

SUGGESTIONS FOR THE IMPROVEMENT OF  
SECONDARY SCHOOL CURRICULUM  
IN PAKISTAN

A Thesis

By

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## ABSTRACT

Education is an important factor in reconstructing a nation. A new school system is needed in Pakistan to meet the new spirit of nationalism and help readjust the relationship of the individual to society in accordance with the principles of the dignity of the individual and of cooperative group living.

The system of education still in vogue was designed to prepare select students for higher education, who would later on meet the needs of the administrative machine of the country. The purpose of education was narrowed down to the preparation for white-collar jobs. Even after independence, little change was made in this system. The secondary school curriculum is largely dictated by university requirements and is single-track. It has little meaning as an educational program in its own right. The uniformity of the subject-matter, the method of instruction, and the system of evaluation tend to stifle the creativity of the student, hinder the development of his special talents, and thereby demote the progress of society.

An attempt is made in this thesis to arrive at new objectives through a careful study of (1) the needs and potentialities of Pakistani society, (2) the offerings of and principles underlying the present system and (3) the purpose of education in general, and particularly of secondary education in a society like Pakistan. This study has revealed some of the major defects in the social, economic and political aspects of life in the country. The obligation for education to meet the challenge of re-

moving these defects and building a new social order is discussed. Hitherto, the relation between the individual and society, the relation between the teacher and the student and the prevalent concept of education, all combine to deny the individual the chance for his self-realization. The undue importance attached to social conformism tends to deny the individual the right to self-development and that of contributing to the general welfare of Pakistani society in a new and original way.

An education system which could restore the balance between the individual and society is suggested here. For building a strong stable Pakistan it is essential that every individual should find an opportunity for self-realization. It is only when the individual feels happily free from restraint that a healthy social order can develop in Pakistan. For this purpose, the secondary school program should be so designed as to provide opportunities for self-realization, to develop, creativity, to make an individual economically competent and inculcate in him a deep appreciation for living in and for a society. For this purpose, a terminal secondary education is needed, which will cater to the needs of graduating students to master competencies for well adjustment and responsible living in society. Special provision will be made for college preparatory students.

The definition of educational objectives, however, has little meaning if the learning situation is not organized in such a way that it promotes the desirable behaviors in the students. The curriculum should provide learning experiences suited to the goals advocated by the school. The programs should then provide both for a general education to develop competencies needed by all students to adjust to the new forms of life

suggested here, and for a special education designed to suit the different interests and abilities of the students. For better results the method of teaching in work units is recommended. These units should be chosen on the basis of teacher-pupil planning, and will provide scope for flexibility in actual practice and for the integration of the experiences provided in a given unit with the total experiences of the student. The unit of teaching recommended here will provide opportunities for students to work together, to assume responsibility, to solve problems, to share their ideas with fellow students and learn self-discipline, to search for truth and make judgements on moral issues.

Graduates from this school system are meant to have a personal intellectual-culture as a measure for good adjustment, to be prepared for a vocation if not proceeding for college education, to develop satisfactory methods for fuller and richer use of leisure time and thereby for fuller and richer living, and last but not least to know their responsibility towards Pakistan as a society and a nation.

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## CHAPTER I

### INTRODUCTION

Education has always played an important role in the life of people. The purpose of education has, however, been different from time to time and from one country to another. But its importance has always been so paramount that, in order to educate the growing generations, societies have set up institutions, called schools. Institutions are the embodiment of ideas. Underlying school practices, there is also a philosophy, an attitude towards life, an ideology, or a spiritual element.

Ideas are the product of the interaction of man with his environment; men are not born with ideas. In different environments, therefore, men's ideas, philosophies, attitudes and sense of values will differ. Since schools are largely based on the ideas held by a society, education being a reflection of life at large itself, will differ in various cultures in both its purpose and practice.

A glimpse into the education of different countries will bear testimony to this statement. The Spartans, for example, set out to cultivate individuals, physically strong, who were fit for a state based on the concept of military strength. They successfully used the schools to carry out the definite purpose they had set before them. Much later the Jesuits, at the time of the counter-reformation, also achieved their purpose

through education. They realized that in order to carry out the aim of developing individuals who would be immune to the teaching of the Protestant movement and would give obedience to the church, they had to begin in the schools. They, therefore, worked out a system of education which could well serve their purpose.<sup>1</sup> Nazi Germany set for itself a concept of power based on racial and state supremacy, and indoctrination into this new ideology was achieved through the schools.<sup>2</sup> Communist Russia, too, in producing youth of the Bolshevik character, uses education. Nazi Germany, in the recent past, and Communist Russia in the present, have thus successfully wielded their schools to serve their political ideologies.

In England, until recently, the education system has served the purpose of perpetuating a system of society and government founded on class distinction. Education was the privilege of the upper classes who formed the government and had all the amenities of life. The system of education which grew in England as a result of this tradition had the effect of moulding the development of British society along a definite line. Now that the democratic ideal of social equality and of equality of opportunity is gaining ground, the school has been looked to for help in the work of reconstructing society.

Thus education has always been influenced by the philosophy which people held, their attitudes and their values. In every comprehensive revolution, the system of education was made to serve the aim of the new

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<sup>1</sup>Ryburn, W.M., Creative Education (London, Longman Green and Co. Ltd., 1946), p. 36.

<sup>2</sup>Ibid., p. 37.

society which was being established. All great religious leaders, also, were aware of the need for a system of education based on the ideals which they wished to inculcate. Education, therefore, has always been looked upon as the medium par excellence through which to translate into a reality a conception of the good society.

In the recent history of "undivided" India, the same phenomenon is evident. The British so framed the educational system as to produce individuals who would suit the type of society which they wanted to develop in India. Their main purposes were first, to create a class of scholar-clerks to satisfy the administrative needs of the country; second, to win over local allies by creating an elite class which was like the British in manners and customs. They expected that this class, while favoring their rule, would help in spreading European knowledge among the local people.

#### THE PROBLEM

In 1947, Pakistan became an independent country. This ten-year experience of independence has brought about considerable change in the general climate of living. The needs, ambitions, and hopes of the people have taken on new meaning, and their total life is directed now towards new objectives. The present study assumes that the present educational system which Pakistan inherited from the British no longer suits the conditions of living there. Consequently, new educational objectives should emerge as an expression of the present needs and aspirations of the country.

A new definition of the educational objectives of Pakistan will necessitate a change in the curriculum, for curriculum is the practical method by which schools realize the objectives of education. Hence this study seeks to establish educational objectives suited to Pakistan's new conditions of living and to suggest accordingly a new curriculum for secondary schools.

### Importance of the Problem

The independence of Pakistan was not achieved by a simple transfer of power from foreign rulers to local people. It was rather the outcome of a struggle which had a philosophy behind it, as evidenced in the following quotations:

"The demand for the establishment of Pakistan arose from the passionate urge of the Muslims of the Indian sub-continent to have the freedom and opportunity to shape and live their lives according to Islamic principles, and to contribute to the building of a world order on the basis of these principles."<sup>1</sup>

Thus the circumstances which led to the creation of Pakistan had deep roots in the beliefs and values of the people. It is natural, therefore, that the people of Pakistan, now want a system of education to suit their approach to life.

Also, a great disparity between the school and the needs of the community was displayed after independence. For instance, in the field of science and technology, there is lack of competent experts. The present traditional system of secondary education is complicating the crisis of

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<sup>1</sup>Rahman, Fazlur, New Education in the Making in Pakistan (London: Cassell & Company Ltd., 1953), p. 28.

unemployment in Pakistan. For secondary school graduates are not fit for jobs other than clerical ones and the need for such jobs is limited.

Elementary school teachers, and teachers engaged in adult education are drawn from secondary schools. The reconstruction of elementary education or the expansion of adult education would be impossible without a corresponding expansion and reconstruction of secondary education.

There exists considerable confusion about the scope and objectives of secondary education, which is caused by the existence of two different views on the function of secondary education. On the one hand it is considered as a preparatory step to university education; on the other, there is a growing tendency to regard it a complete unit of study with its own purpose and objectives. All these factors, along with the need for a secondary education, which can save the needs of both the terminal and the college-preparatory students, necessitate a reconstruction of the curriculum and objectives of secondary schools.

#### Method of Study

This study aims to formulate new objectives for secondary education, in terms of behavioral changes which educational institutions should seek to bring about in students. These objectives will be arrived at through: (1) a study of the present secondary system of education; (2) a study of society, its needs and potentialities; (3) a study of the purpose of secondary education in Pakistan; and (4) a study of modern principles of learning and curriculum.

### LIMITATIONS OF THE STUDY

Some Pakistani authorities have attempted to improve the secondary school curriculum, but their efforts have been confined to the adding of new school subjects and the prescription of new textbooks. They have not given due consideration to the fundamental philosophical and psychological issues which determine the purpose and pattern of the curriculum. This study is, therefore, an attempt to deal with such fundamental issues so that sound suggestions may be made for the improvement of secondary curriculum in Pakistan.

The study will not attempt to prepare a detailed syllabus of study for any subject; however, illustrations for improved classroom practice will be included.

The study is confined to the secondary school curriculum in order to remain within the bounds of a study of this nature.

### SUMMARY

Education is one of the most important factors in building a nation. Through education nations have been brought closer to the forms desired by their architects. The emergence of nationalistic forces and a revival of religious spirit in Pakistan have created a real need for a school system which reflects the aspirations of the people and helps build a new society in Pakistan. The old system of education, still in vogue, cannot do this job. Proper reorientation of educational objectives and consequent reconstruction of the curriculum are therefore needed. This study analyzes

the needs and potentialities of Pakistani society in order to suggest a new and appropriate conception of secondary education.



