps shall be taken to ensure full participation of women in all the spheres of national life (34).

2.4 The vision is to transform the Pakistani Nation into an integrated, cohesive entity, that can compete and stand up to the challenges of 21<sup>st</sup> Century. The policy is formulated to realize the vision of an educationally well-developed, politically united, economically prosperous, morally sound and spiritually elevated nation"

### **Expenditure**

Expenditure on education depends upon the priority given by the politicians to education. In Pakistan, it remained about 2% of GNP. In Pakistan, neither the GNP figures, nor educational budgets reflect any encouraging position. The Iqra fund designed to facilitate the educational development was absorbed by general scheme of economy. Whereas the demand for more budget increased at levels. Keeping in view, Policy 1991 suggests to find alternate resources. Suggestions in this concern are given below:

1. improvement in the internal efficiency of higher education institutions.
2. increase in fees.
3. recovery of full user charges.
4. resource generation by the universities through promoting their entrepreneurial role.
5. increased allocation from Iqra fund and
6. attraction of private finance for all levels of education, in particular for higher education and research.

Policy statement of Education Policy (1991, p.36) is that "Education will be considered as the highest national priority. Allocation of funds will be increased substantially rising progressively to 4.5% of GNP. "Some of the strategies outlined to achieve this policy are:

A minimum financial allocation of 3.5% of GNP shall be made for education in 1991-92 escalating to 4.5% by GNP by 1991-95.

The allocation shall be non-lapsable, exempted from way ward financial cuts, and placed in the personal ledger account....".

A reasonable tax rebate shall be granted on the expenditure incurred on the setting up of educational facilities by the private sector.

While National Educational Policy 1998-2010 allocates 5,000 million rupees for literacy and non-formal education for the period of 1998-2003.

### **Campus violence**

Campus violence among colleges and universities has been an important factor which contributes towards disorderliness. Some students often are more extensively involved in political activities than academic. disorderly behaviour according to Hayes (1987, p.174) is usually linked with some real or imagined grievance or political objective. It is hardly ever associated with the pranks and hijinks of college boys and girls seeking an outlet for the abduance of the energy of youth". Keeping in consideration situation, educators agree upon the need to reform the system but besides other obstacles, political considerations remain obstacle. It is a fact that educational system is structurally centralized but it is politically fragmented.

Much of deterioration in educational standards is due to excessive use of violence on the campuses. "Anti-authority attitude, little respect for teachers, politicization of students, off campus abetment of students by vested interest, non-recognition of the effective role which the silent authority can play on the campus... are some of the factors which have reduced the higher educational system to shambles. For this National Educational Policy 1992 provides this policy statement

"Eradication of campus violence will receive top priority in the management of education on campuses...." (p.28) to deal with this a number of strategies are proposed, eg:

"Students' groups as political organizations will not be allowed to operate on the campus".

Steps proposed in Education Policy 1992 are aimed to bring a social change as dictated by the teachings of Islam.

National Educational Policy (1998-2010) views this under discipline on the campus (pp. 74-75) as

9.1.49 "Higher academic standards, specialization and research are essential ingredients of the teaching-learning process. It requires a conducive environment that encourages creative thinking and promotes educational enterprise. It is, therefore, necessary to have discipline on the campus.

9.1.50 As a sequel to this thinking, the National Education Policy 1992 recommended that "eradication of campus violence will receive top priority in the management of education on campuses. The teachers and educational administrators will be vested with more authority to deal with acts of indiscipline. A code of ethics for students and teachers will be enforced for regulating their activities on the campus. Fresh inputs will be made available to harness the creative activities of students in sports and co-curricular activities. Students will be exposed to extensive guidance and counseling. Special attention will be paid to the improvement of corporate life on the campus."

9.1.51 Pakistan as a nation has to bring back sanity on the campuses and restore the sanctity of the educational institutions, if it wishes to occupy its rightful place among the comity of nations in a competitive world of the 21<sup>st</sup> Century."

Below referred material is awaiting your attention so that you can comprehend the topic in a better way.

Saxema Swroop, N.R. (1993)	<i>Philosophical and Sociological Foundations of Education.</i> Mearut R. Lall Book Depart. .523-531	4-4
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## 7 ACTIVITIES

1. Schools have to give up their ivory tower isolation. For this arrange a discussion among your five colleagues and record the recommendations.
2. Social experience in the family in early childhood provides the base for the

development of personality. Select two students of your class, observe their patterns of personality and establish cause and effect relationship between their pattern of personality and family experiences.

3. Society wishes to change itself through education. Observe the behaviour of students and examine whether education is contributing towards desired direction or not. Support your answer with observed events.
4. Socio-economic system of any culture influences the educational system. Survey the conditions of a part of your town and find out how this is effecting education.
5. Discuss and suggest some ways to improve internal efficiency of the educational institutions with the head of your institution.

## 8 EXERCISE

- Q.No.1 Analyze Zais's definition of society.
- Q.No.2 Education is expected to change the attitude of people in a desired way. How can a teacher contribute in this regard.
- Q.No.3 Education is reflection of the social, cultural and political conditions prevailing in the society. How?
- Q.No.4 Culture is "a kind of social comment that consists of the characteristic habit, ideals, attitudes, beliefs and ways of thinking of a particular group of people". Discuss.
- Q.No.5 Society and culture are inter dependent. Why?
- Q.No.6 Community development also depends upon intelligent participation of women. Suggest five ways of women participation in community development.
- Q.No.7 Educational policy 1992 has criticized the unproductive educational system. Enlist the recommendations of this policy so that educational system can be modernized and made productive.

- Q.No.8 Ideological pressures determine the direction of the influence of socio-cultural pressure. Elaborate with examples.
- Q.No.9 By spending 2% of G.N.P. on education. Can we evolve as an industrial country? Support your answer with facts and logic.
- Q.No.10 "Students groups as political organization will not be allowed to operate on the campus". Suggest some measures to carry out two recommendation of Education Policy 1992.

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UNIT NO.5

## **AIMS OF EDUCATION**

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## 1 INTRODUCTION

A philosophy for aims, goals, and objectives is essential for an educational system. It provides direction to educational programmes. These are the outcomes expected from school.

Educational goals are reviewed continuously by the leaders and the stock holders in educational process as well as by the society in general. The scope of the entire education can be found in these goals. There are many conceptualization of educational goals. They may be ultimate goals or immediate ones. Ultimate goals are those goals which guide school experiences over long duration while immediate (proximate) goals are those that guide a school for relative short duration.

The goals of learning should be defined clearly so that the learner knows what he is trying to learn and achieve. Goals should not be of too lower level as to elicit little effort nor so high as to result in failure. Goals should be realistic so that satisfactory improvement may be achieved. Goal setting can be related to the standards for acceptable performance, time needed to complete a task, or the procedures the learner will use in achieving the goals.

The process of learning is classified in different ways. For example cognitive learning process can be classified in terms of thinking (e.g. memory, generalization, discrimination, convergent thinking, divergent thinking) or by type of learning (e.g., acquisition, retention, transfer). The way in which categorization is made depends upon the learner and the situation.

Many theorists have attempted to identify specific types of learning and their component parts. This classification is known as taxonomy usually practised models are Bloom et-al, Gagne and Guilford. But most commonly practised model is of Bloom et-al. The purpose of taxonomy is not just to list but rather to enable the educator to identify precisely different kinds of objectives and to measure the success of learning outcomes

Educational goals reflect to some degree a philosophical position. Each goal reflects philosophical, sociological and cultural peculiarities of the community and society. But usually discrepancy occurs between curriculum planning and curriculum

implementation. Usually statement of goals and objectives do not become operative in the classroom. For this, objectives are designed in operational terms and these are guided by aims and goals. Advantages of behavioural objectives as enlisted by Webs and Bondi (1989, p.99) are:

1. Help to identify the specific behaviours to be changed.
2. Increase interschool and intra school communication.
3. Direct instructional activities in the classroom.
4. Provide a meaningful basis for evaluation.

But this is not all. Behavioural objectives have also some disadvantages. The way one relates objectives to curriculum is mapping process. In this major concept, general and specific learning and content is identified for each grade. The objectives of teaching a particular subject in the light of the ideals are set out in the educational policies, culture and ideology of any nation is detailed in the curriculum. The main topics which are intended to be taught in a subject at any stage of education are listed in the curriculum. Same is the case with Pakistan.

Man according to Islam is composed of soul and body, the soul is rational and the body represents the animal dimension, Man is spirit and matter. Erfan and Valie (1995, p.1) view man in this perspective as an individual and his individuality is referred to as a self, he is endowed with the attributes bestowed by Allah. Islam offers a man with a complete code of life in the Quran' and Sunnah. For this, Fourth World Conference on Islamic Education (1982) designed aims of Education, some of those are as:

1. Education should aim at a balanced growth of personality through training of the spirit, intellect, rational self, feelings and bodily senses of man. The training imparted to a Muslim must be such that faith is infused in whole of his personality and creates in him an emotional attachment to Islam and enables him to follow the Qur'an and the Sunnah and be governed by the Islamic system of values, willingly and joyfully, so that he may proceed to the realisation of his status as Khalifatullah to whom Allah has promised the authority of the universe.
2. Education should, therefore, cater for the growth of man in all its aspects; spiritual, intellectual, imaginative, physical, scientific, linguistic.

both individually and collectively and motivate these aspects towards goodness and attainment of perfection. The ultimate aim of education in Islam is the realization of an individual's complete harmonisation with the Will of Allah at personal, communal and human level.

3. The education system in the Muslim world must be so shaped that it facilitates social mobility. All barriers must be removed to provide equal opportunity to attain the highest qualification as per their intellect".

Education is an institution of every civilized society. It is instrument which brings about changes not only in socio-economic status but also gives shape to its ideology. This is the reason why educational system of every society differs. As a nation with a different and distinct ideology, we have placed serious attention to our inherited system. For this, different policies have been developed to shape our nation in the desired direction.

## 2 OBJECTIVES

It is hoped that, after studying of this unit, you will be able to:

1. Offer a reasonably precise definition of aims, goals and objectives.
2. Analyse objectives using Bloom's et-al approach.
3. Discuss process of stating behavioural objectives.
4. Highlight the influence of Report of Commission on National Education 1959 on our educational system.
5. Summarise the aims of National Educational Policy 1998–2010

## 3 AIMS, GOALS AND OBJECTIVES

Teaching is a practical activity and like any practical activity it must have some aim or set of aims. Aim provides purpose to teaching, this is the kind of definition which allows us to talk about success or failure, quality, improvement etc. If sailing has no aim, then one might successfully sink. In the same way a clear conception of aims of education are necessary both for understanding of the enterprise and for assessing or

designing any research on it. If we do not know the aim of education, how can we assess whether any person has been successfully educated, whether the way we are educating the children is effective and whether this is appropriate research or not. Quina (1989 P.38) defines as:

- Aim: To intend, to determine a course, purpose, intention, plan.
- Goal: The end toward which effort is directed. A condition or state to be brought about through a course of action.
- Objective: Something toward which effort is directed, goal or object, boundary, limit<sup>n</sup>.

Aims refer to general statements that describe expected life outcomes based on some value scheme borrowed from philosophy consciously and unconsciously. They are not directly related with school. Aims are starting point and provide overall direction and guidance to education. They provide direction to policy makers at different levels - national, provincial and local.

Curriculum goals refer to school outcomes as a whole, they are removed from immediate classroom assessment. So they lie in between middle of the aims-objectives and represent different aspects or major constituents of aim. So goals are derived from aims. An aim indicates the direction while a goal points the actual destination. Several goals may be derived from an aim.

Leonard and Utz (1974, p.88) mentioned that goals serve two main purposes.

1. They help us to put concepts in writing and indicate what the learners must know at the end of a course (terminal goals).
2. They help the teacher and other concerned to bridge the gap between aim and a specific objective.

Gronlund (1978) believes that objectives should be stated first in general terms (understand, appreciate etc). The teacher should clarify the meaning of this objective by listening a few sample behaviours that would be acceptable as evidence that the student has reached the objective. Thus Gronlund's system is often used for writing objectives.

So aims are intention, the most broader concept, while goal is end, some what narrow, and objective is time limited end. Certain philosophers have exercised to make

distinction between objectives goals, purposes and aims, not to mention differentiating between, for example the aim conceived for target of the enterprise and the aim conceived of as the endeavour."

All educational programmes are based on aims, goals and then list topics, stating the general purposes of teaching of each topic. Romiszowski (1981) refers to aims, goals and purpose as a general statement of intent, stated in in-put terms - for example, to teach History, to spread the gospel or in process terms - for example, to solve mathematical problems. The statements are not stated in a systematic way.

However, Davies (1976) makes a distinction between aims and goals. He states that aims "carry a greater probability that they will not be achieved, and there is almost an implicit feeling about them that they will somehow be very difficult to implement". Likewise, the term "aims" is used to signify a statement providing direction to the educational enterprise at a level of specificity and detail which is intermediate between the limits indicated by the goals.

The "goals" as being general objectives express an observable strategy, that "represent an attempt to operationalise the thinking represented by aim, to make it more practical and less ethereal" (Davies, 1976); that is "goals" are inferred descriptions or hypotheses. However, in clear terms the "goals" signifies overall general "goals" that are designed to provide a global direction to educational enterprise as a whole. "Goals" are usually stated in broad comprehensive terms.

An objective is more specific and describes definite activities. It provides both the teacher and the student with a great deal of concrete help and direction. According to Bloom (1956), "objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the construction and use of valuative techniques".

While discussing aims, goals and objectives Goraha (1993,p.101) concludes that in Pakistan "aims being mainly concerned with the major stages of Education; while terms goals, was used to refer to overall statements of the purposes of Pakistan education. On the other hand, most of the curriculum experts, and philosophers accept that aims are more general than goal.

The general point is that goals are useful guides for teachers and students but are not so specific in their nature as to design instruction or give much direction to the student learning. So more specific statements instructional objectives are formulated for classroom situations. The development of instructional objectives is a necessary step in translating educational goals into reality.

Teaching is decision making. One must decide what to teach, what a student will demonstrate, and what teacher will do to facilitate the learning.

As you are aware, unless the requirements are specifically defined, the learner does not know precisely what to study or what activities to perform. Even without such definition the writer has difficulty in measuring specific learning. Such deficiencies can be overcome if the course developer writes precise statements for learner in the form of tangible benefits expected to learn from the instruction. The benefits are needed to be indicated in terms of what the learner is to accomplish, i.e. called the learning objectives.

By knowing what is expected from the statement learning objectives, learners can better structure their study procedures and prepare for examinations. Also their self-confidence to proceed with the forthcoming learning activities will be improved. On the other hand, writing learning objectives serves important functions for the course writer. First, the stated objectives provide a basis for the selection and organization of instructional activities and resources so that effective learning takes place. Second, learning objectives provide a framework for devising ways to evaluate student learning. Since written tests and performance activities are the major means to measure student learning, objectives should guide the design of relevant testing items and procedures.

Some instructional designers insist that learning objectives be stated carefully early in the planning, specifically right after the goal or statement of general purposes is formulated for a topic. Sequentially, this may be correct, but in actual practice it does not always work. While some writers can write their learning objectives immediately, many people cannot enumerate detailed objectives at this point. The reason is that their own thinking about what to include in the unit may not yet be clear. It is for this reason that the subject content and task analysis element is placed in the instructional design plan preceding the element of learning objectives.

Moreover, objectives have the following advantages in systematic instructional planning, and hence we need objectives, because:

- (a) Objectives form the framework for any instructional programme built on a competency base, where student mastery of learning is the hoped-for outcome.
- (b) Objectives inform students what will be required of them. By knowing what to expect, students can better prepare their work.
- (c) It helps the planning team to think in specific terms, and to organize and sequence the subject matter.
- (d) Objectives indicate the type and extent of activities that are required for successfully carrying out the learning.
- (e) Objectives provide a basis for evaluating both the students' learning and the effectiveness of the instructional programme.
- (f) Objectives provide the best means for communicating to your colleagues, parents and others what is to be taught and learned.

An instructional objective is sometimes called behavioural objective. This is according to Slavin (1994) a statement of skills, or concepts, students are expected to know it in the end of some period of instruction. Barrow and Milburn (1990) states behavioural objectives as aims or goals of instruction intended to change the observable behaviour of learners. Such objectives are pre-specified, they determine in advance the performances of students, strategies of teachers, and methods of student assessments in a particular course or a lesson. These often also indicate the conditions under which the desired change of behaviour occur and state the minimum standard of performance by which required behaviour is to be judged. Those who advocate the use of behaviour claim that there is difference between teacher stated goals and actual student achievement in the classroom. To improve instructional techniques, general educational goals should be broken into specific instructional objectives designed to elicit. Behavioural change that may be insured and monitored. For example in place of general statement of aim such as "be able to solve problems in algebra" we write "be able to solve linear equations with two variables."

Another important reason for stating objectives sharply relates to the evaluation of the degree to which the learner is able to perform in the manner desired. Tests and examinations are milestone which tell the degree of achievements of goals to students and

teachers. This is only possible if goals are clear to both (teachers and students). If it is not so, tests are irrelevant, unfair, and useless. For this writer or programmer must have a clear picture of his instructional intent. This will make him able to select test items those clearly reflect the students ability to perform desired skills, demonstration of acquisition of desired information.

If objectives are clearly defined, and provided to students also, they can evaluate their achievement so can also organize their objectives.