## CHAPTER II

### PRESENT SITUATION IN PAKISTAN

The present system of education in practice in Pakistan is a continuation of the British system which was founded in undivided India. In accepting the system and perpetuating it, the education authorities in Pakistan have unconsciously accepted its objectives as well. An analysis of these objectives in the historical perspective should be helpful in understanding them.

#### POLICY AND OBJECTIVES OF BRITISH EDUCATION IN INDIA

The beginning of English education in undivided India was first, through Christian missionary activities; and second, through the private efforts of foreign people and enlightened Europeans. These efforts were "actuated not so much by the desire to spread Western knowledge as by the ulterior motives...to convert people to their faith".<sup>1</sup>

#### Filtering-down Policy

Later on when the power was transferred from the East India Company<sup>2</sup>

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<sup>1</sup>James H.R., Education and Statesmanship (India: Vora and Company, Publishers, 1947), p. 13.

<sup>2</sup>East India Company. A commercial organization of British people in 18th century which obtained political supremacy and was the first step in British rule over India.

to the crown of England, educational policy also changed. It was considered necessary to restrict the activities of Christian missionaries in view of the fact that one of the many causes of the political uprising of 1857, was the policy of conversion pursued by missionaries through their schools. The British then followed an educational policy known as the 'filtering down' policy. The essence of this policy was to create a class highly educated in English studies, who would in their turn spread knowledge beneath them. On paper, the principal objective of education was the promotion of European literature and sciences among the natives of India. But these natives were not the millions who made up the population of India. They were a class of well-to-do people who could afford such education.

The assumption that these people would educate the rest of the population, however, proved false. Such persons, after their intensive English education, were practically cut off from their own surroundings. For all purposes, in manners, clothes, language and tastes, they became English-minded and developed a dislike to those who, unlike themselves, had not taken to an English education. They never returned to the masses to enlighten them. The idea that education would filter down to the masses was not proved by the subsequent events. These highly educated people were absorbed in civil services, and whatever knowledge they gained, was not used to develop the resources of the country.

Another effect of this policy was that the government gave up for a considerable time all efforts to educate the masses and did not support the indigenous schools which were imparting instruction to the majority of the population. Lacking financial support and encouragement, such schools could not survive.

### Policy of Producing Scholar-Clerks

After a long controversy, English became the medium of instruction beyond the primary stage for all school subjects. This put a heavy strain on the pupils as they had to spend considerable time trying to master a foreign language. The result was that pupils could not assimilate well the instructions imparted in schools. Their capacity for original and creative thinking was hampered. As the British were more concerned with improving local administrative machinery than with the development of personal talents, it was made a policy that preference for employment should be given to those who were educated in English schools. The education imparted in these schools then became limited in its objective to produce scholar-clerks and not to develop the full potentiality of an individual. The result was that when opportunities for jobs ceased to expand along with the expansion in education, many educated people were unemployed.

### A COMPARATIVE STUDY OF BRITISH EDUCATION POLICY IN ENGLAND AND INDIA

For a better understanding of British education policies in undivided India, it is interesting to compare the development of education in both countries up to the time of independence of Pakistan.

A study of English secondary education during the seventeenth century reveals that it had declined as a result of its restricted curriculum, rigid discipline and narrow concept. The only public authority, besides the courts, that had the right to intervene was the Church of England, through its right to license the teachers. The curriculum of

these schools was restricted to the Classics and had to have the approval of the Church. The main purpose of secondary schools was to prepare pupils for the Church and the public offices. Schoolmasters along with the intellectual leaders of the day supported the retention of the Classics as the sole subjects of instruction. The teaching of Latin and Greek in school was considered as to "deposit in the hands of a disciple the keys of two valuable chests."<sup>1</sup> These two valuable chests were the modern writers, and Greek and Latin, the fountain of knowledge.

Not only did the narrowness of the curriculum lead to the decline of the school generally, but the difficult school life deterred parents from sending their children to school. Flogging was the only way of discipline, and no distinction was made as to the nature of the offense. Public opinion, too, justified flogging.

"Students like horses on the road,  
Must be well lashed before they take the load."<sup>2</sup>

These grammar schools, devoted to the narrow grammatical routine, were not able to meet the new demands of commerce and industry and the upper class which now consisted of businessmen refrained from sending their boys there. They preferred their boys to be educated by private tutors at home.

This phase of British secondary education in England can be compared to early Christian missionary activities in the secondary schools in undivided India. For example, the missionary schools offered restricted courses of studies, and aimed at conversion for the church. The concept

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<sup>1</sup>Kandel, I.L., History of Secondary Education (London: George G. Harp Co. Ltd., 1931), p. 287.

<sup>2</sup>Ibid., p. 289.

of discipline was also the same. The practice of flogging which is found in schools even today, perhaps had its beginning, in these missionary schools.

However, at the close of the eighteenth century, England witnessed industrial progress. The Industrial Revolution had brought great material progress. The rise of newly enriched business class demanded a change in the curriculum of secondary schools. The concept of secondary education began to change. Attacks on the exclusive classical character of the curriculum became more pronounced. These attacks were led by the Edinburgh Review and were directed both at public and private schools. But the echo of these attacks and the material progress as a result of the Industrial Revolution did not reach the sub-continent of India. The provision of schools for the business class, which came as a result of the Industrial Revolution, did not affect the growth of Indian secondary education. The government schools which were started in India as a model for private efforts aimed at making "a gentleman with a knowledge of the world and of man, polished with manners and grace of his class."<sup>1</sup> Under the influence of government policy, secondary education helped in producing a new type - the noblemen versed in classics and philosophy, despising the countrymen who were unlike them. The curriculum of these Indian public secondary schools, included, besides classics, scientific subjects taught by lectures only. Activities like games, debating societies, dramatics, were added to the regular program of the schools.

There were other factors also which contributed to the difference

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<sup>1</sup>Ibid., p. 291.

in educational policies in the two countries. Politically England was marching towards a democracy. In India, inspite of the many constitutional reforms, the main purpose of the British government was to maintain the political supremacy of the crown of England. Steps were taken to satisfy the rising demand for political independence by granting Indians the rights of local self-government. That is, the internal administration of towns in matters of hygiene, roads, and primary education was given to elected bodies of the local people. They were, however, required to work under the guidance of British officers.

Socially, the barriers between classes were breaking in England and religious prejudices were dying out. In India, society was still divided into various economic and religious sections. Also the British helped to preserve the class of feudal landlords and made no efforts to minimize social and class distinctions.

Economically, commerce and industry were expanding and England was emerging as a great industrial country of the world. The raw materials of India served as feeding resources for the industry of England and India was considered as the chief market for the finished products of England. As a result of this policy, no attempts were made to develop the vast industrial potential of India, resulting in the growing poverty of the masses.

Again, as a result of the Education Act of 1902 in England, the curriculum of secondary schools was so designed as to provide a sound general education in liberal arts to the exclusion of any consideration of vocational preparation. The Workers' Education Association has resolved:

"That in the interest alike of education and of economic efficiency a sound general education in childhood is necessary foundation for any specialized courses of technical or professional training, both in town and country, and that, therefore, technical education should be regarded as supplementary education."<sup>1</sup>

Secondary education in India at that time was, however, not so clearly defined in its purpose and scope. It was neither a liberal education nor did it aim at professional training. Very often on the recommendations of ad hoc commissions, technical subjects were included along with other school subjects. Their purpose remained ambiguous as no provision existed for a proper technical education beyond getting the elementary knowledge of such subjects in the secondary schools. The curriculum in general was highly academic and was prescribed by the department of education.

Because of these differences in the two countries, secondary education in India, before independence, ceased to have a vital influence on the reforms of secondary education in England. Efforts, however, were made to improve secondary education in India from time to time. Various education commissions were appointed to make recommendations for the improvement. But most of their recommendations remained unimplemented either because of lack of funds or lack of trained personnel.

Thus secondary education system which Pakistan inherited was meant for those who could pay for it, offered a restricted academic education, and had the effect of preserving and perpetuating class distinction. The purpose of the school was conformity to the status quo; and education was

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<sup>1</sup>Ibid., p. 363.

for the few and for the elite class. This purpose of secondary education is still being perpetuated, perhaps unconsciously, by educational authorities in Pakistan. Though there has been considerable expansion in educational opportunities, yet a very small percentage of the school-going population is able to benefit from secondary education. The reasons for this are firstly, the limited income of the people; and, second, the academic nature of the curriculum which makes it difficult for a large number of students to go through school successfully.

#### THE PRESENT CURRICULUM

The secondary school of Pakistan includes two divisions or stages, the Junior and the Senior. The junior stage is known in some cases as the middle school or lower secondary school. It covers a period varying in different areas from three to four years. The high school or senior stage extends over a period of two years.

Middle schools and high schools are generally combined together, that is, in most cases there is no certificate examination at the end of the middle school. After completing middle school, a student comes to the high school without any special entrance requirement to meet, where he spends a minimum of two years before graduating. For both elementary and secondary education, a span of ten years is the minimum requirement for residence. However, private candidates who have covered the program on their own are allowed to appear for the final examination.

Most secondary schools in Pakistan are academic in character. There are, however, fifteen technical high schools, which are quite insufficient



to meet the demand for technical education. There is no coordination between them and academic schools, which makes transfer from one kind of school to another rather difficult.

### Content of the Curriculum

The present curriculum is subject-centered. Each subject is considered a separate entity and is allowed a fixed number of hours in the school time-table. For each subject there is a special teacher and practically no correlation is possible.

The margin of choice in organizing the curriculum of individual students is quite limited. School offerings are divided into two groups. One group includes basic courses, such as mathematics, English and mother tongue which are required of all students. The two other groups include respectively, on the one hand, science, classical languages, arts and crafts; on the other, they include history, geography, economics and civics. Students are required to choose one subject from each of these two groups. A secondary school student carries in all a load of five subjects for two years.

Day/Periods	I	II	III	IV	V	VI	VII
Monday	English	Arithmetic	History or geography	Urdu	Persian or Art or Gen. Science	Gen. S.	-
Tuesday	"	"	"	"	"	"	-
Wednesday	"	Algebra	"	"	"	"	Moral Inst.
Thursday	"	"	"	"	"	"	"
Friday	"	Geometry	"	"			
Saturday	"	"	"	"	D e b a t i n g		

Recesses in between periods: II & III, and IV & V

The content of each subject is prescribed by the Board of Secondary Education. This prescribed content is to be followed both in spirit and letter. The completion of such prescribed courses is the pre-requisite for eligibility to certificate examination. Apart from being prescribed, the organization of the content is in terms of the logic of the subject, as is evident in the outline submitted below, of a course in economics, for example, and another in geography. The course in economics is:<sup>1</sup>

1. Economics - its scope and importance.
2. Division of Economics - consumption - production - distribution - exchange - public finance.
3. Consumption - man's wants and their chief features - necessities, comforts, and luxuries - law of diminishing utility - law of demand - elasticity of demand.
4. Production - kinds of production - factors of production.
5. Land - meaning of land - factors effecting productivity of land - law of diminishing return as a problem of land.
6. Labor - meaning of labor - kinds of labor - productive and un-productive labor. Factors determining its efficiency - supply of labor and population.
7. Capital and wealth - meaning. Individual and national wealth. Income, individual and national income - capital - value - price. Kinds of capital - how capital grows - saving and investment.

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<sup>1</sup>Board of Secondary Education, Karachi, Prospectus, Curriculum and Syllabi for Secondary Schools (Karachi: Ferozsons, 1956), p. 75.

8. Distribution - Meaning of distribution - rent - wages - interest and profit.

Here is also the outline for a course in Geography.<sup>1</sup>

1. Physical basis:-

The earth as a planet. The shape of the earth - its size, rotation and revolution - changes of seasons - equinoxes and solstices - midnight sun, rotation and time - local and standard time - international date-line. The moon - its movements and phases. Eclipses.

Atmosphere, temperature, pressure, winds and clouds, fog, mist, dew, snow, frost and hail. Climate and weather. Factors affecting climate. Climate zones of the world.

Oceans and seas; salinity; waves and currents - their causes and effects; tides.

2. Regional Geography:-

Geography of Pakistan under the following heads:

Relief, climate, natural resources, industries, natural vegetation, irrigation, agriculture, population, communication and trade.

3. Practical Geography:-

Free-hand drawing of the map of Pakistan and showing the following:-

Relief, climactic belts, natural resources, vegetation, means of communication and important towns.

Methods of instruction.

The general classroom practice is to follow

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<sup>1</sup>Ibid., p. 71.

the logical organization of the prescribed courses of study. Textbooks are prescribed and are written in almost the same logical organization as prescribed by the syllabi. The content of these textbooks is divided into small portions to provide a certain quota for each lesson. The teacher decides on the particular topic to be taught within the specified time. Usually the teacher comes into the classroom, asks the students to open their books to a certain page and calls on one of them to read loud from the book. The teacher adds explanatory notes by way of making the lesson intelligible. Another modification of this method is practiced by some teachers who go to the classroom equipped with notes which they dictate to the students. Other teachers, however, try to seek the cooperation of the class through the question-answer method, applied to a topic which would have been previously assigned for reading. Blackboards, wall maps and graphic charts are some of the teaching aids used in a lesson.

Classroom teaching is supplemented by homework. The idea of homework is grounded in the belief that more repetition and drill provide better understanding of the subject matter. It is frequent to give more exercises in parsing, analysis, paraphrasing, and arithmetic.

### Examinations

There are two types of examinations, one conducted by the schools, the other by the Board of Secondary Education, known as Certificate Examination.

Schools conduct examinations from time to time, and at least once during the school year. The annual examination in Pakistani schools at the

end of the year is a common feature. A few schools also hold weekly or monthly tests. Usually in the eyes of both school authorities and the pupils, the most important of these school tests and examination is the annual examination. On its basis the annual promotions are decided.

The certificate examination comes generally at the end of a two-year secondary school stage. It is conducted by the Board of Secondary Education. Each subject is divided into two or three sections for this purpose. Each section has a separate test paper which is of three hours' duration. The questions asked in this examination are essay type and require a good deal of reproduction of what has been done in the class during these two years. Here are, for example, some of the questions, frequently asked in an examination in Economics:

1. What are the characteristics of human wants? Describe them.
2. Define Economics.
3. What are the functions of money?

While correcting the answer papers teachers expect first the coverage of the subject-matter taught in the classroom; second, logical organization of the material. An answer which has both qualities gets higher grade. Logical organization is emphasized, but what is more important is the coverage. Teachers set before them a certain amount of subject-matter to be covered in each answer. The closer an answer is to this standard, the higher is the grade.

The present system of grading is in terms of numerical marks. If a student is unable to get a certain percentage of grades in a subject, he

is declared unsuccessful. He is required to repeat all the five courses even if he has good grades in others. This final examination, being the only criterion of success of a student, has made it a very important examination of the country.

#### ASSUMPTIONS UNDERLYING THE PRESENT CURRICULUM

The assumptions underlying the present curriculum can be discussed with a view to explaining its characteristics. As described earlier, the present curriculum considers intellectual training through various school disciplines to be of paramount importance. This is supported by the assumption that man is essentially a rational being and that, therefore, his educational life should be predominantly intellectual.<sup>1</sup>

The present curriculum implies that the ideal type of the "educated person" is developed through a body of content material which consists of the experiences of the race, past and present. This belief is grounded in the assumption that full humanization of the individual is brought about by steeping his intellect in the culture of the race selected and arranged into subjects.<sup>2</sup> Intellectual development includes memory, intelligence, judgment. The present curriculum, however, emphasizes memory as an important part of the intellectual development. Such a curriculum tends to emphasize knowledge as such. Knowledge in its functional relationship with pupils life and social context finds little emphasis in the curriculum. Relating

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<sup>1</sup>Brubacher, J.S., Modern Philosophies of Education (New York: McGraw-Hill Book Co. Inc., 1950), p. 317.

<sup>2</sup>Leonard, J.P., Developing the Secondary School Curriculum (New York: Rinehart and Co. Inc., 1947), p. 87.

the subject matter to the experiences of the pupil is not considered necessary. The child equipped with this knowledge, can bring it to bear on the affairs of every day life to solve his personal problems and meet the demands of the society.

This assumption is further supported by the theory of formal discipline and mental faculties. The theory holds that mind is composed of distinct faculties. There is a certain content material which is inherently suitable to sharpen these faculties.<sup>1</sup> Thus school subjects such as logic and grammar which are inherently suitable to sharpen the mind should be given priority. Some supporters of faculty psychology believe that steeping the mind in a wide curriculum embodying the culture of the race, can best sharpen the various faculties of the mind. The mind is considered as an entity, and mental vision is sharpened through rigorous disciplines. Thereafter, it can be used in anyone of the sciences or callings (law, medicine, business) or in developing special taste or talent.

The idea of training the general ability stems from the belief that since the problems of life are varied and changing, it is difficult to prepare an individual for each one of them. The best preparation then, is provided by developing his general ability so as to enable him to meet the unforeseen situations successfully. The subject-matter itself is divided into topics which are in turn broken into lessons presented as daily quotas. The underlying idea seems to be that experience cannot be handled in broad areas and must be broken down into skill and attitudes sought to be es-

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<sup>1</sup>Ibid., p. 87.

tablished.<sup>1</sup> It is also assumed that the pupil, merely by memorizing the elements specified, will see the relationship between them, and somehow combine these, obtaining a full picture of certain events. The study of a subject enables the pupil to learn specific responses. Perhaps, this is the reason that repetition and drill dominates in the teaching of some school subjects like languages and arithmetic.

Moreover the fact that curriculum development is considered as an addition and subtraction of certain school subjects, tends to support the idea that the subject-matter is independent of the learner. Learning is "without" the individual and not drawn from his own experience. Such a concept of psychology makes education easily controlled from without and above. The subject-matter would be selected by experts in advance and supplied to the learner.

#### EVALUATION OF THE PRESENT CURRICULUM

##### Aims

The secondary school curriculum in Pakistan inherits its purpose from the curriculum of English grammar schools of the eighteenth century, which was to produce a gentleman with graceful manners and having the knowledge of the world and of men. The purpose of education was farther narrowed down to producing English-speaking people who could be employed in government offices. Even after independence, the aim of secondary education

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<sup>1</sup>Ibid., p. 86.



is still largely limited to employment. Another purpose is the preparation for higher education. Universities through their administration of matriculation examination and their power to prescribe syllabi and textbooks, determine the requirements of secondary school curriculum. The curriculum has little meaning as an educational program in its own right. It is largely conceived in terms of the university requirement or preparation for office jobs.

### Content of the Curriculum

Subject-matter as Guide for organization. The present curriculum is organized on the basis of subjects. The subject-matter is the primary method for organizing learning experiences, the mastery of which becomes the dominant objective of all education. The subject-matter is organized by specialists on the basis of the intrinsic logic of the subject. Logical organization is supposed to be the best arrangement which gives a subject its real importance. Problems of daily life and opportunities for significant experiences for the child are not considered as important as the logic of the subject. Since experiences are uncontrollable, the logic of the subject-matter offers a good preparation for the future which is uncertain. The result is that abstractions are taught without building a concrete foundation. For example, it may be a true principle of economics that land, being a gift of nature, has no value. But to the youth of secondary school it does not make any sense. It does make a sense, however, to point out that the charges made for the use of land, in rental fees paid to private owners, depend upon such factors as suitability of soil, location, for the

use intended, and the demands for the goods or services that are to be produced on land. Likewise in the teaching of languages emphasis is given to the requirements of the technical aspect of linguistic structure, regardless of their use for expression. Exercises in parsing and analysis are more prominent than correct usage of words and propositions.