### **Quality of Meaningful Objectives**

An instructional objective, some times called behavioural objective is a statement of skills on concepts which students are expected to know at the end of some period of instruction. Typically an instructional objective is to be stated in such a way that it should make clear how objectives will be measured. So it is desired to be stated in the learner's behaviour. But how one should write it to maximize the probability of achieving it. What are the characteristics of a meaningfully stated objective?

An objective is meaningful when it conveys to the reader the intention of instruction. According to Mager (1962) objective is meaningful to the extent it conveys to other a picture (of what a successful learner will be like) identical to picture the writer has in mind. Since statement is collection of words and signs, various combination styles may be used, to express our intention. A meaningfully stated objective is that which succeeds in communicating our intention, the best statement is the one that excludes the greatest number of possible alternatives to our goal.

Unfortunately we use "loaded" words which are open to large range of interpretations, e.g.:

Words open to a  
range of interpretations

To know

To understand

To appreciate

To grasp the significance of

To enjoy

To believe

Words open to a  
fewer interpretations

To write

To recite

To identify

To solve

To list

To compare



What does a teacher mean when he says to a learner to know something. Do you mean just to recite, to solve, to construct. It seems right to include words as 'understand' and 'appreciate' in a statement of objective. But this is not explicit enough to be useful until it indicates how teacher intends to sample the understanding or appreciation. This can be solved only if we indicate what the learner will be doing when understanding and appreciating is there. Thus the statement which best communicates the terminal behaviour is a desired one.

How we as teachers will write objectives which will describe the behaviour of the learner. There may be many schemes, one as proposed by Mager (1962) is:

- Identify the terminal behaviour.
- Try to define the desired behaviour further by narrating conditions, under which behaviour will occur.
- Specify the criteria of acceptable performance, how well the learner must perform to be considered acceptable.

Now let us study the Grounlund's work for further comprehension.

Grounlund N.E. (1970)	<i>Stating Behavioural Objectives for Classroom Instruction</i> , London. The Macmillan Company. pp. 1-6	5-1
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#### 4 TAXONOMIES OF OBJECTIVES

We as educators speak of various targets which are classified by type and degree of complexity. For this a system of classification i.e. Taxonomy is developed which helps the categorization of instructional activities. The word Taxonomy as defined by Rashid (1989, p.113).

"The science of classification in general and any specific classification respecting its rules i.e. taxonomy of educational objectives".

A taxonomy is kind of hierarchical organization of knowledge. If one understands all the concepts of taxonomy, this understanding covers all aspects of that knowledge. For example having the meaning of the concepts of animal kingdom and

understanding the relationship among them enables one to answer the following questions fully.

The relationship among the items of a taxonomy are hierarchical as there are superordinate, subordinate and coordinate concepts in taxonomies. There are other hierarchies which are not based on inclusive relationship.

### **Blooms' Taxonomy:**

Bloom and his fellow researchers published a Taxonomy, educational objectives (cognitive domain) which influenced the practice of education to a large extent. Bloom and his colleagues categorized objectives from simple to complex, or from factual to conceptual. The plan of Taxonomy was to provide descriptions of levels of cognitive complexity from simple recall to evaluation, these levels of complexity may not necessarily correspond to psychological fact. These are actually logical in nature. Rashid (1993, pp.49-50) details the cognitive domain as:

#### **Cognitive Domain - Examples**

- 1. Knowledge**  
It is the ability to memorise recall or otherwise repeat information presented earlier. It is the lowest level in this taxonomy.  
List the main tools required to wire a three-way switch.
- 2. Comprehension**  
It is an ability to interpret or restate the information or the knowledge  
Describe the purpose for each of the three wires used in connecting a switch.
- 3. Application**  
Application is an ability to use or apply knowledge, information, theories, principles or laws to new situations.  
Sketch the procedure used when wiring a three-way switch.

- |    |  |   |
|----|--|---|
| 4. | <p><b>Analyses</b></p> <p>It is an ability to divide complex knowledge into its separate parts and to recognise the relationship of those parts.</p> | <p>Calculate the lengths of wire needed in connecting a three-way switch to a junction box.</p> |
| 5. | <p><b>Syntheses</b></p> <p>It indicates the ability to bring together separate elements of knowledge to form new patterns or whole.</p>              | <p>Collect all materials needed to carry out the wiring of a three-way switch.</p>              |
| 6. | <p><b>Evaluation</b></p> <p>Evaluation here means the ability to make judgements or appraisals based on knowledge or given criteria.</p>             | <p>Evaluate the quality of three-way switch connections with that of a standard product.</p>    |

For making distinctions between affective behaviours, Krathwohl designed affective domain of objectives. In this domain, interests, attitudes, values, and appreciation are included. This continuum ranges from passive awareness at the lowest level of internalization to being characterized by certain values and attitudes. Following is short version of this taxonomy.

- "1. Krathwohl (1964) has organized the affective domain as:

**Receiving**

The lowest level begins with the student merely receiving stimuli and passively attending to it. It extends to his more actively attending to it. Examples: (a) a student listens attentively to an announcement of a forthcoming meeting for the formation of an ecology action group;(b) the student will be aware of, perceive, be alert to, be sensitive to, show tolerance of, etc.

2. **Responding**

Willing to react to an event through some form of participation. Example: the student attends the ecology action group meeting. Further he able to reply, answer, follow along, approve, obey, find pleasure in, etc.

3. **Valuing**

Willing to accept an event through the expression of a positive attitude. Example: the student helps the group to formulate plans and draw up a list of activities in which to engage. He/she will accept attain, assume, support, participate, continue, grow in be devoted to..., etc.

4. **Organisation**

When encouraging situations to which more than one value applies, willingly organises the values, determines the inter-relationship, and accepts some as dominant - i.e. more important to the student.

Example: when the next meeting of the group is scheduled, the students decide to attend, rather than viewing a television programme that interests the student or attending a school athletics event. It means that the student will be able to organise, select, judge, decide, identify with, develop a plan for, weigh alternatives.

5. **Characterisation**

The highest level in the taxonomy is the student's organisation of the values into a system which is a characterisation of himself. It consistently acts in accordance with values the student accepts and incorporates the behaviour as a part of his or her personality.

Example: to continue an active participation in the ecology action group programme for many years. The student believes, practices, continues to, carries out, becomes part of his or her code of behaviour.

According to Rashid (1993, p.54) levels of affective domain form a continuum for attitudinal behaviour, from simple awareness and acceptance to internalization, as attitudes become part of individuals' practising value system. The problem of translating these feelings into identifiable and observable behaviour makes the writing of attitudinal

objectives very difficult. We may point out here that effort should be made, while writing the objectives to keep in mind, all the three domains (if applicable) and try to treat the higher levels as they affect your topics and general purposes.

### **Psychomotor objectives**

These objective involves physical performance or skill. This domain was not presented by Bloom et-al. But can be adapted to physical activities. Harrow, Simpson and others described this taxonomy for psychomotor objectives. The main elements of Harrows' taxonomy are as:

1. **Reflex Movement**

These include involuntary muscle responses to stimuli. Such movements are instinctive and not learned. For example, stiffen, extend, flex, or stretch arms and legs.

2. **Basic Fundamental Movements**

Body movement patterns are developed during early life. They build upon reflex movements and are basic to all normal psychomotor activities: Examples: crawl, walk, run, jump, reach and grasp.

3. **Perceptual Abilities**

Observing and interpreting stimuli in the environment to which a person is exposed, requiring a movement for adjustment. Perceptions involve kinaesthetic awareness, like a change in body balance, visual or auditory discrimination, tactile or sense of touch discrimination and coordination of eye-hand and eye-foot movements. Examples of such movements are turn, bend, balance, catch an object, kick a ball, perform a simple dance.

4. **Physical Abilities**

These include endurance, strength flexibility and agility of movements. Highly skilled movements cannot be developed without a satisfactory foundation in these abilities. Examples: endure physical activity for a long time, make quick motions, stop and restart a movement and moving of heavy objects.

5. **Skilled Movements**

Performing complex actions efficiently. Actions are normally based upon basic fundamental movements and use both perceptual abilities and simple, compound or complex physical abilities which with practice result in skilled movement performed with ease and proficiency. Examples: play a musical instrument, use a hand tool, assemble parts, operate a vehicle, adjust a machine.

6. **Non-discursive Communication**

Physical movements that communicate feelings which are both reflective and learned. They include expressive movements like posture, gestures, facial expressions, and interpretive movements that are aesthetic or creative in form. Examples: changes in facial expression, physical expressions of emotions and feelings.

On the whole, most muscular movements required for performing a task, be it a physical skill like tumbling or using a screwdriver to assemble components of equipment, can be derived from this taxonomy. Anyhow, from the above-mentioned list of psychomotor behaviours one can easily classify physical skills relating to athletics, the performing arts, the manipulation of tools, the operation of machines and other equipment, speaking and writing. Psychomotor behaviours generally are easy to observe, describe and measure.

In short, Taxonomy is not perfect both logically and empirically, still it is useful and helpful for teachers. It organizes thinking in far better way than when teachers do not use taxonomy. This practical gain nullifies the criticism.

For further understanding, please read these referred pages.

Bloom, B. S. (Edit) (1956)	<i>Taxonomy of Educational Objectives.</i> New York, David McKay, Inc. pp.1-24	5-2
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5 **AIMS AND CURRICULUM**

Any instructional system becomes increasingly efficient when teachers think what is to be taught. This means that there is positive relationship between effectiveness of

an instructional scheme and educators' concern that the right goals are being sought. Educators at levels are concerned with curriculum. Curriculum is defined by different experts in different ways because they have different perception of what curriculum should be. Some see it as a list of subjects to be studied. Others think it as an entire course content while some visualize it as set of planned learning experiences.

Where does curriculum document come from? Naturally it is the reflection of culture. In a society like ours, decisions regarding curriculum development process reflect the competing forces which intend to influence future generations, e.g. one might hear "Give me the child of today and I shall make you the adult of tomorrow".

If we recall the course Curriculum Development and Instruction, in Unit 2, where Wheeler Cycle model of curriculum process is discussed, the first phase of this model is "the selection of aims, goals and objectives. One of the major difficulties of curriculum process is the translation of general aims to specific objectives of the classroom.

The aims are expected outcomes expressed as patterns or categories of behaviour. These are kinds of behaviour which the educator hopes the students will exhibit as a result of the education they receive.

It is a fact that during the last fifty years, Tyler's model of curriculum has influenced the process of curriculum planning the most. Tyler begins with these four questions:

1. What educational purposes should the school seek to attain?
  2. What educational experiences can be provided which are likely to attain these purposes?
  3. How can these educational experiences be effectively organized?
  4. How can we determine whether these purposes are being attained?
- (Lawton, 1986, .17-18).

Every person organizes his life around a set of goals. Some of these are long range, while others are immediate in their nature. Whatever the goals are, the attainment of these is important for us. The goals may stem from the outgrowth of social needs, psychological needs and physiological needs. The nature of personal goals as well as their relative importance vary from individual to individual. No one can say that these

goals are independent of each other, these are interdependent. School programmes are designed to trail pupils so that they can reach their goals and learn how to satisfy their needs. Lastly the teacher and pupil evaluate the degree to which the pupil have achieved their goals.

Classroom teachers are not usually involved in formulating aims and goals for curriculum. One exception is that a teacher who becomes a part of subject syllabus committee contributes in formulating goals. A teacher is principally concerned with interpretation and translating goals in operational objectives i.e. when organizing and carrying out learning experiences. It is important while writing objectives to reflect upon the functions they would serve. Firstly objectives provide direction to the curricular activity and to any one interested in educational process such as students, teachers, administrators, parents, etc. If learner and teachers know what is expected of them, it is more likely that they may struggle to achieve it.

Secondly, a function of objective is to provide base for a rational and logical curriculum planning. If teachers are aware of what is expected from learners, they are able to plan appropriate content, learning activities and evaluation strategies. Such an approach is clearly superior than any haphazard approach to the selection of curriculum experiences.

Thirdly an important function of objective is to provide a base for student assessment. Assessment is a necessary activity, but its true value is frequently overlooked. In simple terms, assessment is valuing the students on stated objectives. The functional value of objectives must be kept in mind while stating them.

### **General or Unit Objective**

These are guide for preparing a unit or selection of curriculum. For example, a typical unit would cover a term, a semester or a year. General objectives represent a translation of goals into a more specific direction for action. But these are more general than instructional objectives. A unit/lesson may have four to five objectives and these indicate the nature of that course. Typically, a curriculum such as syllabus will have a list of general objectives following from previously stated goals and teachers have to translate these into specific classroom action.



### **Specific or instructional objectives**

We as teachers when prepare objectives for a lesson, are actually writing instructional or specific objectives. These are precise statements which relate to small time and content, manageable by us. These are derived from unit/lesson objectives or sometimes from goals.

### **Behavioural objectives**

These are intended outcomes of learner's observable behaviour and are outcomes of instruction seen in terms of student's behaviour. At this point author intends to divert attention to previous sub topic where Mager was quoted. According to Mager (1962) criteria for writing behavioural objectives are:

1. A description of student observable, terminer behaviour (observable behaviour).
2. A statement of important conditions under which the behaviour is to occur. (Conditions)
3. A definition of the standard of acceptable performance (standard).

Some people describe this criteria as:

- a) Conditions
- b) Observable behaviour
- c) Standard

(a) Conditions state specifically the material which is given to the student to work with problem to solve/prescribe the boundaries for learning situation. (b) Observable behaviour refers to exactly what a student has to achieve in order to demonstrate the completion of the objective while (c) standard means "precisely worded level of achievement required of the learner". According to Print (1993, p.133) behavioural objectives may be written in terms of standard from three alternative positions depending what is most appropriate 1) state specific standard, 2) state acceptable by a judge 3) imply a level of standard.

### **Effective objectives**

Here question arises what are the features of affective objectives? This is an important question because objectives play a vital role in curriculum development.

Characteristics of effective objectives as listed by experts are:

1. **Comprehensiveness**

Objectives should cover aims and goals which these objectives represent. Aims and goals provide broad purposes, while objectives provide specific intentions to cater this. Objectives must be comprehensive, one major useful guide is taxonomies. Best practised taxonomies is of Bloom et-al and Harrow.

2. **Consistency**

Alongwith comprehensiveness, objectives should be consistent with each other as well with the aims from which they come. They must also have positive correlation with each other. Usually confusion arises within schools when objectives are developed without consideration of school goals or aims. In this, objectives become clearly inconsistent with goals and aims and thus target behaviour remains unachieved.

3. **Attainability**

Objectives must be attainable. While designing objectives, one must consider the level of student's competency, time, resources so that objectives of the curriculum may be attained. Student's competency include level of cognitive, psychomotor and affective development.

4. **Suitability**

Curriculum developers agree that objectives must satisfy the student's needs. What are their needs? Are the developed objectives suitable to their needs? Are the objectives suitable to learners maturation? Are the objectives suitable to learners social set up? These are fundamental questions, but who will decide these, is also an issue.

5. **Validity**

Objectives must represent the reality they support. Objectives should state what we want them to state. This criterion is important when applied to assessment of students learning. What is measured is indeed a part of the curriculum?

6. **Specificity**

Objectives must be understandable to all concerned, for this statements of objectives should be free of ambiguity. If objectives lack specificity, they are to be misunderstood. We can make you understand by an example. Say the tutor of Pakistan Studies course has to teach the different dates of the difference Presidents of Pakistan, how do you think he will write this objective? Naturally he would be very specific and write the objectives as:

After reading the appropriate material, the student will be able to write down in chronological order the names of each President of Pakistan and the dates during which they served the country.

Objectives may or may not be written in behavioural terms. But have to meet the criteria of specificity.

7. **Measurability**

As you are aware, the criterion of determining the quality of an educational institution depends very much on the extent to which it achieves the objectives it has set for itself. You know that unless the institution has translated the objectives into specific and operational definitions, little is likely to be done about the objectives. However, evaluation of success, it is claimed, through measuring precise objectives, is scientific. The rigour of the scientifically constructed test provides the best way forward in course designing.

Anyhow, an objective which describes the learner's behaviour can be called behavioural (testable).

8. **Unambiguous**

The objectives should have their exact, real and true meaning. If the objectives are clearly defined, then the students know exactly what they are trying to do. However, the objective should be unambiguous.

### Objectives and Evaluation

Evaluation is considered the last task of curriculum development. The educational objectives involve development of new knowledge, understanding, attitudes, interests, skills, and abilities. Thus the objectives of education are student oriented not teacher oriented. (Ahmann and Glock, 1967, p.67). When teachers teach with the guidance of educational objectives, teachers must evaluate them in terms of educational objectives also.

The basic purpose is to determine the degree to which pupils' behaviour confers to that defined in the curriculum. But, evaluating the pupil behaviour in terms of educational objectives is a complex task. Therefore, many methods are used, both informal, formal and standardized tests. Attitudes and interests are evaluated in terms of paper-pencil inventory results, ranking and rating results, reports of teacher-pupil interview; and anecdotal records.

After these pages, it seems appropriate to study Bloom et-al's work which is being referred here:

Bloom et al (1956)	<i>Taxonomy of Educational Objectives</i> New York, David McKay Company Inc. pp. 25-39.	5-3
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## 6 AIMS, OBJECTIVES OF EDUCATION IN PAKISTAN

Human beings create a world of their own and culture is the world which they build. Culture is a complex whole which includes knowledge, beliefs, arts, law, moral, customs and any other capabilities and habits possessed by man. In short, culture means all the things that man produces, in order to deal with social and physical environment. Some of these products are material (e.g. tools) while others are not material, such as beliefs. But all of these our experiences, make sense out of it and give it meaning.