Stress on information. Another characteristic of secondary school curriculum in Pakistan is the stress on information. Subject specialists incorporate in courses of studies much of their favored subject-matter without due consideration of the problems which face Pakistani society today. Facts are important no doubt, still more important is their relation to our daily life.

It should be considered that it is neither possible nor desirable to teach children all facts, even the most important of them, which they are likely to need in later life. It is more important to awaken the interest of the child and to teach him the methods and techniques of acquiring knowledge than to burden his memory with miscellaneous information to be used later in life. Once in possession of such method the child will be able to go to the sources of information and add to his knowledge as he needs it.

Individual differences in the curriculum. The present curriculum offers little scope for the development of individual's interests and lacks adaptation to individual differences. The assumption is that all the help which the experience of the race, past and present, can bring to bear on the affairs of every day life is organized for most effective work

within the framework of school disciplines, like history, economics, geography, physics, chemistry, mathematics and numerous other subjects. The way for any youth to find answers to the questions which perplex him is to study these subjects. Hence there is little need for organizing school experiences in terms of individual differences.<sup>1</sup>

But researches in educational psychology have proved the fact of individual differences beyond doubt.<sup>2</sup> Not only do the differences in individuals exist, but there are also differences at the different levels of maturity. During the period of adolescence, pupils develop special interests and attitudes. The school program should take these special interests and attitudes into consideration. There have been many attempts to organize education in terms of individual differences in ability. In England, for example, three broad categories are recognized - academic, technical and practical - corresponding to which there are three types of secondary schools; grammar, technical and modern.<sup>3</sup> But the present curriculum in Pakistan does not make adequate provision for this diversity of tastes and talents. It provides certain optional subjects, but very often the scope and range of such options are narrow and limited. What is needed is a broadly conceived curriculum which will give free room for the development of different types of ability through studies and activities suitable for such development.

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<sup>1</sup>Featherstone B., William, A Functional Curriculum for Youth (New York: American Book Company, 1950), p. 94.

<sup>2</sup>Leonard, J.P., Secondary School Curriculum (New York: Rinehart and Company, 1947), p. 86.

<sup>3</sup>Kandel, I.L., Comparative Education (New York: Houghton Mifflin Co., 1933), pp. 641-642.

### Methods of Instruction

The methods of instructions tend to stress a logical, analytical deductive approach. Practical application of a problem and the relation of this latter to life are not considered necessary. When learning is the acquisition of the race experiences, logically constructed and expressed in subject-matters foreign to the mentality of the child, the method of teaching would be narrowly conceived as a set of mechanical devices to impart knowledge to the child. The methods are generally conceived as tricks of the trade and formulas to serve as guides in the teaching of the subject. The learner is reduced to a passive recipient of knowledge. He is not looked upon as an active participant in the process of learning.

The success of a teacher is judged by the percentage of successful students of his class at the final examination. The teaching then is looked upon from this view point.

Another defect of present day teaching in Pakistan is its excessive domination by verbalism. Verbalism means the tendency to identify knowledge with words and the assumption that, if a student is able to memorize or repeat certain words or phrases, then he has grasped the underlying meanings. The reason for verbalism are, first adopting those methods of teaching which unlike the project-method do not give concreteness and reality to learning; second, the use of an imperfectly understood foreign language as medium of instruction. The students are compelled to memorize whole paragraphs or pages without understanding their meaning. Such teaching neither develops the capacity for clear thinking, nor helps to expand the range of interest of the students.

### Examinations

The examinations conducted by the schools and Board of Secondary Education are dominated by the admission requirements of the university. It may be admitted that the university has the right to set its own entrance examinations. But to make the secondary school examination purely in terms of university admission requirements cannot be justified. The majority of secondary school students do not go for higher learning. Evaluation in terms of university admission requirements has, therefore, no meaning to them. Secondary school certificate examination being the only criterion of evaluating the student tends to make the school program uniform for all pupils, which does not cater to individual differences.

The evaluation of the answer papers both at the internal and certificate examination tends to emphasize the academic achievement of a pupil. Other aspects of his progress are almost ignored. The school of today should concern itself not only with the intellectual pursuits, but also with the emotional and social development of the child, his physical and mental health and his social adjustment. In view of this role of the school the present system of evaluation is inadequate.

Even as a test of academic achievements of pupils, the validity and usefulness of the present pattern of examinations have been widely questioned.<sup>1</sup> The practice of examining by means of essay-type questions leaves so much scope for subjectivity that it cannot be considerably relied upon in scoring, mainly that only one examiner evaluates the paper.

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<sup>1</sup>Report of the Secondary Education Seminar, held at Peshawar (Pakistan) December, 1956.

There is need of reconstructing the secondary school program and adapting it both to the needs of the youths and the country. Reorientation of the objectives of secondary education seems to be necessary in view of the social, political, and economic changes which have taken place in Pakistan after independence. For this purpose a broader concept of secondary education, variety in school offerings, dynamic methods of teaching and a comprehensive system of evaluation are needed.

## CHAPTER III

### A STUDY OF PAKISTANI SOCIETY

An understanding of the problems, needs and potentialities of Pakistani society is necessary in order to develop a program of secondary education. For this purpose, therefore, a study of Pakistan's geographical situation, and its social structure is essential. It is only against the background of these factors that the task of education may be clearly visualized.

#### GEOGRAPHICAL SITUATION

The Islamic Republic of Pakistan consists of two separate geographical units, West and East Pakistan, situated respectively to the northwest and northeast of the Republic of India. It has an area of 364,737 square miles and a population of about 82.24 million.<sup>1</sup> The two parts of the country, separated by over a thousand miles of foreign territory, are linked together by air and sea services, and also by railway through India.

West Pakistan has an area of 310,236 square miles and a population of about 36.54 million. Except for the coastal strip, West Pakistan is subject to extremes of climate. Its topography, too, varies from fertile lands in Punjab to deserts in Sind and mountains in Baluchistan. West

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<sup>1</sup>Planning Board, First Five Year Plan of Pakistan, 1955-60 (Karachi, Pakistan: Govt. of Pakistan Press), Vol. I, p. 119.

Pakistan has a fairly well-developed irrigation system. People engage mainly in agriculture, growing food crops and cotton. Cotton is the main item of export. Lahore, the capital, has a population of about 850,000, and is a fast-growing cultural and academic centre.

East Pakistan has an area of 54,501 square miles which is just one sixth of that of West Pakistan, but has a population of over 45.24 million. This makes East Pakistan one of the most densely populated areas in the world. At certain places 1871 persons live in a square mile.<sup>1</sup> It is a fertile region with a network of rivers which are not yet fully utilized for raising the productivity of the crops or for providing inland means of transportation. Jute is the main cash crop and the main export. Tea is another item which is grown and exported. Dacca, with a population of about 500,000, is the capital, with great cultural traditions and a growing industry.

Problems. The distance between East and West Pakistan is causing many economic, political and social problems. The two parts depend on each other for economic stability. West Pakistan depends on jute which is the main cash crop of East Pakistan, as a main foreign exchange earner. East Pakistan depends on food and other industrial products of the Western part. It has been proposed that industries should be set up in both parts, each part specializing in those industries for which there exists a natural advantage.<sup>2</sup> The two parts of the country would thus become more interdependent.

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<sup>1</sup>Ibid., p. 120.

<sup>2</sup>Govt. of Pakistan Publication, Ten Years of Pakistan - 1947-57 (Karachi, Pakistan: Ferozsons), p. 23.



But the cost of greater economic inter-dependence would have to be paid through governmental subsidies for efficient and cheap transportation between East and West. At present, some commodities cost a great deal more after transportation from one part of the country to another than they cost when imported from neighbouring countries.

Because of the vast distance involved, the opportunities for social mobility between the two zones have been reduced to a minimum. The government encourages the exchange of cultural and social delegations between the two parts, but social contact among common people is absent. While there are frequent marriages among the people of different regions of West Pakistan, marriages between individuals of East and West Pakistan are rare.

Also, the language spoken in each part is not the same. In West Pakistan Urdu is common; the language of East Pakistan is Bengali; in addition there are other regional languages like Punjabi, Sindhi, etc. The possibility that a common national language might evolve is remote, as there is not sufficient mobility between the people of the two parts. Children are thus required to learn both languages, apart from their own regional language.

The problem of distance, the lack of social contacts between the two parts of Pakistan, and the generally low standard of living have given interested political parties an opportunity to use these conditions to their own ends. Recently, for instance, a political party in East Pakistan swept the polls by creating a feeling among East Pakistanis that they are being exploited by West Pakistan. The tendency to think in terms of East and West Pakistan has crept into the body-politic of the state. Political groups with

vested interests are encouraging the people to think of Pakistan as two separate units with their own respective destinies rather than as one country with common problems. Because of these recent political tendencies, Pakistan is faced with an unstable government at the federal level.