The culture of one person may be very different from other's. This concept is very important for us as teachers. Cultures solve the common problems of human beings but ways of solving are different. Each culture has its own meaning of communication, power, family styles and so produces a unique system. These may be written or unwritten.

### **Aims of Education**

Idealists, naturalists and realists all agree that education has always had aims which are outside the education process. According to them, education is growth.

Educational aims in Islam are perfect as educational ideals. They according to Siddique (1986, p.25) perform these normative functions as:

1. Give direction to the educative process and determine the role of teacher.
2. Motivate the students to accomplish through and determine the character and direction of their experience.
3. Provide the educator with a criteria of evaluating the educative process.

### **Objectives of Educational System as Determined by Commission on National Education (1959)**

This reports laid down following objectives:

- To reorientate and reorganize the education in Pakistan.
- To meet the individual and collective needs and aspirations of the people of the country.
- To equip all the people to lead productive public lives and full personal lives according to their talents and interests.
- To play a fundamental part in the preservation of the ideals which led to the creation of Pakistan and strengthen the concept of a nation.
- To strive to create a sense of unity and of national hood among the people of Pakistan.
- To create a social welfare state according to our concept of justice and brotherhood.
- To provide training to a leadership group in engineering, skills of government, and commercial development.
- To fullfil the need for scientists, engineers and technicians.

### **The Education Policy 1972-1980**

This policy has enlisted these objectives:

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan and making it a code of individual and national life.
2. Building up national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of the

educational process.

3. Building up and nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality: an individual able to comprehend fully the nature of technical and social change and having deep concern for the improvement of society.
4. Mobilizing the youth for leadership roles through participation in programmes of social service and environmental improvement, and by inculcating in them the dignity of labour.
5. Eradicating illiteracy within the shortest possible time through universalisation of elementary education and a massive adult education programme.
6. Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular.
7. Designing curricula relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.
8. Providing a comprehensive programme of studies through the integration of general and technical education and by keeping options open for transfer from one course of study to another.
9. Providing academic freedom and due autonomy to educational institutions within the framework of national objectives and requirements.
10. Ensuring active participation of teachers, students and representatives of parents and the community at large in educational affairs.
11. Generally promoting the welfare, dignity and sense of responsibility of teachers and students.

#### **National Education Policy (1979)**

"Educational policy reflect aspirations of a nation and embody principles of actions derived from philosophic choices considered most suitable for achievement of goals" is the opening sentence of this policy. Aims are provided under the "National Aims of Education and their Realization". While introducing aims, policy states that aims should be consistent with national faith, ideology and aspirations. So these aims are

being listed here:

- a) To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- b) To create awareness in every student that he, as a member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- c) To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- d) To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
- e) To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.
- f) To impart quality education and to develop fully according to their capacity, each individuals potentialities, through training and retraining and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
- g) To provide a minimum acceptable level of educational literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in total national effort.
- h) To create interest and love for learning and discipline among the young and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
- i) To promote and strengthen scientific, vocational and technological

education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

### **National Education Policy 1992**

First chapter of this policy is devoted to 'content and conceptual framework'. It has recognised that efforts were made in 1959, 1972 and 1979 but financial resources, poor appreciation of educational priorities, inadequate delivery system and population pressure remained barrier to the full execution of desired change.

Conceptual framework of this policy as those of previous ones rests on "to introduce Islamic order in society brings the educational system into short focus". (p.2)

#### **Objectives of the Policy**

- 2.1.1 To ensure the preservation, promotion and practice of the basic ideology of Pakistan and making Islam a code of individual and national life for the purpose of reformation of the society, its development and national cohesion.
- 2.1.2 To stimulate creative interest in the study of man and nature, and to build up and nurture the total personality of the individual so as to make it dynamic, creative, critical and capable of facing the truth as it emerges from the objective study of reality, and to enable the youth to earn an honourable living for themselves and contribute to the development of the country.
- 2.1.3 To mobilize the youth for national service through participation in programmes of social service and environmental improvement, to inculcate in them respect for the dignity of labour, and to develop in them a sense of beauty, grace and harmony.
- 2.1.4 To equalize access to education through provision of special facilities for (a) women, (b) poor and (c) mentally retarded and physically handicapped children and adults in all areas in general and backward



areas in particular.

- 2.1.5 To eradicate illiteracy within the shortest possible time through (a) universalization of primary education, and (b) a massive adult education programme.
- 2.1.6 To redesign curricula relevant to the nation's changing social and economic needs and providing a massive shift from general education to more purposeful agro-technical, scientific and professional education.
- 2.1.7 To provide academic freedom and due autonomy to higher education institutions within the framework of national objectives and requirements.
- 2.1.8 To ensure the active participation of teachers, students and representatives of parents and the community at large in educational affairs.
- 2.1.9 To promote the general welfare, dignity, status and sense of responsibility of teachers, and students and to encourage professionalism as well as ensure accountability of the academic community.
- 2.1.10 To create in people a capacity for self-learning and self-reliance so that their learning process continues throughout life.
- 2.1.11 To obviate ethnic prejudices and superstitions, discourage consumerism, fanaticism and sectarianism, and to promote national cohesion.
- 2.1.12 To emphasize and promote research in higher education institutions".

To implement the policy strategy was designed, this policy comprises of two parts; part one policy initiatives and part two the implementation plan. Total number of chapters is 23. This is the only policy which has discussed financial resources i.e. 23.5. It is a significant advantage of this policy as it outlines the financial resources required for implementation.

## **National Education Policy (1998-2010)**

This policy is framed in the perspective of historical developments, modern trends in education, training and emerging requirements of the society in terms of National integrity and socio-economic development. Chapter 2 of this policy details the aims, and objectives of the policy. Here are the objectives of the policy (pp. 6-8)

2.5.1 To make the Quranic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practising Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.

2.5.2 To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school drop-outs by establishing basic education community schools all over the country.

2.5.3 To meet the basic learning needs of children in terms of learning tools and contents.

2.5.4 To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.

2.5.5 To ensure that all the boys and girls, desirous of entering secondary education, get access to schools.

2.5.6 To lay emphasis on diversification so as to transform the system from supply-oriented to demand-oriented. To attract the educated youth to the world of work at various educational levels so that they may become productive and useful citizens and contribute positively as members of society.

2.5.7 To make curriculum development a continuous process and to make arrangements for developing a uniform system of education.

2.5.8 To prepare the students for the pursuit of professional and specialized education.

2.5.9 To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels.

2.5.10 To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.

2.5.11 To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.

2.5.12 To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system.

2.5.13 To popularize information technology among children of all ages and prepare them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programs.

2.5.14 To encourage the private sector to take a percentage of poor students for free education.

2.5.15 To institutionalize the process of monitoring and evaluation at all levels. To identify indicators of quality and to adopt corrective measures during the process of implementation.

2.5.16 To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into centres of advanced studies, research and extension.

2.5.17 To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

The mission of the objective is to transform Pakistani nation into an integrated cohesive entity so that Pakistan can compete the challenges of 21st Century.

## 7 ACTIVITIES

1. Select a topic from any text-book, develop objectives for students and teachers on this topic. Discuss their differences with your colleagues.
2. Make a list of "loaded words" usually used in writing objectives. Visit office of any educationist of your area, record his opinion on these "loaded words".
3. "Every person organizes his life around a set of goals". Ask any five students their goals and visualize whether their efforts are towards their goal or not?
4. You may be a tutor of any teacher training course of AIOU (e.g. PTC, CT, B.Ed) evaluate the lesson objectives of your students on the criteria of Moger given in the unit.
5. Visit Executive District Officer (Education) of your District. interview him to assess the efforts of his office to achieve objectives of Education Policy 1998-2010.

8      **EXERCISE**

- Q.No.1      Discuss different types of cognitive learning?
- Q.No.2      Analyze the aims of education proposed by Fourth World Conference on Education 1982.
- Q.No.3      Differentiate between aims and goals and provide examples for each.
- Q.No.4      Objective is more specific and describes definite activities. Enlist implications of objectives on class room teaching.
- Q.No.5      Why "the words open to a fewer interpretators" in objectives are referred by educators?
- Q.No.6      Objectives and evaluation are interlinked together. Elaborate.
- Q.No.7      Discuss the main theme of objectives proposed by commission on National Education, 1959.
- Q.No.8      Write a comprehensive commentary on the objectives of Education Policy 1972-80.
- Q.No.9      "..... and making Islam a code of individual and national life for the purpose of reformation of the society its development and national cohesion" Suggest some measures to translate this objective into action.

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UNIT NO.6

HISTORICAL DEVELOPMENT  
OF  
EDUCATION IN PAKISTAN

WRITTEN BY  
M. MAHMOOD HUSSAIN AWAN

## 1 INTRODUCTION

The education system as it prevails now a days in Pakistan did not come into being abruptly. It has its roots in the cultural heritage of the sub-continent which spread over more than a thousand years. In our indigenous system of education, there were some glorious aspects of religious education which fashioned in the sub-continent before the British rule. Maktabas, Madrasas and Dharamshalas were dominating educational institutions. The aim of education was to inculcate the spiritual and moral values. The children were prepared to live a good and useful social life according to the demands of that era. Moreover, the vocational aims also occupied an important place alongwith the spiritual aim.

Muhammad Bin Qasim was the first Muslim general who invaded sub-continent in 712 AD, and established madrassas and maktabas for imparting education. Then Mahmood Ghaznavi also introduced Muslim education system in the territories he conquered. Muhammad Ghouri, Kutub-ud-Din, Altmash, Muhammad Tughlak, Feroz Shah Tughlak, Sikandar Lodhi and all Mughal emperors tried their best to establish centers of excellence for education and training of people. They dragged every possible source of knowledge to India. Scholars, literates and artists were patronaged by the Muslim ruler. Among these scholar were the Al-Beiruni, Amir Khusru, Faizi, Abul-Fazi, Urfi, Khan-e-Khanan and Sheikh Mubarik. They were deputed to write, translate and compile books on disciplines available throughout the world particular attention was given to literature, medicine and sciences.

Education opportunities were open to women like Gulbadan Begum, Saleema Sultan, Noor Jehan, Mumtaz Mahal, Jahan Ara Begum and Zebunnisa were very famous for their literary contribution.

Most of the madrasas, colleges and maktabas were attached with mosques. The medium of instruction was mostly Persian because it was the court language. Arabic and Sanskrit were the sacred languages of Muslims and Hindus were also given due attention. In 1829, Urdu as a medium of instruction was introduced in the institution of Nawab Itimad-ud-Daullah of Lucknow. The first effort to introduce the foreign System of education by East India Company was through missionaries. Bible was

translated in Indian languages to attract Indian's towards Christianity. Many colleges were established with the aim to prepare a body of individuals for discharging public duties and promotion of European literature and science among the natives of India. The education which once started with missionaries as a means of spreading Christianity, entered its phase of final development in the form of Macaulay's Minutes of 1835. Then wood's despatch 1854, Hunter Commission 1882, Saddler Commission 1917, Hartog committee 1929, Abbot and Wood Report 1937 and Sargent Report 1944, all tried to bring many changes in the education system of sub-continent. All these missions and committees failed to introduce the educational system according to the social needs of the people of the Sub-continent. However the degree thus awarded may be considered as a passport to enter the government service. By the Grace of Allah Almighty the Pakistan attained independence in 1947, a new era started in the history to introduce their own values and ideals of life. There was a need to establish an educational system according to national needs and the aspirations of Muslims. The nation felt that the educational system introduced by the exploiters be reconstructed within a short time. Great changes been introduced but the sacred aims and objectives through education could not be materialized. In this unit we will study in detail the historical development of education in Pakistan.

## 2 OBJECTIVES

After careful reading of this unit, it is hoped that you will be able to:

1. Describe the development of education in Pre-Pakistan period.
2. Discuss the progress of education in the period;
  - a. from 1947 to 1958
  - b. from 1959 to 1971
  - c. from 1972 to date.
3. Identify the main reforms through educational policies.
4. Point out the major constraints in achieving the educational aims.
5. Appreciate the efforts of the policy makers and planners in education.

### 3 PRE-PAKISTAN PERIOD (712 A.D. TO ONWARD)

This period, generally speaking, has influences of all the systems of education then prevalent in the sub-continent. For example, the Brahmanic system of education, the Islamic system of education and the British Education System. The former two systems mainly aimed at self-realization. Thus the prime goal of education in systems was to unfold the spiritual and moral powers of the individual, whereas the Islamic education aims at the balanced growth of the total personality of man, enabling him to follow the Quran and Sunnah and be governed by the Islamic system and values pleasantly. The British system of education was an alien having no relation with social norms and needs. The major aim of their education was to produce clerical staff called "Baboos" to run the government offices.

To study the role of Muslims for promotion of education you are referred to read the following books.

Mrs. Tanvir Khalid (1975)	<i>Education: An Introduction to Educational Philosophy and History</i> , Second Ed. Islamabad. National Book Foundation, pp,63-75.	6-1
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Education during the Muslim rule the in sub-continent was given a very high priority. Educational opportunities were offered not only to man but to women also. The ruler/king during this period, too, took great interest in the spread of education among the people. *They offered liberal contributions in terms of money and other resources both for teachers and students either residents and day-scholars, arrangement were also made for the free education of the poor. The teachers were sincere and devoted to their duties. There were intimate harmonious relations between teachers and the students.* That was really a brilliant period as far as the advancement of knowledge and education was concerned.

The Muslims ruler were sincere, courageous, committed and industrious people. When these traits of character gradually slackened in them, they started living an easy life, their intellectual progress and learning habits came to a stand still, many un-Islamic practices became part of their life. Even the innovations in religion against the spirit of Islam were included in regular prayers. Moreover the conservative elements did not accept the changing new horizons of advancements in science and technology. Thus the

muslims could not keep pace with those emerging technologies and guard against the intellectual exploitation of Western Civilization. These were the main factors responsible for declination of Muslims.

The foreigners, i.e. the French, the Portuguese and the British who reached the sub-continent for the purpose of trade and commerce indulged in politics and finally, the Britisher, with their will to struggle and by using their tactics achieved the power and established their rule in India. The Marhatas, and 'Sikhs' became the chief oppressors of the Muslims.

To study education during the period of East India Company, please read the following pages:

M. Iqbal (1977)	<i>Education in Pakistan: Second (Ed). Lahore.</i> Aziz Publisher. PP . 28-41, 50-57.	6-2
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In these circumstances to save the Islamic values and cultural heritage some reformers came in the fore front who tried their best for re-awakening Muslim society. Among these were the Shah Wali Ullah, his descendants and disciples. Later on the reform movements were continued by Haji Shariat Ullah and Syed Ahmad Shaheed. Apart from these Darul-Aloom Deoband, the Anjuman Himayat-ul-Islam and the AJigarh College rendered valuable Educational services to the Muslim nation. To study these efforts, please read the following:-

Mrs. Tanvir Khalid (1975)	<i>Education: An Introduction to Educational Philosophy and History, Second Ed. Islamabad.</i> National Book Foundation. PP .129-138.	6-3
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#### 4 PERIOD FROM 1947-1958

Many good and useful things had been done since the attainment of independence in 1947 to 1958. It was a new era with new hopes of bringing revolution according to the needs and aspirations of new born nation by the Pakistani themselves. At the time of independence the situation of education and the condition of educational institutions were not encouraging. As described by Hayes (1987 PP. 8-9). "At that time the

citizens of the new country was about 90% illiterate and there was only a handful of educational institutions which were grossly inadequate for the needs of the country. Pakistan received only two of the 21 universities of undivided India, one located in each wing. But that was the only equal division of educational resources. In East Pakistan there were 29,000 primary schools out of a total of 39,000. The ratio was reversed at the secondary level as the West wing had 5,500 out of 9,000 schools". He further states that "the two least populated and economically underdeveloped provinces-NWFP and Baluchistan-had little more than 100 primary schools each. There were very few secondary schools and only one intermediate college. The country as a whole came away with 83 colleges, three engineering colleges, 108 teacher training schools and 71 assorted technical, industrial and agricultural institutions".

However, inspite of other crucial problems faced by the new state, education was given the priority. An "All Pakistan Educational Conference was convened in November, 1947 to consider the educational needs of an ideological state. Consisting of Muslim majority, desirous to practice their lives according to the teaching of Islam.

According to Iqbal (1977 p. 61), the Conference under the presidentship of Fazal-ur-Rahman, then Education Minister recommended as follows:

- a. The educational system should be inspired by the Islamic ideology, emphasizing among many of its characteristics those of universal brother hood, tolerance and justice.
- b. Free and compulsory education should be introduced for a period of five years, which should be gradually raised to eight years.
- c. Primary schools could be co-educational or otherwise according to local needs.
- d. A comprehensive scheme should be prepared for the re-organisation of technical education suited to the economic needs of the country and the peculiar genius of our people.

Please read the pages of the book referred below to comprehend the progress in the light of above mentioned recommendations.

M. Iqbal (1977)	<i>Education in Pakistan</i> . Second Ed. Lahore. Aziz Publisher. PP .58-68.	6-4
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An overall review of educational reforms recommended by the conference to

make the educational system much appropriate with the national needs, reveal that the objectives envisaged could partially be accomplished for various reasons. It was again felt that education needs reconstruction. During the period under review, continuous efforts to rightly organize the education were made. Some programmes of expansion, reorganization or reform were proposed and implemented. The development of science education, and scientific research and the promotion of agro-tech education were emphasized.