Bonds of union. The character of Pakistan as a single country is easily missed. The existing two parts, make it difficult to conceive of Pakistan as one unit. However, there are strong bonds uniting the country. First, the common political struggle for the last fifty years has established strong ties between the two parts. As far back as 1906, the foundation of the Muslim League was laid at Dacca in East Pakistan, from where this movement transcended geographical barriers to recruit members who were determined to safeguard the rights of the Muslims of the Indian sub-continent. Economic and ideological factors, common to all Muslims of the Indian sub-continent, also tended to re-inforce the political struggle of the Muslims for a national homeland of their own, who by recognizing the importance of their joint stand, had found the formula for bringing the two areas which now form Pakistan, closer than ever.

Second, the fact that Pakistan has an ideological basis, and both in national and international spheres now stands for certain aims and ideals which are shared in both wings of Pakistan, should be an important factor in producing a unity of outlook. The fact that Pakistan aims at building a progressive modern state on the basis of Islam and is anxious to contribute to the hastening of an Islamic renaissance should give all Pakistanis an inspired feeling of comradeship.

Third, in spite of linguistic differences, there is an essential unity in the literature of Pakistan. The common spiritual and cultural reservoir from which the various languages of Pakistan have been fed has given Pakistani literature a marked unity of thought and atmosphere. An East Pakistani writer dealing with the trends in Bengali literature during the last four years says:

"The trend of today's literature in Bengal (East Pakistan) is toward having a link with literature in West Pakistan. Reformation of the language is in the making and the appreciation of literary works of both parts is increasing."<sup>1</sup>

The contrast between West and East Pakistan is at first sight striking; but the contrast loses force when attention is turned from the physical environment to less material factors. A Muslim Punjabi (West) can enter the house of a Muslim Bengali (East) and feel instantly at home. A thousand intervening miles of India are transcended by a common ideology, a common outlook and a common way of life.

Task for education. However, there are disrupting forces which are at work in minimizing the essential unity that exists between the two parts of Pakistan. These forces can be negated by a carefully planned program of education. If Pakistan is to live as an independent state, it can do so only by remaining united. Education must impart to the growing generation faith in the cultural unity of Pakistan.

#### SOCIAL STRUCTURE

The social structure of Pakistan is characterized by several features,

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<sup>1</sup>Akram, S.M., Cultural Heritage of Pakistan (London: Oxford University Press, 1951), p. 18.

including the nature of its population, village and urban life, and its family structure.

### Population and its Composition

With a population of 82.24 million, Pakistan is the fifth most highly populated country in the world.<sup>1</sup> Its population is made up of heterogeneous peoples, with varied religions, castes, and social classes. In various regions of Pakistan different racial characteristics can be detected. A typical Punjabi is different from a Baluchi, or similarly a Sindhi is quite different from a Bengali, both in build and features.]

Though the majority of the people of Pakistan are Muslims, there are Hindus, Christians, Buddhists, and Parsis in quite large numbers. All the religious groups have perfect freedom to live according to their own traditions and customs. Like Muslims, they enjoy their rights as members of Pakistani society. Some of the religious groups have their own denominational schools, which are even patronized by the government. There exists, however, a feeling of hostility between the various religious groups, particularly between Hindus and Muslims. This hostility sometimes manifests itself in communal clashes which disturb the peaceful life of the locality. Hence there is a need for an education which reduces religious hatred and creates a feeling of tolerance and justice among Pakistani people. Education should inspire the growing generation to build a strong Pakistani nation irrespective of religious differences.

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<sup>1</sup>Planning Board, First Five Year Plan of Pakistan, 1955-60 (Karachi: Govt. of Pakistan Press), Vol. I, p. 119.

Not only are there people of different religions, there have also grown different sects and castes among the Muslims themselves as a result of the influence of Hindu society.<sup>1</sup> Castes like the Syeds, the Sheikhs, and the Pathans, and sects as the Shiite, the Sunnites, the Bahais, and the Qadianis can be mentioned to show the divisions among Muslims. While caste divisions are mainly based on racial factors, sectarian groups represent deep-rooted differences in outlook toward religion. For instance, the Syeds claim to descend from the lineage of the Prophet, the Pathans from Mughals and so on. But a Bahai or a Qadiani does not recognize the Prophet as the last prophet, which is contrary to the fundamental belief of Sunnites and Shiites. Social mobility and inter-marriages between various caste groups like Syeds and Sheikhs are possible. But among sectarian groups, life is more distinctly divided.]

Apart from these religious and sectarian groups, the society of Pakistan is divided into various socio-economic groups. [According to their income and social status, we distinguish four classes, the upper, the upper middle, the middle and the lower. The upper class consists of big industrialists and businessmen, big landlords, high government officers, and professional people like doctors and engineers; the upper middle class consists of businessmen, middle class government officers, professional people such as doctors, engineers and lawyers, university professors, and middle class landlords; the lower middle class consists of school teachers, clerks, shop keepers, petty government servants, and small shop keepers; the lower class

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<sup>1</sup>Munshi K.M., The Indian Inheritance (Bombay, India: Vidiya Mandir, 1954), p. 36.

consists of farmers and farm workers, industrial workers, household servants, share-croppers and sweepers.]

This economic and occupational division of society has created many tensions. For instance, the industrialist often fails to understand the needs of the industrial worker, the officer those of the clerk, and the landlord those of the farmer. And now that the general excitement over the joint struggle for a Muslim homeland is abating, the workers, clerks, farmers and other enlightened members of the lower social classes are starting to feel the injustices of such a sharply stratified society. General discontent with these conditions is growing. The feeling is that the development within the same society of social classes of widely unequal opportunities is unfair and disconcerting. When such feelings reach a high pitch they result in general strikes in industries and government offices, and in uprisings against landlords on farms.

### Village Population

About seventy five percent of the total population of Pakistan live in villages. Hardly ten percent of these people are literate. Until recently there were few schools in villages. Even now there are few villages which have a library and an adult education centre. The problem is so great that the efforts made by the government to educate the masses appear insignificant. Lack of education has influenced other aspects of the social and economic life as well. For instance, the farmer does not know methods by which he can improve the productivity of his land. In general, people are ignorant of the ways of improving their living conditions.

Economically, the farmers, who form the bulk of the population, are in the lower income group. Agriculture, by its very nature, is subject to natural hazards like draughts and floods. Moreover, agriculture keeps the farmer busy only for a certain part of the year. For the rest of the year he remains unemployed and lives on loans or small savings. The result of both these factors is that his average income is extremely low. The condition of agricultural workers who do not have land of their own is even worse. They work for wages on the land of other farmers or landlords. Their wages are so low that they can hardly secure the bare necessities of life for themselves. Education as one of the important factors in social uplift is called upon to improve the standard of living of the farmer by providing him with knowledge of better farming techniques, knowledge of crafts which may render his off-seasons productive.

Socially, the villages of Pakistan are very backward. Roads and other means of communication are almost absent. The houses in which people live are generally one-room buildings in which all members of the family live from cradle to grave. No proper drainage or water-supply facilities exist in villages. Apart from this, villagers live as their grandfathers used to live. They nourish many unsound prejudices and pursue outmoded traditions. There are a few villages, however, which have been established by the government as model villages, and in these the above remarks apply to a far lesser extent. But generally social life in villages is backward. One reason is that the young people who go out of the villages to receive education do not come back to their villages. They prefer to live in towns. The social change which could have come through them is lost for the village.

One of the important tasks for education in this connection is to develop a plan for the improvement of village life.

### Trend Towards Urbanization

With the expansion of occupational opportunities in the city, there is a steady migration of population into cities. Opportunities for a higher standard of living, for social recreation and education in the city are vastly superior to those in rural areas. For these reasons, there is a trend toward urbanization.

The urbanization of Pakistani people has great significance for education. Migration from village to city requires new adjustments and places new demands on the individual. In a village one is <sup>a</sup> member of a small community and the chances of inter-personal contacts are greater. However, inter-personal contact in the hectic life of the city become more businesslike and formal. Community life there is organized on a much larger scale and calls for greater cooperation and tolerance among people. Social agencies such as schools, clubs, and community centres should teach cooperation and mutual understanding for building a feeling of secure group-living among city dwellers.

In cities there is greater congestion and concentration of population. The problem of housing forces people, therefore, to live in unhealthy dwellings, which in turn creates new health problems. Lack of recreational space for children and families, lack of proper sanitation, proximity to factories - all combine to create new health problems and accentuate old ones. Health education about contagious diseases, about purity of milk and water, about the necessity for exercise, good lighting and ventilation is essential for community living.



With respect to moral and character values, city life presents a challenge for education. In the city an individual is more exposed to bad influences. Gambling dens, prostitution houses, and various anti-social groups are some of the agencies which present a great danger for the young and immature mind. The restraining influence of community opinion, which acts as a powerful check on many social evils, is very much loosened in cities. For instance, everybody is concerned with his own business and seldom cares what others do until of course, it also affects him. People are, in a way, more free to choose whatever they like. The problem of making wise independent choices, therefore, is much greater in cities.

### Family Life

The general pattern of family life in Pakistan is that of joint family system. Parents, sisters, brothers and their wives live under the same roof. Only daughters and sisters, when they marry, leave their parents' homes to become members of their husbands' families. One of the reasons for this family structure is the nature of the country's economy. In predominantly agricultural and rural economy, the family is primarily an economic unit. The farmer finds the wife and children helpful in carrying on his work. Also, the division of the family would lead to the division of land; after two or three such divisions the land becomes sub-divided and fragmented, as has happened in many cases. However, under the joint family system, land remains consolidated and offers greater opportunity for large-scale farming.

Another reason for a joint family system is the lack of an old-age security plan in the country. In old age parents have no alternative but

to look to their children for help. There is only a small percentage of old people who have a sufficiently good income to lead a comfortable independent retired life.

Apart from these economic reasons, the high degree of respect for parents is also responsible for maintaining the present structure of the family. The authority of parents is unquestioned. Obedience to parents, and their protection in old age are looked upon as the highest forms of virtue. However, there are many instances where the authoritative attitude of parents has created great tensions, ultimately leading to disunity in the family. For example, it often happens that parents force a young man to marry against his will, and this causes family relations to become tense. The son then has only two choices. He may marry the girl selected by his parents and risk a life of perpetual misery, or he may break away from the family entirely. Tensions also rise when a young man, exercising his judgment independently, decides to depart from the traditional ways of his family. Parents often clash with their adolescent children who want to have greater independence from the family, and do things in new ways. Parents generally fail to understand this stage of development in their children. Normally, however, the children, in their helplessness, give in to parental authority.

This attitude of authority is not confined to parent-child relationships, but permeates the whole structure of society in Pakistan; the husband is a symbol of authority for the wife, the brother for the sister, the elder brother for the younger brother, the elder sister for the younger sister, the boss for the employee and so on.)

When a child, growing up in such an atmosphere goes to school, he looks upon his teacher as a symbol of authority. For him every adult member symbolizes authority. The teacher himself who in his own family circle experiences this kind of authority, does not see anything wrong with this attitude in the child. Habit blinds him to the fact that this authoritarian pattern of living is perpetually stifling the initiative of our growing generations. As a matter of fact, these latter grow to depend on teachers or other authority figures, and always look to them for help. The results of this dependence are harmful for youngsters. First, credulity becomes a dominant trait in the thinking of these youngsters, who are then all too ready to accept things on authority and to cease to exercise their intellectual powers freely in seeking the truth. Verification of results and critical evaluation of facts, which form the fundamental process of scientific inquiry, do not become a part of their mental make-up, and their creative ability becomes atrophied. Secondly, the decision of the teacher in matters of school discipline is final, and no inquiry is made into the causes of offenses. The element of fear permeates the whole concept of school discipline. Consequently as the child grows, he lacks initiative, judgement, and genuine respect for the teacher.

The family structure in the large industrial cities of Pakistan is changing, however. The family is becoming more a unit of economically independent individuals. Economic independence has made many people live on their own, and the size of the family has become much smaller. In families where both wife and husband work, authority and economic dependence are no longer the ties which bind them together. It is rather the

genuine recognition of each other's personality that which keeps them together. Children are no longer looked upon as an economic asset for old age. Genuine love develops and more stable foundations for family relationships are laid. Mutual respect and love rather than parental authority become unifying forces in family life. Parents, teachers, and children who experience such family relationship can establish better human relations in their respective spheres of life.

#### ECONOMIC CONDITIONS

The economy of Pakistan is characterized by the imbalance between rural and urban resources. Both of these sectors need to be developed to make Pakistan a prosperous country.

##### Agricultural Economy

( About seventy eight percent of Pakistani people are engaged in agriculture.<sup>1</sup>) Agriculture is the mainstay of Pakistan's economy, for it is not only a source for the supply of food, it is also a feeder of raw material for Pakistani industries.) The jute and textile industries, which offer great potentials for development, are dependent on jute and cotton for raw materials. These two crops are known as the gold and silver fibres of Pakistan because of their importance for earning foreign exchange for the country. Agriculture, then, is important for Pakistan as a main occupation for its people; as a source of food, and as a means for an industrial

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<sup>1</sup>Planning Board, First Five Year Plan of Pakistan, 1955-60 (Karachi: Govt. of Pakistan Press), Vol. II, p. 19.

and prosperous economy.

In spite of this paramount importance of agriculture, the condition of agricultural development is very poor. Not only is the average yield per acre low, but also the quality of some of its products does not compare favourably with agricultural products of other countries.<sup>1</sup> That Pakistan is not able to produce sufficient food for its people is a sad commentary on its agricultural economy.

Some of the factors creating this situation can be mentioned here briefly. The most important cause is the uncertainty which surrounds the problem of land tenure. As a result, neither land-owners nor cultivators feel that deep attachment to the land which derives from confidence in guaranteed possession and in the exclusive and continued right to the fruits of investment. The landlord is uncertain about his future (for "Zamindari" may be abolished)<sup>2</sup> and cannot, therefore, do more work to preserve this land. The tenant does not have the means nor the incentive to do more work than the minimum required to maintain himself and his family at the low standards to which he is traditionally accustomed. Thus the lack of incentive both on the part of the landlord and the tenant leads to a decline in the fertility of the soil and agricultural productivity.

Another cause of low agricultural production is that cooperative farming has not so far succeeded to the extent that it could serve as an instrument of rapid agricultural development. This failure is due to

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<sup>1</sup>Ibid., p. 24.

<sup>2</sup>The term 'zamindari' is used for a particular land tenure system which prevails in Pakistan. The land, according to this system belongs to landlord or Zamindar (one who possesses the land).

widespread illiteracy, ignorance of good business methods, lack of leadership, and improvidence of the peasant.

All these factors have combined to create a general decline in the economic conditions of the country. Scarcity of food makes it necessary to import food from abroad at the expense of the import of heavy machinery and other industrial products. Consequently the pace of industrial progress is slowed down. Low agricultural yield also means less export of such products as cotton, jute, and oilseeds. This curtails foreign exchange earnings for Pakistan. Above all, the general poverty of Pakistani farmers is both the cause and the result of agricultural backwardness. The Pakistani farmer is ill-fed, ill-clothed, and uneducated due to his poverty. He is hardly able to get the minimum necessities of life and cannot think of any facilities such as a good house, proper diet, education, etc. Lack of all these facilities, in their turn affects his economic efficiency. It becomes a vicious circle which should be broken somewhere.

While education cannot be expected to solve all problems, it can definitely help in improving the economic conditions of the farmer by providing him with the knowledge and skills needed for better farming techniques and management. The spirit of cooperative farming, business habits and methods, leadership skills, and habits of thrift and wise expenditure can be developed through a carefully planned educational program. The dearth of trained men for agriculture can be removed by imparting the necessary training in schools. Education can teach landlords, for their own good and the good of the nation, to invest properly a wealth which would otherwise remain idle. Thus education has a great responsibility for improving the

agricultural conditions in Pakistan.

### Industrialization

The agricultural economy of Pakistan is not dependable on account of its undeveloped system of irrigation, lack of industrialization and widely fluctuating world market prices. Realizing the vagaries of such an economy, the government of Pakistan found it necessary from the very beginning that in this mechanized age industrial progress must form the basis of national prosperity.

With this realization, efforts were directed to transform Pakistan's economy from purely agricultural to semi-industrial. In the initial stages of development when private capital was shy and the pace of industrialization was slow, it was necessary for the government to provide leadership in the industrial field. The Pakistan Industrial Development Corporation (P.I.D.C.) was accordingly established in January 1952, for promoting industrial enterprises. [The P.I.D.C. has, during a period of five and half years, set up important industries such as jute, paper, cement, sugar, textiles, heavy chemicals, fertilizers and shipbuilding industries. The country today is meeting most of its requirements of textiles, hosiery, shoes, cigarettes, matches, electric lamps, and other electric accessories, from indigenous production.

In spite of these significant achievements in industry, the present degree of industrialization is far short of the potentialities of the country.<sup>1</sup>

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<sup>1</sup>Govt. of Pakistan Publication, Ten Years of Pakistan, 1947-57 (Karachi: Ferozsons), p. 70.

The resources of Pakistan offer much greater opportunity for industrialization. Being one of the greatest producers of jute and cotton, Pakistan can become one of the leading countries in industries related to these two products. It is also estimated that Pakistan is very rich in oil resources. In mineral resources, in water resources, in agriculture and in manpower, Pakistan has a great potential. All that is needed is careful planning and proper utilization of these resources.

The rapid industrialization of the country is slowed down due to a variety of causes. A major handicap is the lack of trained personnel for industrial and business management. Our education in the past has failed to make any considerable contribution to the development of an economy of plenty. It was designed to satisfy the need for white collar jobs. The outcome is the dearth of really good technicians to enhance the pace of industrial progress. Any reform in the educational program should take this fact into consideration. While the purpose of secondary education is not to produce technicians, it can definitely help. It can aim to produce new attitudes towards work, such as appreciation of the dignity of work and the realization that self-fulfillment and national prosperity are only possible through work in which every one must participate efficiently.

#### POLITICAL CONDITIONS

Pakistan is at present faced with a political crisis. After ten years of independence there have been no general elections. Political rivalries and alliances based on personal interest have created an atmosphere of uncertainty and instability in the country. It is difficult to blame one



party for the present state of affairs. The fact is that political parties have no definite program before them, Ministries change, but none as yet has been able to establish a true democratic atmosphere in the country.

There are at present three leading political parties in Pakistan, the Muslim League, the Awami League and the Republicans. The Muslim League is the oldest party and the whole struggle for freedom was fought under its banner. When Pakistan was established, the Muslim League formed the government, and was the only political party for a long time. Later on other political parties were formed. These parties were composed of individuals and groups who were either dissatisfied with the Muslim League or could not find a place in the government. The presence of opposition parties is generally a healthy trend for the politics of a country. But that it did not prove to be so in Pakistan is evident from frequent drifting from one party to another, and from the development of inter-party alliances, all prompted by self interest and expediency. For this reason the main trend which dominates the political life of the country is confusion and disruptions, also reflects the fact that political parties lack a definite ideology to inspire their members.

A most unfortunate development in recent political conditions in the country has been a tendency to emphasize differences between East and West Pakistan. Some of the political leaders have indulged in making an issue of linguistic differences, and differential distribution of public expenditures between East and West Pakistan. Consequently in some places, bitter friction exists on the East-West regional basis.