Unfortunately these recommendations lay buried in the papers and least projected in the educational field. The system retained as it was created by the British. Tanvir (1975, P-162) noted the causes as "The factors responsible for this state of affairs were the defects in the policies themselves, weakness in its procedure of implementation and the defective methods of teaching.

As described by Hayes (1987 p,44) "the Ministry of Education attempted a comprehensive review of education in conjunction with the preparation of the Six year Educational Development Plan (1952-58) but the lack of finances limited the implementation".

Hayes has very briefly discussed the educational reforms from 1947 to 1958, to study these efforts you may read the following book.

Louis Hayes (1987)	<i>The Crisis of Education in Pakistan.</i> Lahore. Vanguard Book Ltd, PP. 43-45	6-5
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## 5 PERIOD FROM 1959 TO 1971

In 1958 Muhammad Ayub Khan Chief of Staff of the Army took over the government and established martial law in the country. Ayub's new constitution was created. Dissatisfaction with the general state of education resulted in an overhaul of the educational structure. The then president M. Ayub Khan directed to appoint a commission on National education in 1959. Addressing the members of the commission on occasion of inauguration, the president stressed the need for a reorganization and reorientation of the existing educational system. So as to evolve a national system which would better reflect our spiritual, moral, and cultural values.

The commission presented its report in 1959, which for the first time clearly defined the aims and objectives of our educational system. These aims and objectives as summarized by Iqbal (1977, P-69) were as follows:

- a. To meet the individual and collective needs and aspiration of the people.
- b. Development of vocational abilities and training for leadership.
- c. Preservation of the ideals which led to the creation of Pakistan.
- d. A sense of patriotism and national integration to be developed.
- e. Formation of character.

Consequently, during the Second Plan (1960-65) many new institutions were created. These include text book board, Pilot secondary schools, comprehensive schools, educational extension centers, board of technical education and equipment design centers, Bureau of education for research and data collection, institutes of education and research, agricultural and engineering universities.

After the 1965's war with India the political opposition to Ayub Khan, the then president, increased, which led to his downfall. Hayes (1988, P-10) says "In 1969 Ayub was forced from office and martial law was reinstated for the second time" by General Muhammad Yahya Khan. The period from 1969 to 1971 was Pakistan's very crucial time. The political uncertainty aroused which resulted in the creation of Bangladesh and effectively dismembered Pakistan in December, 1971.

The commendable work in education sector during this period was the educational proposals of Air Marshal Noor Khan which according to Iqbal (1977, P-76) emphasis on the academic freedom of teachers, decentralization of administration, raising the status of the teaching profession and accelerated investment of human, financial and physical resources in National education enterprise.

To study overall performance during the period 1959 to 1971 you are referred to read the following:

M. Iqbal (1977)	<i>Education in Pakistan</i> . Second Ed. Lahore, Aziz Publisher, PP. 69-79.	6-6
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## 6 PERIOD FROM 1972 TO-DATE

The Pakistan People's Party (PPP), assumed in December 1971. Mr. Z.A. Bhutto became the Prime Minister of Pakistan. According to PPP's radical election manifesto Mr. Abdul Hafeez Pirzada then Federal Minister called a conference to reorientate the Vice-Chancellors representatives of associations teachers, students and experts about the reorganization of educational system from top to bottom to meet the needs of the time. On the basis of recommendation new education policy was designed and announced in March 1972. The provision of education was included in the constitution (1973) of Pakistan. Relevant articles are given below:

### *Article 37*

"The state shall--(a) promote with special care the educational and economic interest of backward classes or areas; (b) remove illiteracy and provide free and compulsory education within the minimum possible period; (c) make technical and professional education generally available and higher education accessible to all on the basis of merit; (f) enable people of all areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities, including employment in the service of Pakistan....."

### *Article 38*

The state shall...(d) provide basic necessities of life such as food, clothing, housing, education and medical relief for all such citizens, irrespective of classes and castes as are permanently or primarily unable to earn their livelihood on account of infirmity, sickness or unemployment.

Nationalization of privately managed schools and colleges was a big leap on the part of the government. However, according to Hayes (1987, P-48)

"Here was emphasis upon student and teacher involvement in the running of education institutions, a recognition of the importance of national and regional languages, a call for the establishment of the University Grants Commission to run the university system, demand for change in the University ordinances and in the government of privately managed institutions".

Objectives of the Education policy 1972 are given below:

1. Preservation, promotion and practice of the basic ideology of Pakistan.
2. Building up national cohesion by promoting social and cultural harmony.
3. Building up the total personality of the individual.
4. Mobilizing the youth for leadership.
5. Eradication of illiteracy.
6. Equalizing access to education.
7. Designing curricula relevant to the changing social and economic needs a massive shift from general education to more purposeful agro-technical education.
8. Providing academic freedom to educational institutions.
9. Participation of teachers, students and the representatives of parents and the community in educational affairs
10. Promoting welfare, dignity, and sense of responsibility of the teachers and the students.

To study the salient features, problems of prospects the education policy (1972-80) you are referred to read the following:

M. Iqbal (1977)	<i>Education in Pakistan</i> . Second Ed. Lahore, Aziz Publisher. pp. 82-97.	6-7
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After the disputed election of 1977 frustration among the public resulted in increased opposition to the government, situation of civil disorder opened the doors for army intervention and for the third time in thirty years of the Pakistan's history martial law was enforced for the third time. General Zia-ul-Haq who took over government as a result of a coup, imposed martial law which continued for eight years till the referendum in 1984. However, he continued as President of Pakistan till 1988.

During this period the government attempted to Islamize every Institution in the country. With other institutions of the society the educational system was also shifted to the notion of Islamization. To study these efforts with particular reference to Islamization please read the following.

Louis D Hayes (1987)	<i>The Crisis of Education in Pakistan</i> Lahore, Vanguard Books Ltd. pp. 99-110.	6-8
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Situation of education during the period from 1977 to 1988 as summarized by Hayes (1987,P-13). "As with other institutional aspects of society, education has consistently suffered from this chronic political instability. From a more or less conventional approach to education with both public and private schools, the system lurched into a highly politicized one under Bhutto's nationalization. Then came Zia's Islamizaion. Ambitious plans for improving literacy and expanding all areas of educational opportunity were little more than paper exercises".

The Seventh Five Year Plan 1988-93 and Perspective Plan 1988-2003 (P-341) which reviewing the progress during the Sixth Plan 1983-88 noted "Despite financial shortfall, the Sixth Plan performance in education and training sector was fairly satisfactory even through the plan achievements were lower than the original targets". Furthermore Seventh Five Year Plan (P-344) stated "The main thrust of the Sixth Plan was on expansion of primary education and reduction in illiteracy in the country. To achieve these objectives, 40,000 new mosque schools were to be opened and 15 million illiterate persons were to be imparted literacy during the plan period. These targets could not be attained. Only 17193 new mosque schools could be opened and literacy programme could not make much progress due to the absence of an appropriate strategy for imparting mass literacy".

To study the targets of Seventh Five Year Plan (1988-93) you are referred to read the following pages of the Plan document.

Govt. of Pakistan (1988)	<i>7th Five Year Plan 1988-93 and Perspective Plan 1998-2003</i> , Islamabad, Planning Commission, pp. 341-349	6-9
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The targets envisaged in the above mentioned 7th Five Year Plan could not be fully achieved. As indicated in the 8th Five Year Plan (1993-98, p. 305) these reasons are briefed as under:

- i) The funds allocated could not be fully materialized.
- ii) Project preparation, approval and funding procedure was not envisaged in realistic terms. The financial and physical phasing of activites in PC-I were ambitious and un-realistic.
- iii) Selection of sites and availability of land of school's projects, specially for primary schools, (which is to be donated by the community) was

- \* also a bottleneck. It resulted in delay in starting actual construction work. In Urban areas procurement of the land because of high cost was also a problem.
- iv) Implementation of the physical infrastructure component lacks supervision for quality checks.
- v) There has been delay in making the institutions operational due to delay in appointment of teaching staff and all the factors mentioned above.

Keeping in view the above inadequacies and the bottlenecks, the 8th Five Year Plan lays heavy stress on the social development particularly to ameliorate the lot of people living in the rural areas. It has been very eloquently stated that the objectives and priorities of the plan have emerged as a result of an inter-action between the political vision of the society and the movement of the economy towards the realization of its material goals.

The main national objectives, which have guided the preparation of the Eighth Five Year Plan are as follows:

- i) To promote national solidarity through a fundamental restructuring of education and information policy, which should be based on a well defined concept of national culture;
- ii) To implement a concrete programme of poverty alleviation, especially in the rural areas, to attain full employment and to ensure continued growth with stability;
- iii) To prepare uplift programmes for the advancement of all sections of society, particularly women and youth;
- iv) To formulate specific, monitorable targets for increasing national self-reliance, supported by legislative safeguards, as necessary, especially in the areas of government finance, food, defence, export-oriented manufactures, high technology products and energy;
- v) To formulate and implement a cogent policy on the implementation of technological change.

The Eighth Five Year Plan is, therefore, guiding Pace setter in the social development sector. It emphasises UPE by the year of 2000, alleviation of poverty, rural development, investment in social structures, particularly in education. In light of

the plan provision the government launched the Social Action Programme (SAP) which stressed the improvement of cross sectoral linkages, thus ensuring that investment decisions in the social sectors culminate into optimal outcomes. Economics Survey (1996-97, p. 118) noted the progress and target of SAP as under:

"Basic education, primary education, adult literacy, teachers training etc. are the important components of SAP. Phase-I of SAP (1993-96) has been completed and Phase-II of SAP (1996-2000) is being implemented. The main thrust is to improve access of women particularly of rural girls to primary education".

To study the progress in the education sector please read the following material.

Govt. of Pakistan 1997.	<i>Economic Survey 1996-97</i> , Finance Division, Islamabad, Economic Adviser's Wing. pp .115-122.	6-10
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7      **ACTIVITIES**

1.    a)    Following were the main features of Islamic education in the sub-continent:

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- b)    List the three aims of British education system in the sub-continent:

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- c)    List the name of disciples of Shah Wali Ullah who took active part in reform movements:

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2.    a)    The major reforms brought by the recommendations conference were:

i)    \_\_\_\_\_  
ii)   \_\_\_\_\_  
iii)  \_\_\_\_\_  
iv)   \_\_\_\_\_

- b)    List the bodies recommended by the conference to co-ordinate educational policies through out the country:

i)    \_\_\_\_\_  
ii)   \_\_\_\_\_  
iii)  \_\_\_\_\_  
iv)   \_\_\_\_\_

3.    a)    List the basic objectives for education indicated in the Fourth Five Year Plan:

i)    \_\_\_\_\_

- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

b) The commission on student's problems and welfare gave the following recommendations:

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

4. a) List the features of elementary education as proposed by the Education Policy 1972-80:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) The notions of Islamization include the following changing in curriculum:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Social Action Programme focuses on the following aspects:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8      **EXERCISE**

- Q.No.1      Discuss the salient features of Islamic education.
- Q.No.2      "Education system introduced by East India Company in the Sub continent was an effort to introduce Christianity only" Elaborate please.
- Q.No.3      Discuss the awakening movements in Muslims of the sub continent during the British Period.
- Q.No.4      Critically review National Education Commission's Report 1947.
- Q.No.5      Discuss the effects of nationalization (1972) on education system of Pakistan.
- Q.No.6      Briefly describe the education reforms introduced by President Zia-ul-Haq.
- Q.No.7      Write down the proposed targets and scope of the second Phase of SAP.



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UNIT NO.7

## TRENDS IN EDUCATION

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## 1 INTRODUCTION

The Education Commission (1959) has rightly observed "in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend on success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people."

It is not without significance that the report of the Education Commission 1959 has observed, "If the pace of national development is to be accelerated, there is need for a well-defined, bold and imaginative educational policy and for determined and vigorous action to vitalize, improve and expand education."

The Commission further observed that education cannot be considered in isolation or planned in a vacuum. It has to be used as a powerful instrument of social, economic and political change and will, therefore, have to be related to the long-term national aspirations, the programmes of national development on which the country is engaged and the difficult short-term problems it is called upon to face.

The Education Commission has outlined the following problems of national development:-

1. Self-sufficiency in food.
2. Economic growth and full employment.
3. Social and national integration.
4. Political development of democracy.

Two-Fold programme to tackle these problems:

1. Development of physical resources.
2. Development of human resources.

The Education Commission stressed his point by observing that while the development of physical resources is a means to an end, that of human resources this an end in itself; and without it even the adequate development of physical resources is not possible.

The Education Commission pointed out the following problems of national development and education.

1. **Role of education in increasing production.**

The Education Commission made the following recommendations for making education to fulfil this task:

- i) Making science as a basic component to education and culture.
- ii) Introducing work experience as an integral part of general education.
- iii) Vocationalizing education, especially at the secondary school level to meet the needs of industry, agriculture and trade.
- iv) Improving scientific and technological education and research at the university stage with special emphasis on agriculture and allied science.

2. **Role of education in the modernization of Pakistani society.**

Education should perform the following:

- (a) Keeping pace with the advance in knowledge-change in curriculum
- (b) Adopting new methods of teaching.
- (c) awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself.
- (d) Changing the composition of the intelligentsia; educating people of all strata of society.
- (e) Emphasizing vocational subjects, science education and research.

3. **Role of education in promotion social and natural integration:**

The following steps were recommended:-

- i) Introducing a common school system of public education.

- ii) Making social and national service an integral part of education at all stages.
- iii) Developing all modern Languages.
- iv) Encouraging and enabling students to participate in community living on the school or college campus.
- vi) Promoting national consciousness through various programmes.

4. **Role of education in promoting international understanding.**

Following steps were recommended to promote international understanding.

- i) Revision of textbooks and elimination of hostile material about other countries.
- ii) Stressing the contribution made by various countries in the progress of humanity.
- iii) Participating in various activities and programmes.

5. **Role of education in synthesizing culture and scientific values.**

The Education Commission felt. "We believe that Pakistan should strive to bring science and values of the spirit together in harmony and thereby pave their way for the eventual emergence of a society which would cater to the needs of the whole man and not only to a particular fragment of his personality." A scientific outlook must become part of our way of life and culture. Science should be seen as a spirit that strengthens the commitment of man to free enquiry and to the quest for truth as his highest duty and obligation.

**Harmony between science and culture:** There has all along been a controversy between those ideals which aims at complete modernization of our way of life and those, which preserve the traditional values inherited from the past. The Commission had gone into this controversy and had formulated a reconstructed system of education which while based on science will be able to coherent with Pakistani culture and values. In the history of the nations; in developing areas of the world,

every attempt should be made to preserve the continuity of national life although progress demands utilization of modern science and technology. It should be the object of education to maintain a correct balance between what is valuable in the legacy inherited from the past and the needs and requirements of the present day.

**Emphasis on science and technology:** The Commission has rightly emphasized to make our education science and technology oriented; while at the same time it should not lose touch with what is best in our culture and philosophy and what constitutes the pride values of our way of life. Education has to serve vital national purposes and therefore, Commission could not but lay stress on making it a vehicle of national reconstruction that leads our teeming millions to economic emancipation.

Our urgent national need is highly trained and highly imaginative teachers and technical personnel, engineers, scientists and planners. We need them in large numbers. So the Commission had suggested teaching science and mathematics from an early stage. But at the same time it is not intended to produce large number of human robots, that will be rendering education into an inhuman mechanism. We must, of course, have engineers, technicians and other scientific personnel but these must be imbued by the true spirit, tradition and values of worthy life that our country prides. Then alone can they help in building a great, worthy and free nation which is both prosperous and spiritually alive. And the Commission has not overlooked this vital aspect of education.

However, the new trends in education is to make the society modern. There are three main features of a modern society. These are:

1. **Science-based technology:** The most distinctive feature of a modern society, in contrast with a traditional one is in its adoption of a science-based technology. Only because of this many societies have increased thier production.
2. **The explosion of knowledge:** As you are aware that the last few decades have witnessed a great explosion of knowledge. In a traditional society,

the stock of knowledge seems to be limited. Whereas, in a modern society on the other hand, the stock of knowledge is far greater and face of its growth is infinitely quicker.

3. **Rapid social and cultural changes.** The third feature of a modern society is the quick, almost breath taking rate at which social change takes place.

In Pakistan, efforts have been made to adopt all new trends such as science-based education, vocationalization of education, mass education, distance education, non-formal education and use of mass media and computers in education. The topic "Trends in education" has been discussed in this unit.

## 2 OBJECTIVES

After studying this unit, it is hoped that you will be able to:-

1. explain the role of education in national development;
2. state the trend of education and consumption;
3. appreciate the importance of human resource development;
4. specify technology developments and education;
5. describe the concept of continuing education;
6. discuss the significance of education for international understanding; and
7. describe education and world of work.

## 3 EDUCATION AS CURRICULUM AND INVESTMENT

Alfred Marshall says that there are few practical problems in which the economist has a more direct interest than those relating to the principles on which the expense of the education of children should be divided between the State and the parents. But we must now consider the conditions that determined the power and the will of the parents to bear their share of the expense, whatever it may be." For the working classes and for the middle class, he preferred 'technical education' to the narrow range of the old grammar school education.' Regarding the importance of general education, he observed, "it makes him more intelligent, more ready, more trustworthy, in his ordinary work; it raises the tone of his life in working hours and out of working hours; it is thus an

important means towards the production of material wealth; at the same time, regarded as an end in itself, it is inferior to none those which the production of material wealth can be made to subserve," Marshall was also very emphatic in sorting out 'genius' and educating it. Marshall's view was that 'the most valuable of all capital is that which is invested in human beings'.