### Consequences of Political Instability

As a result of this political situation the common man is bewildered. He lacks political guidance and feels that all interested groups are entangled in a fight for power. In big cities like Karachi a general disgust exists among people, so they avoid discussing political conditions. Instead of showing concern over the present situation they reflect frustration and helplessness. If this attitude continues, it might result in dangerous anti-democratic consequences, which cannot be fully visualized for the present.

In villages, people are ignorant and hardly understand the significance of their vote. During elections they act under the influence of landlords. They feel that since much of their livelihood depends on the all-powerful landlord, they should not displease him. If a person dares to oppose the landlord he is either ejected from the land, beaten or done some other harm. Ignorance and poverty have thus combined to make villagers a prey to persons who have vested interests, and they make of elections a game for political feudalists.

For economically poor and socially backward classes, politics has become synonymous with exploitation. They feel that whatever may be the political situation, their lot will not be very much different from what it is at present. Chances for progress seem blocked to them because of their limited economic means and the prevalent social distinctions. Although the constitution of Pakistan guarantees equality of opportunity for all, yet the social structure makes the realization of this ideal impossible for sweepers and other backward social groups.

The unconcerned attitude of people in cities, the ignorance and poverty of villagers, the frustration on the part of socially backward and economically poor people and the slackness of administration - these are all factors which have made successful functioning of democracy a doubtful proposition for the country. Propositions for some kind of controlled democracy, or for a revolutionary council, which have been put forward by some political leaders, are dangerous signals of another political evil, namely, dictatorship.

Amidst all this confusion and chaos there is one glimpse of hope, however. That is the faith of the people of Pakistan in democratic values. Education is, therefore, faced with the task of making this faith a vital and living force. Although education is a slow process, it is the surest way of bringing about changes in the outlooks of people and building a new social order in Pakistan.

## CHAPTER IV

### OBJECTIVES OF SECONDARY EDUCATION FOR PAKISTAN

If the objectives of education should reflect the aspirations and needs of a people, they should be based, among other things, on the studies of how this people visualizes the good society. In this perspective, educational objectives are fundamental steps towards the realization of a new social order. These objectives might change, therefore, with the conceptions of the good society, and they present at best not permanent but provisional workable solutions of educational problems. This emphasizes the fact that educational objectives should be re-assessed from time to time and modified to suit changing conditions. Accordingly, the objectives presented in this study should be considered not as final and absolute goals, but as specific, and therefore, temporary solutions for the problems which present-day Pakistani society faces.

#### GENERAL FRAME OF REFERENCE

In present-day Pakistani society certain social relationships need to be re-examined. Our fathers thought of an individual mainly in terms of the socio-economic group to which he belonged. It was the worth and dignity of the group which gave an individual his social status. The whole personality of an individual was subordinated to the socio-economic strati-

fication. But the new society demands a new set of values. A great problem, then, is to re-examine this traditional relationship in an effort to arrive at a new relationship more compatible with the spirit, democracy to which Pakistan adheres.

### Self and Society

The human individual is born in a cultural group. As he grows up he normally participates in the life of that group, sharing their food, their language and their implements of living. A person thus gradually and unconsciously accepts the dominant ideas and attitudes of his community.

But a fundamental question is whether this molding from without and the imparting of cultural heritage should be rigid and formalized or whether more opportunity should be provided for the development of individuality. For a renaissance in Pakistani society, there is a need for individuals who are creative and possess initiative.

Although appreciable individual variations may not be found in simple matters, in more complex matters there will be important differences from individual to individual. The recognition of these differences is fundamental for the progress of society. The transmission of the cultural heritage should not be limited to what the previous generations have left, but should also involve a genuine critical evaluation of cultural values and traditions. A compromise should be found between the individual and his creativity on one hand and the society with its accepted patterns of life on the other. On the one hand, a sense of historic continuity should be given its due weight. Old because it is old, cannot be rejected; while anything new cannot be accepted because it is new. Life is not change,

pure and simple; it has within it elements of conservation also. No people can afford to reject their past entirely, for instance. It is their past that what has mainly made their personal identity. On the other hand, however justified respect for tradition may be, blind reverence for the past can not be justified in a society struggling hard for progress and prosperity. For when the reverence for the past becomes a part of the outlook of the people stagnation begins in a society.

The safeguard against this social stagnation is the development of individuality or selfhood. This implies that every individual has interests and needs which should be respected both for his own good and the good of society. Cultural molding in fact should not curb the creativeness of an individual or deny him the opportunity to make his individual contribution toward the betterment of society.

In Pakistan the definition of the self is largely determined by the adaptations which a person has to make to a social status which he has inherited from his immediate family and his social class or ethnic group. The expression of individuality or the display of any behavior which tends to assert the position of the individual, independent of his social origin, is strictly checked. Under the present conditions of Pakistani society, the destiny of a person being a function of his interpretation of his social, economic and psychological roles in life, is dependent on such environmental conditions as social status, ethnic affiliation and political allegiance. The importance of personal worth, thus becomes a very negligible factor.

If the purpose of secondary education is to produce people fitted for living in a strong, stable and democratic Pakistani society, the emphasis

has, for many years to come, to be shifted from those patterns of living which are the result of historical cumulation to those more individualistic ways of self-expression which give pre-eminence to factors of personal worth. However, this attempt of freeing the definition of individuality from the impact of current social stereotypes should be combined with a vigilant concern to keep alive in the minds of people the significance of the social group for the well-being of the individual as a whole. A balance between individualistic and socialized forms of living should be maintained. Thus the new educational set-up should on the one hand make it possible for the individual to achieve self-realization, economic prosperity and eventually a happier level of living. On the other hand, it should foster in the individual a sense of identity with the community and should help him develop a wholesome view towards life.

Since the ultimate goal of education is to create a strong and stable society in Pakistan, with happy and prosperous individuals, it is essential to give the common man a chance for full living, irrespective of his socio-economic level. For this purpose, a feeling of personal worth and self-confidence should be inculcated in every individual. Personal worth and self-confidence should, however, not be derived from extrinsic factors like riches and social position, but from intrinsic qualities such as the general intellectual level of the individual, his occupational efficiency, his special talents and his view towards life. With such criteria, an individual can, irrespective of his social origin, feel more confident to become an effective member of Pakistani society.

## FUNCTIONS OF SECONDARY SCHOOLS

Pakistani secondary schools should, therefore, provide the growing generation with training conducive to the formation of the new social order. For this purpose a clear understanding of the functions of secondary schools is essential.

### General Intellectual Competencies

General intellectual competencies should be developed through a carefully planned education. No nation can ignore this aspect of the growth of the child and become strong in this age of competition. Intellectual training for serious thinking and clear judgement is of great importance for developing leadership in scientific and cultural fields. Intellectual training includes academic skills such as reading, writing, oral expression and calculating skills; clear thinking; and understanding of the physical and social world.

Reading. The ceaseless grinding of the printing presses and the gradual spread of literacy among adult population tend to make the reading of language important. Mere ability to read which is developed in elementary schools, is not enough. For successful living nowadays, it is important to know what to read, and how to read. Secondary schools should show the student how to select his readings, how to read something carefully, how to skim through other books and how to reject still others entirely. It should also teach how to comprehend, how to use readings as a source of inspiration for the solution of personal problems, and how to use reading



as a means of experience to enjoy the rich domain of one's heritage.

Writing. Since every citizen should be able and willing to contribute from his own experiences and beliefs toward the solution of common problems, it is clear that he should be able to write in clear and lucid language. Writing includes such activities as letter writing, formulating announcements, reporting an experience, issuing directives or writing an essay and keeping personal memoranda. Legible handwriting, correct spelling and usage should also be considered in terms of conveying meaning through writing effectively.

Oral expression. The spoken word is the principal channel of receiving and giving information and exchanging ideas. Modern inventions like the telephone, television, radio, and talking movies all tend to emphasize that the greatest part of communication takes place through speech. It is common to find that not only graduates of secondary schools, but also university graduates, frequently lack the ability to converse coherently and interestingly, even about those topics which interest them most.

Oral expression is also important from another viewpoint. In business and in social life, speech forms an important part of our contacts. Making others understand our point of view and enlist their support requires clarity in expression.

In general, the purpose of a reading program should be to acquaint students with the methods by which conclusions of general importance have been reached, to assist students in arriving at criteria for evaluating the literature related to their fields of study, to acquaint the student

with the current literature in their various fields, and to develop skills in the gathering and handling of data related to a problem.

Calculating skills. The purpose of teaching arithmetic is to develop ability to do quantitative reasoning. There is general agreement that quantitative reasoning includes ability to do ordinary arithmetical operations with whole numbers, rapidly and accurately. It also includes comprehension and direct comparison of whole numbers, fractions, per cents and averages, and ability to read charts, tables and graphs. Methods of approximation through using round numbers, the concept of significant figures, realistic association with large numbers and some rudimentary ideas of probability are also useful. Especially it means ability to approach with confidence the analysis of day-to-day arithmetic problems which face consumers and citizens in reaching decisions. Of course for growing numbers of scientists, in social as well as natural sciences, advanced formal mathematics is basic tool.

Clear thinking and receptivity to new ideas. Clarity in thought and an open mind receptive to new ideas should form an integral part of intellectual competencies. A country where people think confusedly can neither make progress nor maintain itself. In Pakistan, at present there are varied opinions, religious ideologies and interested groups. An individual should, therefore, have the intellectual competence to sift truth from falsehood, facts from propaganda, and recognize scientific approach from fanaticism and prejudice. The ultimate goal in this direction is the development of a scientific frame of mind in order to think objectively and

base conclusions on tested data. A student thus cultivated in our secondary schools should have an open mind, receptive to new ideas and free from the irrational sway of out-moded customs, traditions and beliefs. He should be able to examine dispassionately both old and new, and choose whatever he thinks would promote progress and justice.