Mark Blaug (1980,P.89) has observed: "Education has become a major source of skills and trained talent. Indeed, from one point of view, this is education's critical economic role."

He has further stated, "After standardizing for race, sex, ability and other characteristics, it can be shown that, the higher the level of education a group has, the higher its earning power will be."

John Mace observed, "If my hypothesis is correct, it carries radical implications. It implies that fewer steel mills and other big plants should be built in the so-called underdeveloped countries, and more invested in the people of those countries."

In the words of Prof. John K. Norton of the Columbia University, "The effects of investment in physical capital depends at large measure on the intelligence and skills of the people who use this capital."

Don Adams of the Syracuse University: The wisdom distilled from the last two decades of international attention focused on the developing areas of the world suggests that the educational factor is of crucial importance in attaining even modest goals of economic and social development.

Philip H. Coombs writes: "Today it is clear that industrialization and the whole modernization process cannot proceed without the development of human resources, and for this a major investment in education is required."

Prof. Adam Curle puts his faith in "the country which constantly tackles development as a human problem first and an economic one second, and which bases its approach on the idea that human beings are in themselves of value."



Some special characteristics of education which affect its economic analysis are:

1. The direct economic impact of education is upon the quantity and quality of occupational skills, labour usually accounting for some three quarters of national output and education being a major source of productivity of labour. Education also has a direct impact on the economy through increasing the stock of knowledge and ensuring its diffusion.
2. It can also have many indirect effects. It may raise the level of initiative and inventiveness of the population; it may improve consumption patterns, and may promote economic and social mobility. The educational system can also serve as an instrument of selection by which a society finds its leaders, entrepreneurs, administrators and technicians and improves their quality.
3. The demand for education may be divided for the purposes of analysis into two parts: one for production purposes, and the other for consumption. We use our education to earn a living and we use it to enjoy the fruits of living. It is not easy to make this distinction in practice and we have also to note that both the individual and society use education as a means of preserving and developing their value systems - a function which does not fall under either production or consumption in the economic sense. In developing countries the consumption portion should theoretically be smaller because the overall amount of education available is less and economic needs are greater.
4. The role of education as an item of consumption and the fact that it is treated as a social item in national accounting has obscured the part it plays as an economic investment. Some economists have attempted to distinguish between investment in technical education as productive and expenditure on general education as consumption. This overlooks the fact that general education is a necessary prelude to technical education, and underestimates the role of the educational system as economic infrastructure. Trade is important as well as production, and grades such as clerks and accountants as well as engineers are needed for economic development. It would seem that the whole of that part of national expenditure on education which results in the raising of income can be regarded as an economic as well as a social investment.

5. Education requires a relatively long-term span for its returns to accrue, but it has a lower rate of obsolescence than most physical capital. For planning purposes, a time span of ten to twenty years has to be envisaged for the educational system as a whole. Quicker results can of course also be achieved by influencing the students already in the "pipelines". Examples are special training facilities to young people already in the educational system: temporary adjustments of curricula and teaching methods: programmes of re-schooling by re-capturing people who have already passed out of the educational system can be effective but the attraction of such short-term yields should not result in neglect of its basic long-term functioning, since in education quality as well as quantity has to be watched at all times. Choices have to be made between investment in the various educational levels based on long-term criteria in respect of both quantity and quality.
6. The educational system is interlocked functionally with the socio-economic environment. The expansion of education is linked to the employment situation, since people expect to earn a living commensurate with their educational attainments. Being large consumers of budgetary resources, educational systems are dependent upon the national administrative and fiscal systems within which they operate. They cannot be considered as self-contained systems for planning purposes. Only by integrating educational planning with overall planning can it be hoped to avoid the problems of "the educational unemployed" on the one hand and the shortages of trained cadres on the other. The preferences of parents and pupils in the end govern entry into the different available types of education, however, good the educational guidance programme may be and it is right that educational plans should allow for the element of human choice as other best use of one's talents. But it is necessary to provide incentives and ladders to lead pupils into priority occupations for the attainment of the development plan.
7. The educational system is a large consumer of its own product. In the United Kingdom, for instance, in 1972, the educational system employed more people than any single industry or service or than the Armed forces. In particular, educational system makes a heavy demand on the supply of people with secondary and higher education. In some

developing countries the largest single category of high level manpower is qualified teachers.

Education contributes to the economic development of the country by:

1. Training and developing skills required for efficient and more production.
2. Inculcating values, beliefs and modes of behaviour required for fulfilling one's role in the country's development.

Our principal potential asset is our people. Whether using a plough, driving a truck, designing a steel mill or typing business letters, the human factor is common and vital to all branches of economic activity. Education has an essential role to play in the structure and effectiveness of the country's work force. Education is indispensable in all occupations as it develops proper insight. As economic and productive activities expand, there is a great need for educated people to design, plan, supervise, manufacture, sell and administer. Services of all kinds grow in step with industry. All services need educated personnel for operation and administration.

Agriculture requires a large number of educated persons for developing better seeds, oil testing, repair and maintenance of tubewells, tractors and implements, running of cooperative societies and banks etc. As the economy develops and diversifies, the number of occupations increase in number and variety and all these require more and better educated persons to fill these posts. When suitably trained and educated are not available, there is constraint on the country's development. Education, therefore, must be geared to the economy of country.

It is generally observed that educated persons in our country are reluctant to use their hands. Productive works must be linked with general education. In the aristocratic society of the past work was for slaves. The democratic society expects every individual to be occupied in some kind of work. Education must be work-oriented to meet the requirements of the land of the work-student.

At every level of education there has to be strong emphasis on the application of knowledge, on the form in the workshop, the laboratory and the factory.

### Elements involved in forecasting manpower requirements.

Herbert S. Parnes gives the following elements:

- (a) Prepare an 'inventory' of manpower for the base year (e.g. 1975) classified by branch of industry and occupation, using an occupational classification system that differentiates as far as possible among occupations requiring different levels of education and, at the highest levels, between 'scientific' and 'general' education.
- (b) Forecast the size of the total labour force for the 'target' year (e.g., 2000) and for the intervening period at five year intervals.
- (c) Estimate total employment in each sector and branch for the forecast years.
- (d) Within each sector and branch, allocate total employment for the forecast years among the various categories of the occupational classification system. Aggregating the requirements for each occupational category in all sector and branches gives the total 'stock' of manpower required for the forecast years classified by occupational category.
- (e) Convert the data on requirements by occupational category into data on requirements by occupational qualification. This is necessary because the several broad occupational categories cannot be expected to be homogeneous with respect to required educational qualification.
- (f) Estimate the anticipated supply of personnel with each major type of educational qualification for the forecast years on the basis of :
  1. present stock;
  2. anticipated outflows from the existing educational system; and
  3. losses due to death, retirement and withdrawal from the labour force.
- (g) Compute the change in annual outflow the various levels and branches of the educational system necessary to create balance in the forecast years between (e) and (f).
- (h) Calculate enrollments in each level and branch of the educational system necessary to achieve the required annual outflows.

Our political freedom depends on rapid economic growth and this in turn depends on our performance in agriculture. The future of our agriculture in its turn depends on the success with which we can educate the small and illiterate farmers. Agriculture, therefore, must become a major concern of the entire educational system in our country.

The changes required are of two kinds: at one end, we need to bring about changes in outlook and at the other end we need to give technical skill to illiterate and semi-literate adults, which will enable them to understand and use efficiently the new technological package.

Between these two, there is a wide range of activities which can be applied at every educational level.

1. **Agriculture school**

Agriculture school should be opened and each agriculture school should be attached with adequate land. Students admitted to these schools should be given thorough training in modern methods of agriculture.

2. **School subjects and orientation in agriculture**

School subjects like general science, biology, mathematics and social studies should be given an orientation in agriculture by using suitable teaching techniques.

3. **Agriculture-oriented textbooks**

Our textbooks should be so written as to contain elements of agriculture and rural problems that are meaningful to the pupil.

4. **Work experience**

Work experience should be used as an activity of linking the various types of economic and productive activities of a community with education. Work experience in education is a method of integrating education with work. Work experience should not mean for children just doing manual work. Careful planning should be exercised in selecting community centre work experience. A survey of physical and natural resources of the community, the facilities that are available, its

requirements, should first be made; then a list of activities for work experience drawn.

5. **Vocational course**

Vocational courses in agriculture, small-scale industries and technology either on full time or on part-time basis should be encouraged at various levels.

6. **Agriculture Polytechnics.**

A few agricultural polytechnics may be started in each province to train persons in different courses like plant protection, crop husbandry, soil, health and fertility, processing of live-stock products, poultry farming and animal husbandry.

7. **Improved farming techniques.**

Pupil in rural schools should be acquainted with the methods of improving farm and rearing cattle, preserving seeds, fruits, vegetables and meat.

8. **Adult education.**

The first step in the rural development schemes should be the liquidation of illiteracy. An effective programme of adult education should, therefore, be put into operation immediately to achieve success in our social, economic and cultural endeavours.

However, for further detail please read the below referred material.

Blaug, Mark (1976)	<i>An Introduction to the Economics of Education,</i> London, Penguin Books. PP.16-22	7-1
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#### 4 HUMAN RESOURCE DEVELOPMENT

For many years, politicians and development planners have measured average per capita income to chart year-to-year progress or decline within a country. As a result a great deal of national development activity was focussed on economic growth, often

neglecting the human dimension of development. What was needed was a new way to measure development human development and a new strategy to meet human needs.

Recently two different approaches have been followed to measure human development. The United Nations International Children's Emergency Fund (UNICEF) point of view is that the well being of the children is the determining factor in measuring human development or progress. It has used as Under Five Mortality Rate (U5MR) as the principal indicator in this context. U5MR is said to have several advantages.

First, it measures an end result of the development process rather than an 'input' such as school enrollment level, per capita calorie availability, or the number of doctors per thousand population -- all of which are means to an end.

Second U5MR is known to be the result of a wide variety of inputs: the nutritional health and the health knowledge of mothers; the level of immunization and ORT use; the availability of material and child health services (including pre-natal care); income and food availability in the family; the availability of clean water and sanitation; and the overall safety of the child's environment.

Third, U5MR is less susceptible than, say, per capita GNP to the fallacy of the average. This is because the natural scale does not allow the children of the rich to be one thousand times as likely to survive even if the man-made scale does permit them to have one thousand times as much income. In other words, it is much more difficult for a wealthy minority to affect a nation's U5MR and it therefore, presents a more accurate, if far from perfect, picture of the health status of the majority of children (and of society as a whole.)

For these reasons, the U5MR is chosen by UNICEF as its single most important indicator of the state of a nation's health.

According to UNDP, human development is the development 'of' the people 'for' the people and 'by' the people. The development 'of' the people means investing in human capabilities whether in education or health or skills, so that they can work productively and creatively. Development 'for' the people means ensuring that the economic growth they generate is distributed widely and fairly.

Human Resource Reports (1990, 1991 and 1992), concentrated on these first two components. The 1993 Report concentrated on development 'by the people - on giving everyone a chance to participate.

Assessing Human Development. To quantify and clarify the process of human development the 1990 Report also introduced a new yardstick of human progress: the human development index (HDI). By combining indicators of real purchasing power, education and health, the HDI offers a measure of development much more comprehensive than GNP alone.

The second report in 1991, took up the question of financing human development and the role of governments. It looked at the potential for restructuring national budgets away from wasteful expenditure on the military and on loss-making public enterprises, for example-- and towards-more relevant priorities such as basic education and primary health care. The analysis used four ratios to highlight government spending priorities. These showed that developing countries spend more than 25% of their GNP through the budget, yet devote less than one-tenth of this to human development. The 1991 Report also discovered similar imbalances in international aid: less than 7% of total aid is spent on human priority areas. It concluded that the world had an enormous opportunity to increase investment in human development even with existing development.

The 1992 Report extended the analysis by adding an international dimension. It focused specifically on global markets and on how the patterns are needed to accommodate the rise of people's aspiration and the steady decline of the nation's state. The state now is too small for the big things and too big for the small.

Foreign aid should be directed at human priority areas, such as health and basic education.

In order to comprehend the clear idea about human resource development, you are advised to read the following:

Kneller George, F. (1963)	<i>Foundations of Education</i> , New York, John Wiley and Sons, PP. 306-319	7-2
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With the advancement in Science and Technology, traditional values and cultural equilibrium has been disturbed. Scientific development plays a decisive role in material development. According to Coombs, science is absolutely international in its nature while technologies are more restricted to the societies where they have originated. This is the cause of emerging new field of appropriate technologies for developing countries. Technology according to Siddique (1990, p.27) denotes the whole or an organic part of knowledge about (a) scientific principles of discoveries; (b) industrial process, (c) material and energy resources; (d) methods of transport and communication, so far as it relates directly to the production or improvement of goods and services. Engineers whose task is to apply technology to development, are thus dealing with the conception, design and application of new forms of equipment, machines or installations, and ensuring the most efficient and economic means of achieving defined objectives by such means.

Most influencing technology is of computer as computers are playing an active role in the process of education. It was sixties' when computers indicated their value as educational tools. But in that decade, computers were expensive, difficult to use, and vaguely threatening to many educators. But situation has not changed, demand of computers have become less expensive, more smart and playing much active role in education. Teaching which makes use of computers is known as computer based education. Computers have made teachers free from routine duties, so better utilization of time can be made. These have relieved them from repetitive teaching tasks. Today educational institutions are forced to meet the growing need for development instruction. This need arises from lower standards in high schools. Computers can be used to assist teachers with drill and practice sessions required in courses. The computers have made it easier to monitor the progress of an individual, but it can aid a student to judge his own success against well defined goals. Storing students response on the computer, an author can judge the quality of the course. Advantages for teachers are actually advantages for students. But computers can provide benefits more than realized by the teachers. Computers can provide mechanism by which students can provide more close involvement with material being learned, so higher level of motivation. Computers can also provide simulation, moreover computer provides a means for tutoring individual

students at their own pace. Schools use computers for the following main purposes.

- to equip all students for a future in which technological awareness, basic computer skill will be increasingly important for greater number of citizens.
- to build a resource of people skilled in information technology, who can be deployed to strengthen existing economic sectors or to develop a new one based on the technology itself.
- to use new technology to enrich the existing curriculum and improve the way in which it is delivered, by using computers as sophisticated educational tools which can extend traditional ways of presenting information to children and offer new opportunities (such as simulation). All this possible only with computers.
- to promote change in education by moving towards a more relevant curriculum and by bringing educational opportunities to a large number of people" (Hawkridge, et al. 1990, p. 26).

Scientific and technical progress has three major consequences for education.

- New theories of learning highlight the principle of contiguity and importance of needs and motivations of choice of content, of the hierarchic nature of learning, the interrelationship between educational content and environment etc.

Learning is affected by disorderly and sometimes competing relations between various vehicles for transmitting knowledge so there is need for multi-media systems to co-ordinate their utilization and effectiveness.

Second effect of advances in educational technology is that "it is impossible really to derive advantage from it without overhauling the entire educational edifice". The problem is not only to modernize the education from outside but to make systematic use of available resources.<sup>4</sup> For this educational technology is to be used. Technological innovations may be considered in relation with total education system.

Scientific and technological progress has an intrinsic value, which may be independent of quality of material used.

In order to comprehend the clear idea about human resource development, you are advised to read the following:

Swaroop, Schema, N.R. (1993)	<i>Philosophical and Sociological Foundations of Education.</i> Mearut. R. Lall Book Depot. PP.370-377	7-3
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## 6 CONTINUING EDUCATION

Every year, every month, every day, step by step a person learns, - feels, desires and is given the opportunity to learn. In the world now emerging no one knows what tomorrow will bring. And so we must equip every man in every way and in every moment of his life to be the master of his fate. The captain of his destiny.

However, the process of learning takes place from one's cradle to one's grave. In this sense, the concept of education is much broader in scope than the concept of schooling. Question arises, what is continuing education? In this regard Apps (1979) stated the definition of continuing education which was provided by the Accrediting Commission of the continuing education council of the United States:

"The further development of human abilities, after entrance into employment or voluntary activities. It includes in-service, upgrading and updating education. It may be occupational education or training which further improve careers or personal development. Continuing Education includes study made necessary by advances in knowledge. Continuing Education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal, financial, material and human resources. Most of the subject matter is at the professional technical and leadership training level or the equivalent."

In order to comprehend the clear idea about continuing education, you are advised to read the following:

Peter Jarvis (1983)	<i>Adult and Continuing Education: Theory and Practice.</i> Great Britain, Biddles Limited, PP 23-40	7-4
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## 7 EDUCATION FOR INTERNATIONAL UNDERSTANDING:

The Universal Declaration of Human Rights states, "Education shall be directed to the full development of human personality and to strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further promote the activities of the United Nations for the maintenance of peace.

A renowned scholar Kenworthy S. Leonard thinks that education for international understanding would "help children to understand the pride of all people for their own group and to develop respect for their feelings. Social scientists call the feeling 'empathy' and consider it among the important attributes to develop."

However, international understanding is the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong. To do this one must be able to detach oneself from one's own particular culture and national prejudices - and to observe men of all nationalities, cultures and races on equally important varieties of human beings inhabiting this earth.

There are some obstructions in the way of international understanding. These include:

1. **Physical Barriers.** People of different countries live in isolation.
2. **Political barriers.** Narrow nationalism affects understanding between different nations.
3. **Economic barriers.** There are restrictions on international trade, foreign exchange and currency.
4. **Religious barriers.** Religious barriers lead to prejudices.
5. **Linguistic barriers.** Differences of language do not allow people of different linguistic groups to come closer.

6. **Psychological barriers.** Frustration and fear born of ignorance, selfishness and hostility lead to aggression and war.
7. **Educational barriers.** Teaching of social studies leads to narrow nationalism and narrow loyalties.

a) **Guiding principles of programme for international understanding:**

According to UNESCO Report such a programme should:-

1. Make it clear that unless steps are taken to educate mankind for the world community, it will be impossible to create an international society conceived as the spirit of the charter of the United Nations.
2. Make clear that states, whatever, their differences of creeds and ways of life, have both a duty to cooperate in international organization and have an interest in doing so.
3. Make clear that civilization results from the cultivation of many notions and all the notions depend very much on each other.
4. Make clear the underlying reasons which account for the varying ways of life of different people, both past and present, their traditions, their characteristics, their problems and the way in which they have been resolved.
5. Make clear that throughout the ages, moral intellectual and technical progress has gradually grown to constitute a common heritage for mankind. Although the world is still divided by conflicting political interests and tensions, the inter-dependence of people becomes daily more evident on every state. A world international organization is necessary and it is now also possible.
6. Make it clear that agreements freely entered into by the Member States of international organizations have force only as far as they are actively and collectively supported by those people.
7. Arouse in the minds particularly of young people, a sense of responsibility to world community and to peace.
8. Encourage the development of healthy, social attitude in children so as to lay the foundations of improved international understanding and

cooperation.

b) **Schools and world understanding.**

A UNESCO pamphlet states, schools may, and generally do represent the best elements in the surrounding culture, they should be and they generally are, above the average level of the community in their regard for truth and honesty and fair dealing. They contrive to raise appreciably the standards and values of peoples. Since wars originate in the minds of men and it is in the minds of men that defence or peace can be built. Modern age is characterized as the age of democracy. Public consent is necessary to wage war. To avoid war public opinion should be mobilized to check the forces that lead to war.

Education is the means of enlightening public opinion about positive and negative aspects of international understanding. The work of enlightening public opinion can and should very conveniently be started in the schools of today wherein future statesmen, industrialists, engineers, lawyers, newspapers, politicians, and other leaders are receiving their education. Their present training will be very helpful in influencing their views in the times to come. It is, therefore, very essential that schools should be entrusted with the task of creating world understanding. Not only must people be given a wider variety of new skills, but it must be a conscious aim of education to find ways of carrying over from smaller groups to increasingly larger ones, and finally to the world as whole. A school programme should include those knowledge, attitudes and skills which enable the children to understand some of the global relationship in the modern world.

c) **Ways and means of creating world understanding.**

Teaching for world understanding should pervade the whole educational programme, the attitude of the members of the staff, the curricular and co-curricular activities and experiences of the school. We have to plan our teaching and learning process in a way that the children can grow world mindedness.

d) Curriculum should enable our students:

- i) to learn the similarities and differences of the people of the world;
- ii) to learn that world is a fun and beauty;

- iii) to learn about the division of the world into nations and culture to make better adjustments;
- iv) to know something about the long struggle of mankind to replace conflict with cooperation; and
- v) to develop a desire and simple skills to participate effectively in building a better world.

e) **Literature an expression of noble urges.**

This should be viewed as an expression of the noble creative urges of the individuals of different countries of the world. The language of literature can transverse distance, time and space to a congenial spirit across the ocean and continents as well as across the centuries. Literature emphasizes the humanistic spirit, the spirit which permeates whole mankind and which binds humanity into a common fraternal bond.

f) **Language a vehicle of international understanding.**

The social purpose of languages and the vital part they had to play in peaceful intercourse of the peoples of the world require no emphasis. Here perhaps with less strain than in any other branch of the curriculum, we may harness an academic exercise to the beneficent purposes of international understanding. For a language is at once the expression of the way of life of the people who speak it as their native languages and means by which people of other nations may more surely comprehend the spirit of the society, which has evolved it.

g) **Teachers contribution to international understanding.**

Teachers can develop attitudes favourable to international understanding among their students. The teacher has to play the following roles:

- 1. **Teacher's role outside the school.** Outside the school, teachers can play their part as intelligent and educated adults. It is for teachers, as people above average in training and in conscientiousness to find time for grown-ups as well as children, and to give all possible support to those organizations which are concerned with informing the mind and stirring the social conscience of the adult community.

2. **Teacher's role in teaching social study.** Teacher must teach their students to use their eyes and their ears with sufficient intelligence to distinguish fact from propaganda and to substitute comprehension for prejudice. They must develop a proper use of reason rather than force.
3. **Teacher's role in understanding the child.** The educator should be more concerned with the child, and the healthy development of his body and mind, than with the contents of the various subjects which go to make a school curriculum. This duty can be performed by the teacher.
4. **Research in international concepts and attitudes.** The teachers can, investigate and develop methods, improved concepts and attitudes in the field of international understanding.
5. **Visits to other lands.** The teachers should be encouraged, by leave of absence, financial aid, and by other means, to study and travel in other countries, and that exchange of staff members be arranged as frequently as possible.
6. **Faith and enthusiasm for the value of international understanding.** Teachers should have faith and enthusiasm for the value of international understanding and cooperation and should possess the equipment to infuse this spirit in the minds of their students.
7. **Interpretation of the value of international understanding of the curriculum.** While teaching various subjects, the teachers should concentrate in helping students build up proper behaviour pattern and psychological disciplines impression upon their minds so that barriers of race, colours and distance do not stand in the way of uniting people of different countries.
8. **Objective and impartial in their treatment.** They should avoid indoctrinating the minds of the pupil. They should be impartial and highly objective in interpreting or describing facts. They should not be propagandists.



9. **Well informed about world situations.** They should be well informed about the contemporary world of science and its historical background, and concerned about improving the condition of people everywhere and try to make students well informed.

However, for further details of Education for international understanding, please read the below mentioned material.

Saxema, Swaroop, N.R. (1993)	<i>Philosophical and Sociological Foundation of Education</i> , Rd. Ed., Mearut, R. Lall Book Depot. pp.202-215	7-5
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## 8 EDUCATION AND WORLD OF WORK

### a) **Nature and Scope**

The external efficiency of any educational system involves relationship between general and vocational education and between schools and work opportunities. This relationship can be summarized in four categories.

#### i) **First Economic growth**

To promote economic growth it is necessary to have a trained labour force which can handle technical and managerial problems. This problem is more severe today in developing countries than it was in the gradual evolution process of most of the developed countries. A key concept in the development of any enterprise is that of skill: determining the number and types of skills required by an economy on the basis of technologies and techniques actually used in production process; selecting cost-effective ways of acquiring these skills among the alternatives that can be offered by the total educational and training system; and ensuring that skills once acquired are properly deployed and used.

#### ii) **Second Unemployment**

There is a problem of unemployment among graduates and other school leavers. The rate of unemployment in developing countries is much higher than in developed ones. Unemployment is disproportionately

concentrated among youth, first time job seekers and women.

iii) **Third Preparation for jobs**

Policy makers, employers, as well as individuals tend to consider formal system of education a passport to jobs in modern sector. Studies conclude that educational ambitions of young people reflect conditions of labour market rather than realistic career aspirations.

iv) **Fourth Formation of Attitude**

Link between education and work includes questions about the formation of attitudes, habits and characteristics of productive worker. Social relations and experiences to which workers are exposed may be significantly different from the social climate of the educational institution.

The overall goal of education is to prepare the individual to live and work in society. If the individual is to meet the goals, he must develop and integrate the necessary daily living, personal-social and occupational skills into a rewarding and satisfying life style. This includes learning about personal interests, needs abilities, potentials and realities of modern world. These understandings can help individuals to make appropriate decisions. Until recently, most school system have provided with content centered curriculum. This may not directly suit the individuals' needs. Kokasha and Brolin (1985, p.251) recommend to have process oriented educational philosophy. Process oriented philosophy emphasises the acquisition of specific skills that are necessary for community living and working and requires professionals to decide upon desired outcomes that can be defined in precise, measurable terms. For this programme of career, must include general and career education to maximize the students career development.

What is the productive value of education? It would not be wrong if we say that the richer countries of the world are those which spend more on education. But there may be confusion of cause and effect. It may be said that rich countries spend more on education because they can afford

this luxury. How would a modern factory work if none but the managers could read? How could a bus conductor collect his fares if he could not do mental arithmetics? Such examples show that any modern productive process depends upon the assumption of educated population.

Actually all the jobs need more than elementary level and this standard is even rising. We have largely absorbed the process of mechanisation by which power driven machinery has replaced simple human muscle-power so there is no or very little room for illiterate labourer. We are beginning to absorb automation, the process by which computers take over the simpler arithmetical and literary processes and routine control of the mechanism which have already replaced human muscle. Automation may free man from much routine work but can not be free from man as it would require more educated men to operate more sophisticated machine. Automation will require highly complex system of special educational arrangements. It is fact that now more chemists, biologists and staticians are required in agriculture than before.

We tend to think of education in terms of formal institutions - schools, colleges and universities where mainly full time education is provided but usually forget the rapid growth of special educational facilities set up by the employers for their own employees. We also forget the considerable amount of part-time education obtained by the people already in jobs to get them better selves by taking better qualifications as B.Ed., M.Ed. All these are the evidence of the values attached to education in some or the other way.

**b) Choice of type of education**

If we look into researches on the choice of types of education and its relationship with work, the field is not very rich. Nearly all the statistical work done so far has been related with the educational levels rather than educational subjects. There is little attempt to assess the comparative economic values of specializing in one field rather than another. We are in short of research. According to Caine (1993, p.184) it is hard to perceive any comparable movement towards systematic investigation from the economists' point of view of other problems

relating to type of education the problem of specialization or breadth is more significant at university level. But the discussion made at university level is usually more scholastic than economic criteria.

c) **Work and Education in Future**

One of the main effects of rapid technological changes is the link it produces between future of work and education. At both local and national level, they have become connected. First as rate of change generates its own further requirements for yet more technological developments and refinements. If these are to be satisfied, then educational needs and practices are to be included. Second, change necessitates a re-consideration of many assumptions inherent in educational planning and provision in relation to work. The changing relationship has complex features but four distinct components may be defined. The first three occur directly from the work-education interaction, the fourth would only appear to impinge upon education but must also influence others: a) the inter-relationship between the rate and direction of technological development, and education, b) effect of these developments on the expertise and skills required in the work force, c) the implications for education and training of changes in these requirements, and the associated reduction in the availability of work, and d) the potential effect of technological change on the educational processes themselves.

So there is relationship between education attained and wealth. A man's ability to compete successfully in the world and to improve his living standard depends upon economic productivity which is largely related with education. The value of education, like the value of all forms of investment is far more than financial. Education is vital segment of the full life. In analyzing the economic value of education, it is useful to see education as industry. An economy has limited resources and can not produce all goods and services we want to have.

Education alone does not create jobs, it can also help to cut unemployment by enhancing matchability of labour-force skills with employer needs. Profitability of education does not rest alone on productivity or money-income-increasing effects. Some of the value of education may be seen in other forms e.g. fruit of literacy.

The balance between education and work be enhanced by one or more of the following:

1. tempering the inflation of qualifications.
2. increasing job opportunities.
3. modifying the supply and nature of educational opportunities.

The first two deals with general economic development while third is strictly related with education.

For further detail and understanding, please read the following pages.

Joel E. Davitz and Samuel Ball (1970)	<i>Psychology of Educational Process.</i> New York. McGraw Hill Company. PP .391-427	7-6
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## 9 ACTIVITIES

1. Level of Education and production is interrelated. Interview with any five factory managers and record their comments on this topic.
2. Collect enrollment data of class V from your District Education Office and then estimate the requirement of teachers at a ratio of 1:30.
3. Visit the nearest Regional Centre of Allama Iqbal Open University Office, get information about the services that the office is providing to students and suggest measures to improve the efficiency of that particular office.
4. UNESCO is working as an organization to build international understanding among member states. Get information from the office of UNESCO and prepare a report on activities being carried out for this purpose with the reference for workshop.
5. Develop a questionnaire to determine a relationship between education and world of work, administer it to any 5 working persons and record its findings.

10      **EXERCISE**

- Q.No.1      Discuss the ways though which education can contribute in enhancing production.
- Q.No.2      Critically examine Mark Blaug's view on education.
- Q.No.3      Education accelerates the economic development of a country. How?
- Q.No.4      Rural development schemes and adult education is closely linked together. Draft an adult education programme for rural areas.
- Q.No.5      USMR is adopted by UNICEF for measuring human development. Elaborate its advantages.
- Q.No.6      Do you agree that Foreign aid should be directed to Human priority areas. Support your answer with arguments.
- Q.No.7      Theme of continuing education is from cradle to grave leads to human development. Explain.
- Q.No.8      Linguistic barrier is one of the barriers to international understanding. Suggest some measures to minimize this barrier.
- Q.No.9      Enlist the ways in which a teacher can contribute in developing world understanding between nations.
- Q.No.10      Level and type of education contributes towards level of life/ overall earning. Keep in view our position and write a critique on this statement.

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UNIT NO. 8

## MODES OF EDUCATION

WRITTEN BY  
M. MAHMOOD HUSSAIN AWAN

## 1 INTRODUCTION

Education, as it has been rightly said by philosophers, is not the name of a particular activity or process. It is a sum of different activities and processes which mainly bring into focus the social aspects of human being. Education is not something static, but a continuous and life long process. It is bound up with human race since its birth and shall continue to function as long as the human race exists. So education has always been very highly valued and has been a major force behind the social and cultural life of every society. Education signifies man's supreme position in society. It enables the individuals to develop their capacities which empowered them to control the environment to fulfil their possibilities. Physical and mental maturity of the individual also depends upon his interactions and adjustments to the situation and circumstances.

This multi-directional gradual growth of an individual to effectively interact with the environment does not take place in isolation. In this endeavor certain individuals, groups and institutions contribute significantly. All these and other such influencing factors and conditions may be called the agencies of education or modes of education. Knowledge about self, the immediate physical and social environment and the world includes the influences of varied experiences a human being undergoes in his immediate environment.

The very first learning of a person takes place in his family environment. He learns habits, attitude, skills and new things by listening observing and doing in informal situation first by living among the family members and then from his environment he interacts with. This learning deliberately does not take place in a formal situation. Such learning is generally called informal education. This natural learning is usually the result of social and physical surroundings in which an individual lives. Most of one's education takes place unconsciously in an incidental manner.

When "education is deliberately planned, chosen and employed by the community for the welfare of its coming generations", it is called formal education. (Tanvir, 1975, p.5). It encompasses the existing structured school, college and university system. There are certain other modes of education like Non-formal Education (NFE) and Distance Education. For better understanding, we will discuss each mode separately.

## 2 OBJECTIVES

After studying the unit, it is hoped that you will be able to:

1. Discuss the following modes of education.
  - a) Formal Education.
  - b) Informal Education.
  - c) Non-Formal Education.
  - d) Distance Education.
2. Analyse the situation of education in the country.
3. Identify the processes and problems involved in three modes of education.
4. Explain the different roles played by the above mentioned modes of education.

## 3 INFORMAL EDUCATION

As we studied earlier family is the main source of informal education. Apart from the family, the peer group, siblings, community and professional organizations etc., are the source of informal education and children learn a lot through this mode without making much conscious and deliberate effort. The cultural values, knowledge and skills are diffused from one generation to another in an informal and un-organized manner. Through this mode an individual acquires and practices experience within the frame of the community he lives. Tanvir (1975, p. 4) says "An individual is not always conscious of his learnings. A child, especially, learns many things, habits, attitudes, skills, ways of thought and behaviour of which he is unaware". Thus the whole community teaches him. He learns how to get along with his fellow beings just by living among them. His behaviour is so shaped according to society's norms of which he is un-aware. Development of an individual's personality of which he or she is capable assumes meaning only in social setting. The individual is the end and these social institutions are the means. Rousseau's philosophy of Naturalism as mentioned by Tanvir (1975 pp. 95-95) lays great stress on fullest possible social welfare and development through social institutions by promoting conducive natural atmosphere to the child.

This mode of education is seen among primitive people. When there was no school, and education was largely a matter of observation or imitation, and to a large extent un-conscious. On significant occasions and festivals in the family or tribe the legends and history of the tribe helped the young to learn obedience, respect and norms. Aim of education was much the same as it is recognized in our most modern era i.e. to

survive and live complete life. All educational efforts and activities were organized to preserve the individual's life. Even in modern scientific area most part of pre-school education fall in the form of informal education. That is why the maximum opportunities are provided by the family physical, moral, intellectual and spiritual growth of a youth. At this stage it would be better to refer to Coombs(1973) quoted by Rashid (1989,P.20) as;

"By informal education we mean, the truly lifelong process where by every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment-from family and neighbors, from work and play, from the market place, the library and the mass media. Through informal education, for example, a child acquires a sub-stantial vocabulary at home before going to school, a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers".

K.K. Bhattia (1985)	<i>Principles of Education</i> , New Delhi, Kalyani Publisher. pp . 10-12	8-1
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#### 4      **FORMAL EDUCATION**

Formal Education is the Education imparted by educational enterprises prevalent throughout the world chosen and employed by the community, under set rules and regulations for the welfare of its individuals. This education is given in schools, colleges and universities and similar other institutions, which are established with the aim to modify the behaviour and to shape the personality of a child in a more desirable form. The consciously structured education is imparted through the process of formal instruction. This mode of education deliberately planned and has a well-defined systematic curriculum.

As the learner in this system is conscious of his learning outcomes so he puts concerted efforts to derive full benefit out of it, to achieve the desired aim. The chief characteristics of formal education system are three dimensional process which includes teacher, taught and social setting or environment i.e. the institutions. At this stage, it looks appropriate to have a brief description of forces which lead to the present formal system of education. The formal system of education now- a-days passes through many

stages. The religious beliefs and practices perhaps, were the initiatives which gave birth to experts in instruction. The specialist in religion, the medicine and magicians were thus likely to be the first professional teachers or the superior intellectuals, responsible to instruct the young. As societies grew more complex their social needs increased, which created demand for skill-mix to run the affairs of the state both religious and political increased. The schools were established to keep abreast with these needs of the community. Curricula were also developed accordingly. Later, these early schools grew to centers of learning. The writers, scientists and scholars were attracted to impart knowledge. They devoted their lives to teaching learning process. With the expansion of knowledge more specialized schools were established and a revolutionary departure from elite's to common man, a policy of equal educational opportunities for all were formulated. Ultimately the education became the responsibility of the state.

Now, you could surely determine the salient features of formal education i.e.:

- i) planned with a particular end in view,
- ii) limited to a specific period,
- iii) has a well-defined and systematic curriculum,
- iv) given by specially qualified teachers, and
- v) observes strict discipline.

Coombs (1973) as quoted by Rashid (1989 p,19) clearly defines the concept of formal education as:

"By formal education we refer, of course, to be hierarchically structured, chronologically graded 'Educational System' running from Primary school through University and including, in addition to general academic attitudes, a variety of specialized programmes and institutions for fulltime technical professional training".

According to Tanvir (1985, p.5) "formal and informal education are not contradictory but rather they are supplementary to each other. They take place concurrently at every stage of life. None of the educational agency is strictly limited to either one of these two types". The following reference included in your study package may help to enrich your knowledge about the concept.

Dr. Muhammad Rashid (1989)	<i>Advanced Course on Non-formal Education.</i> Islamabad, Allama Iqbal Open University. pp.4-8	8-2
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## 5 NON FORMAL EDUCATION (NFE)

To reconcile with the rapid growth and improvement of educational standard quantitatively and qualitatively, NFE is engaging the foremost attention of all nations of the world. The natural outcome of the profusion and emergence of modern knowledge the influenced the educational trends to use education as a social, political and economic tool for survival. Educational systems of the countries reflect the quality and development of nations. It attracts people to acquire new knowledge and skills, particularly in science which doubles itself every decade. Under these conditions, the experts in pedagogical sciences are always exploring the new venues of education for pacing with the demands and challenges of the future. The very obvious and prompt response to this demand is to expand the system of education or to find out the alternate of formal system.

It was realized that the global changing circumstances demanded abrupt changes in the formal system but due to its structural frame work it failed to fulfil the roles recognised above. Naturally, the growing minds do not wait for the system to modify, therefore, it gave birth to international movement which manifested itself in different ways in different nations according to their own cultural, political and economical factors.

You have learnt in the foregoing pages of this unit about the 'in-formal' and 'formal' modes of education, but the changing scenario, dynamic and revolutionary need based education through traditional approaches can hardly be achieved. Eventually , non-formal education emerged as one of the alternatives of the formal system of education.

Non formal education is one of the recent international educational movements which emerged from the idea of general improvement of the people to meet their social and economical needs. At this stage for deeper insight it would be helpful to read the following:

Dr. Muhammad Rashid (1989)	<i>Advanced course on Non-Formal Education,</i> Islamabad, Allama Iqbal Open University. PP.13-17	8-3
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The word "non-formal" is derived by using the pre-fix "non" to formal. It is usually written NFE. Coombs (1973) in Rashid M.(1989.P.21) visualizes the NFE as:  
"Any organized educational activity outside the established formal system

whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objective"

For further study and to develop deeper insight please study the following text carefully.

## 6 DISTANCE EDUCATION

As "the term of distance education is used to describe various forms of study at all level". (Rashid 1990, p.17). Therefore, to understand distance education, we must break open the memory banks of history and see how it came into existence as a system.

Its origin can partly be traced to the historical distinction between teaching and accreditation. Some institutions merely registered as private candidate, examine them and accredit them. This is one particular pattern of provision and perhaps the earliest correspondence tuition. It is still operative in a number of countries. The concept of distance education has been grown from the correspondence education. It covers the various forms of study at all levels, e.g. for technical and vocational education, adult education, recurrent education and life long education. Then the question arises why the term distance education came into being? Categorically, correspondence is associated exclusively with the written word whereas, the present days technology has supplemented the written word. Thus, "Distance education uses one or more media; the correspondence lesson, the sound cassette or tape lessons by radio or television" (Rashid 1990, p.17). Please read the following book to understand concept, scope and nature of Distance Education.

David Sewart, Desmond Keegan & Borje Holmberg. (1983)	Distance Education International Perspectives, New York, Croom Helm Ltd. pp .1-15	8-4
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Sometimes, particularly in the USA, independent study is used as a synonym. According to Moore (1975 p.5),

"all those teaching methods in which, because of the physical separateness of the learners and teachers, the interactive as well as preactive phase of teaching is conducted through print, mechanical or

electronic devices" is called 'telepathic' (distance) teaching.

Holmberg (1977 P.9), while considering correspondence education as distance teaching says:

"correspondence education is now-adays often a synonym of distance education, use of multi-media programme as well as courses based on the printed and written word only".

As we all know, education is a process of living through a continuous reconstruction of experience by acquiring knowledge, attitudes, values and skills. It helps people to manipulate with the environment successfully. The prevailing system of education failed to meet the increasing demands of the societies. The shift from teacher centred education to the behaviour of learners, the pupil centred approach has emerged. A generation of teachers has emerged who know how to facilitate independent self-directed study in a better way. The new communication devices very rightly accepted the responsibility to respond to this demand efficiently. Distance education provides learners with the efficient exposition by means of multi-media, for the skills they need.

The required information is communicated through appropriate media either print, electronic, mechanical or other devices, according to learner's demand who wishes to improve knowledge, and skills. Distance education provides opportunity for those who had terminated their study due to any reason and those who are desirous to enhance their professional education or skills. Moreover, distance learner may continue his learning according to his circumstances. In Pakistan, there are thousands of individuals who could not achieve the desired level of education, for some reasons, through the formal system of education. They are the major clientele of distance education system. Allama Iqbal Open University Islamabad is the main institution catering for their needs.



**7 ACTIVITIES**

1. a) Identify the factors to be considered essential for informal learning:

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- b) List below the salient features of informal education:

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2. a) Dr. Abdul Ghafoor has identified six problems of formal education. Please suggest some measure to overcome these problems:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_  
iv) \_\_\_\_\_  
v) \_\_\_\_\_  
vi) \_\_\_\_\_

- b) Please consult any responsible officer dealing with formal education in your area and discuss your suggested measures with him, and report it.

3. a) Please list below the causes of introducing Non-Formal Education (NFE) Programmes in Pakistan:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_  
iv) \_\_\_\_\_

- b) Identify the bottlenecks in promotion of NFE:

i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_  
iv) \_\_\_\_\_

4. a) Devise a definition of "distance education" of your own:

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- b) Enlist salient features of distance education:

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8      **EXERCISE**

- Q.No.1      Distinguish between formal & informal education system.
- Q.No.2      Describe the effective role played by informal education.
- Q.No.3      What steps would you like to suggest to strengthen the present system of formal education.
- Q.No.4      What useful role NFE can play for socio-economic development in Pakistan.
- Q.No.5      Describe the objectives and salient features of Distance Education.
- Q.No.6      What useful role non government organizations can play for the promotion of distance education.

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UNIT NO.9

PROBLEMS AND ISSUES OF  
EDUCATION IN PAKISTAN

WRITTEN BY  
M. MAHMOOD HUSSAIN AWAN

## 1 INTRODUCTION

Education is the vital source of change in the social structure, economy, manner and morals of a nation. Education being an essential contributor to economic development and main source, to overcome development related problems accelerates the flow of willingness among people to acquire skills. It assists them to achieve knowledge of new techniques and methods of economic growth, according to social, political and technological changes. Therefore, countries continue to rank education at the top priority in social development plans. The developing countries particularly place even more emphasis on education to strengthen capabilities and self-reliance, at the national, sub-national and grass root levels for the creation and use of various development related changes.

Like most other developing countries there is considerable emphasis on education in Pakistan. Education system presently operating in Pakistan has a number of stages. The first being the primary stage spread over five years, children aged 5-9 years are normally enrolled. This primary education is followed by three years middle stage and two years secondary stage. Then the intermediate or higher secondary stage which is usually part of college education. To obtain Bachelor's degree further two years education is required or four years higher education is required after ten years of secondary education. An additional one year study is required for obtaining an Honour's degree. To do Master's, two years study after Graduation or one year after Honour's degree is required. Besides there is a traditional religious system of Islamic education catering education in accordance with teaching of Quran and Sunnah. In addition to the above, facilities for professional and vocational education have also been created at large throughout the country, which includes engineering and agricultural universities, agricultural and medical colleges and teachers training institutes. Keeping in view the incapacity of formal education system to meet the growing needs of the country, Allama Iqbal Open University was established in 1974, as an institution of non-formal education and distance learning. It provides educational facilities to those who because of any reason could not continue their education in formal system and desirous to complete or to keep themselves abreast with the latest professional and emerging technologies or skills. Since its independence in 1947, despite the bitter experiences of the past and the resources constraints, Pakistan tried its best to expand and improve the ever widening gulf between fantasy and reality. Although, these efforts and resulting development have

had a positive impact on raising standard of education, they have also contributed to various development related problems and issues. Such as un-satisfaction with the quality and effectiveness of what currently occurs in education system, resources constraints, difficulties of implementations, rapid population growth, lack of commitment, resistance to change and political interferences etc.

## 2 OBJECTIVES

After studying the unit, hopefully you will be able to:

1. Identify the problems and issues relating to .
  - a. UPE
  - b. Literacy
  - c. Population Education
  - d. Environmental Education
  - e. Female Education
  - f. Islamisation of Education
  - g. Discipline on Campus
  - h. Special Education
  - i. Drug Education
2. Appreciate the relationship of the above with the:-
  - a. Socio-economic development
  - b. Human resource development
  - c. Development planning
3. Suggest some possible solutions to the problems and issues of education in Pakistan.

## 3 UNIVERSALIZATION OF PRIMARY EDUCATION

Universal provision of schools implies that every child in the age group 5-14 be brought on the rolls of school or school facilities provided to all the children at an easy access. The Universal Declaration of Human Rights, passed by the United Nations General Assembly in 1948, states that "Everyone has the right to education". The First All Pakistan Educational Conference (1947), established universal compulsory schooling as a Primary national objective. The Commission on National Education 1959 further

supported this objective with the observation that "In those countries where a marked increase in national wealth had taken place. Progress could be dated from the time when schooling was made compulsory". (P.169).

Primary education is the foundation of economic, social and cultural development of nations. That is why the qualitative expansion and quantitative improvement on the primary education is stressed.

Every Five Year Plan of the country envisaged the modalities for promotion of primary schooling or literacy. First Five Year Plan (1955-60) targeted to promote literacy through village AID Programme. The Second Five Year Plan (1960-65) apart from the Village AID, Basic Democracies (Institutions introduced for local government), emphasized on illiterate groups among industrial/craft workers, labourers and farmers.

The education policy (1972-80) anticipated UPE upto classes 8th for both boys and girls by 1984. National Education policy (1979) suggested UPE by 1992 through mobilization of community resources including mosques, factories, civic buildings etc. Seventh Five Year Plan 1988-93 emphasized Universalization of Primary Education through Non-Governmental Organizations (NGO's) and Non-Formal Education Programmes. In pursuance of Education Policy, 1992-2010 a Ten Year National Literacy Plan has been developed to raise the literacy level up to 70% by the year 2003.

However, all efforts in this direction seemed to fail so far. Although, more and more financial and physical resources were made available. The campaigns with various incentives were undertaken but they all show un-appreciable success. Thus the resources invested went in un-productive exercise.

The main factors due to which the desired targets are yet to be achieved are:

- a. ignorance and illiteracy among the adults,
- b. lack of confidence and cooperation among the school, local community and authorities;
- c. resources constraints.
- d. very fast growth of population.
- e. lack of proper supervision and evaluation system.

To minimize the effects of the above factors and make up campaign a success, following may be taken into consideration:

- a. the confidence in utility of education be created;
- b. expenses or cost be compensated
- c. introduction of interesting and need oriented curricula.
- d. use of existing facilities.
- e. promotion of non-formal system/functional literacy.
- f. co-operative and friendly attitudes
- g. incentives;
- h. flexible time schedule, admission round the year,
- i. zero stagnation
- j. delivery of instructions in local language.

To study more about the universalization of primary education (UPE) you are required to study the following.

Mukhtar Ahmed Bhatti et al (1986)	<i>Primary Education Improvement Desired Measures. Islamabad, National Education Council. pp. 1-15.</i>	9-1
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In June 1994 a National Workshop on "UPE for disadvantaged population groups in Pakistan" was held at Abbotabad. The workshop was organized by Ministry of Education in collaboration with UNESCO (PROAP) Bangkok.

#### 4 LITERACY

Pakistan ranks among the poorest nations of the world. One of the factors responsible for this is the under development of its human resources. Literacy is the only possible solution to acquire technical and analytical skills. UPE may be a traditional solution to wipe out illiteracy from the country. Keeping in view, the national needs, our economic progress depends on quality of education at all levels; any investment in the development of human resources is bound to repay high dividends.

The illiteracy is in ability to read and understand the printed version by the adult. While discussing the bottlenecks of universal primary education in proceeding pages, we pointed out "ignorance and illiteracy among adults as one of the factors hindering the



UPE". The Fourth Five Year Plan for Pakistan (1970, Chapter 18, Section-12) states the importance of literacy in very specific and clear term "a literate, healthy and productive population is a vital economic asset to the Nation and as such, liquidation of illiteracy is an essential step towards Economic Growth", it further notes that "there is a very large difference in the productivity of literate and illiterate workers".

These two statements sum up the importance of literacy and its contribution to national development. The term literacy is viewed differently by different writer. However, the 1963 census of Pakistan defined it as "the ability to read, a simple letter in any language with understanding". This definition is the simplest and easy to understand. Element of writing was added further to the criterion of literacy in 1972. The 1981 census definitions of literacy emphasized both reading and writing abilities.

According to 1981 census the rate of literacy varies from region to region as well as on the basis of sex. In 1988, one who could read a newspaper and write a simple letter (age +10) was treated as literate. Literacy rate population and GDD Growth can be seen in this table:

Literacy Rate – Population and GDP Growth			
Year	Literacy Rate	Change by Percentage Point	Population Growth
1996	40%	13	2.47
1997	42.2	13	2.45
1998	43.6	14	2.42
1999	45.0	14	2.34
2000	47.1	21	3.40
2001	49.0	19	2.05
2002	50.5	15	2.00
2003	51.6	11	1.94
2004	54.0	15	1.90

Source: Federal Bureau of Statistics The Population Growth: for fiscal year.

Since 1947, many efforts have been made to achieve the desired literacy level by the government and NGO's. The annual development plans and education policies suggested and recommended several strategies and handsome funds. During the 1970-78 it was envisaged to set up an advisory councils for promotion of literacy both at Federal and Provincial level. It recommended National Education Corps. The Fifth Five Year Plan 1978-83 proposed expansion of television literacy campaigns to start adult literacy programmes by encouraging public and private sector. In 1982, a Ten Year National Literacy Plan (1982-92) to make 40 million person literate was envisaged. In 1981

(Literacy and Mass Education Commission (LAMEC) was established to promote literacy in the country. In 1991, the LAMEC was converted into National Education and Training Commission (NETCOM). Instead of all these efforts the targets was not be achieved because of;

- a. lack of means to continue literacy campaign,
- b. lack of motivation and enthusiasm;
- c. lack of financial resources;
- d. language and script;
- e. lack of incentives.

These problems may be overcome by:

- a. initiating fund raising schemes by adults themselves
- b. by finding and adjusting literate in better jobs
- c. by introduction money generating projects/vocations
- d. providing financial support to literates
- e. by establishing separate female centers, particularly rural areas.
- f. by accommodating the local needs
- g. by involving the students.

Please read the following to enhance your knowledge about the concept.

Abdul Ghaffoor Dr. & Arshad Saeed Khan (1994)	<i>Literacy Efforts in Pakistan,</i> Islamabad, PP. 17-31.	9-2
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## 5 POPULATION EDUCATION

Pakistan's population has been growing at a very fast rate since its independence. As described by Abdul Hakim (1995, p.1) "the population of Pakistan was 32.5 million in 1947 and in 1995 it stands at 130 million, indicating nearly four times addition since 1947".

Abdul Hakim (1995, p.1) in Demographic Situation and its Socio Economic Implications for Pakistan Writes. The fast growth of population has serious implications for our socio economic development. Annual addition of 3.6 million persons to our population effects every endeavor for national progress

The population education implies population awareness. It is a concept of being aware of the increase in population and its future consequences. To aware the younger generation particular and the public in general, about the factual knowledge of population indicators is the main purpose of population education. To know the effects of rapid growth on country's economy, the magnitude of problem of population and its implications needs to be known to every person, so that they come forward and make their own observations and decisions to shape their opinion about population growth and its consequences. Population studies helps to understand the population dynamics and educate the people about consequently increasing population. It makes us realize that population brings an increase in the already increased expenditure of family, community country and the World. Population education enhances the knowledge about the quantity and quality of population and need to keep it in desired limits for development and proposes rational measures to check the problems arising out of rapid growth of population. At this stage it would be an interesting experience to have a look on the following table to visualize the situation of population growth in Pakistan.

**Table 13.1 Population Growth (1983 to 2004)**

Mid Year	Total Population (Million)	Growth Rate (%)
1983	90.30	2.99
1984	92.96	2.95
1985	95.67	2.90
1986	98.41	2.86
1987	101.18	2.82
1988	103.99	2.77
1989	106.84	2.73
1990	109.71	2.69
1991	112.61	2.63
1992	115.54	2.60
1993	118.50	2.56
1994	121.48	2.51
1995	124.49	2.47
1996	123.87	2.47
1997	126.90	2.45
1998	129.97	2.42
1999	133.01	2.34
2000	135.90	2.20
2001	140.36	2.06
2002	143.17	2.00
2003	145.95	1.94
2004(E)	148.72	1.90

\* E. Estimates

Source: Population Census Organization & M/o Planning & Dev. Division.

An analysis of the situation highlights that problems arising out of rapid growth are affecting every aspect of human life. Threats resulting from population growth are:

- a. it is a threat to economic growth
- b. insufficient food for more and more people
- c. affects the economic standard of masses.
- d. creates social problems.
- e. over crowdedness is a threat to national resources

To check or tackle these problems, significance and need of population education is very obvious.

For more details, please read the book mentioned below:-

Zulkaif Ahmed (1993)	<i>Concept of Population Education in Population Education.</i> Islamabad, Allama Iqbal Open University. pp. 60-68.	9-3
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## 6 ENVIRONMENTAL EDUCATION

It goes without saying that environmental education is a global issue of great concern. As far as Pakistan is concerned we are loosing our national income due to environmental degradation. The area covered by soil and water logging degradation has increased which is a great threat for agricultural productivity. The availability of fresh water has decline. The high growth rate which increased the population ultimately increased use of wood for fuel, it resulted in low-crowned density of forests. Naturally, the live stock grazing in the forest has been shifted to other fodder. The over-exploitation of ground water is another acute problem for an agriculturist country like Pakistan, where production may hadly be effected. Moreover salinity and nutrient depletion are also responsible for decrease in agricultural production.

All around us, there is population suffocation, crowded noisy markets and transportation. If you have ever travelled by car or roads leading to Lahore, Sheikhpura, Faisalabad and Sialkot you might have seen sewage waste water in tons. The refineries pectochemicals fertilizers and all other industrial units are adding to pollution because of not having any system for wastage or dirt. Moreover, the municipal solid waster has multiplied while the collection, transportation and disposal of it is very

improper. All this is extremely unscientific and dangerous. Even in the capital city Islamabad the situation is horrible. The sea shores, the sea creatures are under the dilemma of environmental pollution.

To keep the public aware of gifts of nature and their health maintenance one should be aware of the friendly manners conducive to environment so that the generations to come may enjoy the natural gifts and blessings of Allah in their full swing. For this purpose environmental education is proposed to be an important leap to know the significance of environment and the ways to make it more neat, clean and friendly.

To know more about the concept you are referred to read the following:

Salvano Briceno & David C. Pitt (1988)	<i>New Ideas in Environmental Education.</i> London, Croom Helm. pp.33-43	9-4
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## 7 FEMALE EDUCATION

The recent researches indicate that investment in education enhances the overall social and economic benefits. In particular, women education is an important tool for addressing cultural and social problems. Countries that have committed themselves for investment in female education have been enjoying sustainable development in all other social initiatives.

Since the creation of the Pakistan in 1947, many challenges have arisen throughout the last fifty years, but none perhaps more serious than literacy particularly the female literacy. The illustration regarding percentage of illiterates as referred in 9.5 (Hakim 1996, p.16) will help us to understand the situation.

The data referred above shows the latest situation regarding female literacy which is not encouraging, especially the position of rural female is worse. There is consensus among the policy makers and planners to prevent this potential resource by putting more efforts and allocating more funds. Article 25(2) of the constitution of the Islamic Republic of Pakistan (1973) says "There shall be no discrimination on the basis of sex alone".

After the independence several proposals were made, all education policies and efforts of the commissions on education set targets for female education describing the conceptual frame work for the National Education Policy (1991) which could not be

fully achieved. The question arises why was the target not achieved? Either the targets were over ambitious or sincere efforts were not made. Prime Minister of Pakistan during his address to the nation on February 23, 1997 also committed that "women will be given due rights in all sphere of life. Their status in society has to be enhanced and efforts will be made to integrate them in the mainstream of development". Islam guarantees the rights of women and does not allow their exploitation" (Economic Servay 1996-97, P.141).

After having such clear directives and guidelines the situation is not worth mentioning. Let us study how Hayes visualizes the female education in Pakistan.

Louis D Hayes (1987)	<i>The Crisis of education in Pakistan</i> , Lahore, Vanguard Books Ltd. PP.191-192	9-5
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Female education, despite considerable interest in the broad social benefits, has been facing a fundamental dilemma.

It is not simply a matter of social values, but economic, cultural, religious political and historical circumstances also supplement it. All these factors hindering the female education are inter dependent and are operating equally.

But the chief cause is confusion and error in interpreting the terms vocational training and education. The female education generally is taken as more training to run the house which includes cooking, sewing, inter home decoration, child rearing, care of husband and manners to deal with guests and relative according to local traditions. Moreover the religious leaders, tribal and rural customs discrimination from male counter parts are also prominent factors mostly influencing the female education success. For further study please read the following.

Louis D. Hayes (1987)	<i>Crisis of Education In Pakistan</i> , Lahore, Vanguard Books. PP .99-110.	9-6
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## 8 ISLAMIZATION OF EDUCATION

In 1947, the Muslim majority in India got their desired homeland as an Islamic State, Pakistan. Islam lays great emphasis on the acquisition of knowledge. To get knowledge is declared as the prime duty of every Muslim male and female, irrespective of the sex. Parents are bound to send their child to maktab. Pakistan being a Muslim

state must aim at installing the moral and religious training of its people regardless of age and sex according to the teaching of Islam.

Pakistan is an ideological state. Our constitutions declare that Islam shall be the state religion. Indeed, all affairs of the country must be inspired by the ideology which lies at the root of its creation. The ideological commitment to the Islamic way of life is ever emphasized by our religious leaders and politicians. Even the educationists proposed to lead life according to Islamic teaching because Islam takes care of lives here below and then, prepares its followers for real life to come.

Unfortunately, in our country, which is constitutionally declared to be founded upon religious principles, Islamization of education is still to be determined. The main hinderances to it are thought to be the political and economical elite who have been experimenting on Islam and the heritage of 200 years of British rule. However, in Zia's regime efforts were made to encourage education according to the ideology of Islam. He emphasized on practicing Islam in every field of life. The government of Pakistan embarked on a programme called Islamization of Education, which you have studied in Unit No.6 under 6.6.

## 9 DISCIPLINE ON CAMPUS

Regardless of one's limitations, the prime purpose of life is to live successfully. For this purpose one uses one's potential for the survival of the received acknowledgement from others. In such measuring education tapes and nurture the potentialities of individuals. This acknowledgement or identification either positive or negative have some time created discipline problem on campuses.

Such problems of student indiscipline on campuses has been occurring practically in every country. Naseem (1990, .247) says "the true role of student is a disciplined life with a steadfast devotion and dedication to their studies but there is always a grave danger of overshooting the mark". The records of universities are filled with clashes. These clashes may be between students and students, students and professors, students and university administration, students and other town folks or against the government. Some times students showed staying power, mainly by providing support to revolutionary movements for example, during Pakistan Movement, the student's movement against Ayub Khan's and Bhutto's reigns performed as active foes. They were so involved that some writers consider them as virtually initiators of those movement.

Students rebellion against established authority have occurred practically in every country with significant university communities.

To regain their identity many turned to a deeper, more organised activism and devoted to political action. Being nation's conscious students they mounted massive protests for the national issues. Such movements even shook the foundations of rulers.

Uprising against the old ills or differences often had deep underlying causes. Such as over crowded classrooms and miserable hostel conditions, against system of education, examination or administration because of their behavior or the amount of freedom of students and faculty should have. Students generally have a privileged status that gives them freedom and prerogatives in background, out look, and environment which often builds up a sense of community among the students. Even their sense of alienation from their faculties and society set them off as a unique culture group. Following are the main causes of indiscipline of campuses.

- Aimless education, most students are just negotiating for degrees or passing days uselessly.
- Lack of devotion and dedication to their studies due to social and financial problems.
- Lack of standard of academic priorities.
- Indiscipline during the academic sessions.
- Absence of sense of direction in academic life.
- Institutions do not have the useful courses which fulfil students psychological needs.
- Their occupational marketability is overlooked.
- Lack of channelizing the energy of students positively.
- Lack of interest of parents to teach discipline to their children.
- Lack of intimacy of the parents which effects upbringing of the children properly.
- The wrong concept of freedom.
- Lack of professionalism and devotion in teachers.
- Uncertain political environment or political instability.
- Students inclination to different political parties.
- Students are misused by the so called leaders and politicians.
- Wrong concept of students union.
- Lack of calm atmosphere in educational institutions.
- Lack of coordination among teachers and students.
- Lack of prognosis of students social and intellectual organization.
- Lack of re-orientation and re-construction of thoughts.
- Unawareness about cultural and social norms.
- Negative effects of mass media.

To study the concept in more details please read the following:

Louis D. Hayes (1987)	<i>The Crises of Education in Pakistan</i> , Lahore, Vanguard Books. pp .175-179.	9-7
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During the last three decades there has been a great inclination in most developed and developing countries to an increased recognition of the rights of those who need special attention or help because of their unique requirements or significant physical or intellectual difficulties.

Norris (1986, P.1) labelled these individuals as "Exceptional". Kirk (1986, P.5) defines the exceptional child as a child who differs from the average or normal child in (1) mental characteristics, (2) sensory abilities, (3) communication abilities, (4) social behavior, or (5) physical characteristics. These differences must be to such an extent that the child requires a modification of school practices or special educational services to develop to the maximum capacity".

The exceptional population below the determined performance level at a particular age is usually labelled as handicapped persons. Handicap, as defined by Williams (1988, P.93), is a "general term for the effect of intellectual, social, emotional or physical disabilities preventing individuals from living a normal life and in particular hindering children from learning in the normal education environment". He categorised these children as "blind, partially sighted, deaf, partially deaf, delicate, diabetic, educationally subnormal, epileptic, maladjusted, physically handicapped and those with speech defects".

Special education as defined by Williams (1988, P.185) "Education intended for children with special needs, i.e. children who, for various reasons, cannot take full advantage of the curriculum as it is normally provided" These are usually children who are physically handicapped, who have learning difficulties or show emotional and behavioral disorders"-----this education is broadly used and considered as separate education, it is now more usually interpreted as techniques for enabling all children to have access to as normal a curriculum as possible".

Since the International Year for Disabled Persons IYDP (1981), United Nations declaration of 1983-92 as the Decade of the Disabled, and year 1993 declared as SAARC Year of Disabled, there has been a constant drive towards establishing infrastructure for education and training of the children having disabilities.

Laceq Mirza (1991, p. xii) a Director National Institute of Special Education while commenting on data regarding handicapped children says "No authentic nation-wide survey has been conducted in Pakistan so far". However, a National Committee Report for International Year of Disabled Person (1981, p.4) "International computation of the

percentages to the total population as used in western countries of the world as well as by the United Nations, especially WHO, being 10% for all types and categories of disabled and 2% for severely disabled itself have lately been used to compute figures for the disabled in Pakistan for purposes of planning and decision-making". It further mentioned the population of disabled persons in Pakistan by sex and area as under:  
(In millions)

Area	Total	Male	Female
All Pakistan	132352279	68873686	63478593
Total Disabled	3293155	191705	1374450

Source: Population Census Organization (1998).

The Population Census Organization (1998) published the ratio of disabled person as 2.49% for persons suffering from severe disabilities in Pakistan.

Visualizing significance of the problem, specific programme for care, education and training of disabled were undertaken by the government from the very creation of Pakistan, but the most positive and developmental climate is seen in the reign of President Zia-ul-Haq. In Pakistan, special education was introduced at the national level in the early eighties. To study the initiatives taken by the government of Pakistan. Please read the following pages.

Government of Pakistan (1986)	<i>Report of the 8th Asian and Pacific Regional conference of Rehabilitation International, September 1986. Islamabad, Ministry of Health, Special Education and Social Welfare. PP.35-37</i>	9-8
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## 11 DRUG EDUCATION

A rapidly increasing abuse of drugs especially in youth is adversely effecting our nation psychologically, economically, socially, morally and medically. The situation is becoming more serious for socio-economic set-up of society. The use of drugs not only effect the development of the country but is a serious threat to an individual's health and gives rise to social and financial repercussions as well.

In Pakistan addiction was unknown before seventies, except a very small proportion of population, a few elderly people, and the drugs being used had no serious effect on health. But during the last 15 to 20 years the number of addicted increased by many times. Now people belonging to all regions of Pakistan either urban or rural, all walks of life, rich or poor, male or female illiterate and literate, educated and highly

educated, are addicted to drugs. A larger number of the incremental addicts throughout the world have been found to be on Heroin.

Heroin is the most injurious, costliest and widely used drug. Its few doses takes hold of user, who loses his will power, self control and even his senses. It would not be an exaggeration to say that an addicted is so demoralized that he may be used for any illegal and ill-mannered action for demand of drugs especially heroin.

Apart from the drug use, drug trafficking is big problem in Pakistan. It is due to production of opium and cannabis resin (charas and hashish) from cannabis saliva (Indian hemp). Although the cultivation, production, distribution, possession, trade and consumption of cannabis is legally prohibited in the country but the laws enforced, do not apply to the merged or tribal areas, particularly the Northern Areas, which are resource poor areas and cultivate opium only for economic reasons. No other crop or live stock activities can compete with narcotics in terms of profits. The traffickers have reaped the major profits from this business and as a result flow of drug money into the economy and politics have shaken the very existence of the country.

It demands collaborative, integrated efforts and multi dimensional approaches to disseminate information and create awareness about preventive and rehabilitative measures. This nevertheless, requires involvement of youth and voluntary organizations, professional and medical associations, industrial sector, government and non-government organizations and the media, together with parents, families, educational administrators, town or city officials, religious leaders, political leaders and social workers. An effective mechanism from the grass root level i.e. the union councils, tahsil or town committees be effectively instrumented for developing adequate models of prevention, treatment and rehabilitation programme.

According to National Survey on Drug Abuse(1993) "The number of addicts is going to touch as high a figure as 5 million by the year 2000".

This situation is very alarming in the society like Pakistan, where the use of such drugs have been prohibited either by law or by religious beliefs. *The wide usage of drugs across the regions, genders and among different segments of it is no longer the problem of those organizations either Government or Non-Governmental Organization involved in drug abuse prevention activities. It is a social problem which calls upon the whole nation to address to this issue and participate in the campaign to attain a healthy nation, welcoming the dawn of twenty first century.*

Please read the following pages to understand drug education.

M. Hashim Abbasi & Ghulam Muhammad (1992)	<i>Drug Prevention in Prevention of Drug Abuse.</i> Islamabad, Allama Iqbal Open University. pp59-163	9-9
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## 12 ACTIVITIES

1. Keeping in view the available resources in your locality, draw a viable plan for UPE and discuss it with the people you want to involve.
2.
  - a) List the strategies proposed in the National Education Policy, 1992 to enhance the Literacy rate to 70% by the year 2002.  

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  - b) Outline the information you would like for eradication of literacy from Pakistan by the year 2010.  

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3. List down the various steps taken by our government to introduce population education.
4.
  - a) Enlist the main hindrances in promotion of female education in Pakistan.  

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  - b) Give suggestions to remove the above mentioned hindrances:  

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5. Enlist the main objectives of Islamization of education in Pakistan.  

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6. Prepare a plan for education of handicapped children in normal schools and discuss it with your colleagues.

13     **EXERCISE**

- Q.No.1     What efforts have so far been done by the Government of Pakistan to achieve the targets of UPE?
- Q.No.2     Describe the role of literacy in relation to Social and Economic Changes.
- Q.No.3     Our performance looks all the more unsatisfactory regarding population education when compared with other developing countries of SAARC, why? Please suggest measures to improve it.
- Q.No.4     Discuss the need for environmental education.
- Q.No.5     How female education contributes to human development for improving capabilities?
- Q.No.6     Whichever way we measure the noise, the Islamization of education in Pakistan is still on papers. Discuss.
- Q.No.7     Narrating the brief background of discipline on campus, please suggest measures to improve the situation.
- Q.No.8     Describe some modalities of how to educate drug prevention.
- Q.No.9     Discuss the significance and need for Special Education in Pakistan.

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