Understanding of the physical and social world. A grasp of the physical and social world and its principles should be promoted. The ultimate goal of broader understanding of science in daily life should be provided through increased offerings in general science to the non-specialist. But for the specialists, plans for rapid and intensive development should be provided. Promising students should be provided the opportunity to study progressively more advanced topics with appropriate specialists to guide them.

The understanding of the social world should emphasize the study of our own and other cultures and not just the memorization of more facts. Courses in social studies should present problems not only from local and school situations, but also from other countries of the world. Problems of social stratification, economic classes and religious groups should be studied in broader prospective so as to reduce the tensions now existing in Pakistani society.

Stated behaviorally the growth of the student in this direction should indicate that: he or she

reads with speed and comprehension,

uses newspapers, books and other sources of information with

discrimination,

expresses himself clearly in oral, written and graphic forms,  
 appreciates good literature,  
 understands social problems through a study of social sciences,  
 has logic and artfulness in self-expression,  
 understands common scientific phenomena,  
 is proficient in problem-solving,  
 uses scientific appliances intelligently,  
 is proficient in the tools of thought, i.e. scientific method,  
 language concepts, etc.

has an open mind and uses an objective method in reaching conclusions.  
 respects the opinion of his colleagues  
 develops appreciation for a line of study.

#### Specialized Competencies for a Vocation or a Profession

The development of vocational and professional competence is of special significance for Pakistan. Its vast potential in mineral resources, agriculture and hydro-power provides ample opportunity for development. The problem of raising the standard of living of Pakistanis also depends on the development of these competencies. An individual who is economically inefficient and vocationally incompetent cannot live as an active member of society. Poverty which is partly a result of economic inefficiency, reflects itself in social backwardness and thus perpetuates traditional social stratification. This social stratification tends to keep in the dark personal worth and outstanding innate talents. Vocational incompetency also demotes the conception of self and leads to self-defeat. Thus to

remove the economic backwardness of the country, to secure greater prosperity for its people, to help the individual rise above social barriers, and to acquire psychological independence through a conception of self based on personal merit, secondary education is faced with the challenge of producing such men and women who would be economically efficient and would have a vocational sense.

However, the successful realization of this goal requires concerted efforts to correct certain misgivings about the nature of work rather deeply imbedded in Pakistanis.

In effect, Pakistanis have hitherto held white-collar jobs at a premium and have despised any type of work which involved manual labor. However, in order to achieve general prosperity, each member of society should contribute according to his ability to the general welfare of the country. Ideally, each healthy and sane adult should follow an occupation for which he or she is fitted by ability, training and personality. It is essential, then, that students should learn that each member of society can properly enjoy the fruits of civilization only by doing his or her part in the total work of civilization. Work should be regarded as something to be sought, enjoyed and respected rather than something to be avoided and despised. Work as used here includes, in addition to the manual work of skilled mechanics and those engaged in service occupations, the work of the teacher, the doctor, the housewife, the businessman, the artist and the clerk.

Also, the outlook regarding the old distinction between vocational

and non-vocational school subjects needs to be changed. As a matter of fact the difference between vocational and non-vocational studies is one of emphasis in the purpose. When a subject is pursued for the primary purpose of developing vocational competencies, it may be called vocational. But when the very same subject is undertaken to develop interests and abilities, it becomes essentially non-vocational. Every subject of instruction thus may be related both to occupational activities and general education.

Provision for vocational guidance. The choice of an occupation is equally important. Many school children have no idea about the opportunities for employment open to them. In most cases, parents too are not competent enough to guide their children in the choice of an occupation. The result is that after leaving schools students drift from one occupation to another, waste time and energy and perhaps jeopardize their future. Therefore, there must be a program of guidance for every student. The guidance which school can offer with respect to such vocational adjustment should help the student to survey the needs and opportunities for employment and to appraise his own potentialities. It will point out to him the educational program that will best meet his needs and help him make a vocational choice wisely. The ultimate goal in this direction, therefore, is to provide such preliminary training in skills as will qualify the student for broad fields of work, rather than for narrowly specific jobs.

Competencies for rural areas. The Pakistani population is distinctly divided into urban and rural areas. Living in rural areas is different from

that in urban areas. Therefore, secondary schools in rural areas should be more oriented to village life and provide training for village living. Students should be oriented to agricultural occupations so that they may contribute to the welfare of village life. General prosperity in villages would make life more attractive and tempt people to stay there. For this purpose special schools should be started. The definition of what the schools should do requires special study, which is beyond the scope of the present paper. However, the general purpose of these schools should be to train students who, in addition to academic skills before, possess reasonable skills in techniques of agricultural production, know how to sell and purchase agricultural commodities and implements, understand the benefits of cooperative farming, manage their fields properly on a cooperative basis and appreciate rural community life.

Competencies for urban areas. In cities there are more opportunities for employment in trade and industry and an individual is confronted with a host of problems related to these occupations. Here again, the definition of what the schools should do requires a special study which is beyond the scope of this paper. However, the general purpose of these schools should be to train students who, in addition to acquiring the aforementioned academic skills,

take pride in workmanship,

possess industrial intelligence,

understand sociological and economic problems,

possess reasonable skill in the crafts of the locality,

are punctual in their work,  
manage their affairs well,  
have high morale and honesty of purpose, and  
recognize their own shortcomings and limited abilities.

### Home and Family Living

Among all social institutions the family holds a place of pre-dilection as a creator and guardian of values. What the child shall become as an adult depends first of all on the kind of family responsible for his up-bringing. The home is literally the nursery of humanity, the moulder of personality during the most formative years of the child's life. To what degree a person is fearful or confident, malicious or kindly, ruthless or reasonable is determined largely by interpersonal relationship he experiences in early family life. Not only are these experiences effective during childhood, they continuously influence the manner in which persons conduct themselves in later life.

Home and family living, therefore, are of paramount importance for the psychological welfare of the individual and eventually for the general stability of society. However, this aspect is most neglected in Pakistan, as there is no opportunity for getting knowledge and skill in home and family living either in or outside of school. The result is that family life in Pakistan as described earlier, is not as happy and rich as it ought to be to produce people fitted for the job of making Pakistan a strong and stable society. Authoritarian relations prevalent in our families tend to inhibit the personality of an individual and deprive society of his special talents. It is urgently necessary for an individual to experience more freedom and independence in his family in order that he may have the chance for self-



expression, for the development of initiative and special talents. One important responsibility of education, therefore, is to equip the growing generation with the fundamentals of well adjusted family life. At various points in their school careers, children should be helped to understand the family as a social institution, and to work out with members of their respective families happy and socially constructive adjustments. Young people should be helped to master and appreciate the specific knowledge and insights needed in marriage, home-making and parenthood. Married couples and parents should be also given an opportunity to come to the school and examine with competent people their relations with their children.

Stated behaviorally the growth of the child in this direction should indicate that he or she

knows the social importance of the family in the new society of  
 Pakistan,  
 knows the duties of parenthood for establishing better relations  
 in family,  
 understands income budgetting as to get maximum satisfaction from  
 his income,  
 has reasonable skill in home up-keeping,  
 has reasonable skills in cooking, sewing and other home art,  
 can cooperate in affairs of the family,  
 appreciate the importance of self-expression and initiative for  
 individual development.

#### Health and Strength of Body

In Pakistan under-nourishment, physical ailments, and unclean living

conditions prevail not only in small towns, but in big cities as well. Although no comprehensive health survey of the school population has been made as yet, the occasional medical check-ups carried on by schools have revealed alarming proportions of deficiencies in eyesight, hearing and vitamins in the body.<sup>1</sup> The problem becomes all the more serious when we open our eyes to unhealthy living conditions. Under these circumstances, Pakistan cannot aspire to build up a society where each individual can lead a happy and rich life. Disease and poor health sap the energy and vitality of the people. Poor health also develops a feeling of inferiority in an individual and hampers his progress. Therefore, both for the progress of society and the realization of self, health and healthful conditions of living should occupy a prominent place in an educational program.

While the reasons for the poor health of the people are numerous, ignorance about healthy habits and healthful living conditions is an important factor. Schools have a great responsibility for the dissemination of knowledge in this respect. The ultimate goal of developing clear concepts about a healthy and strong body may be achieved through many studies, from home economics to biology and from physical education to social studies. School facilities for medical examination and treatment should be provided in order to develop a practical and concrete sense of what is actually a healthy and strong body. Physical exercise, which is only sporadically encouraged by schools, should become regular and orderly. The alertness of

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<sup>1</sup>Planning Board, First Five Year Plan, 1955-60; (Karachi: Publications Division, Govt. of Pakistan), p. 703.

teachers to symptoms of infection and fatigue, the notation of health conditions on the cumulative record of the student would also contribute to the attainment of this goal.

Stated behaviorally the growth of the student in this direction should indicate that he or she

practices the habits of personal hygiene,

knows body organs and their functions,

follows a balanced diet,

knows ways in which contagious diseases spread,

knows how to create a healthful environment, by proper heating,

ventilation, water supply, cleanliness, etc.,

takes physical exercise, plays games and sports,

participates in community health programs,

appreciates the importance of health for successful living.

#### Working Cooperatively with Others

The spirit of working cooperatively with others for achieving common objectives is essential for Pakistanis. The peculiar geographical location of the country, the presence of different cultural, religious and economic groups and the tendency to think mainly in terms of regional loyalties, make it imperative for education to impart a spirit of joint work for common ideals. A spirit of joint work is essential as a connecting force for tying together both wings of Pakistan and bringing closer its heterogeneous population.

The school should aim at strengthening the desire for social cooperation, and afford students opportunities to translate this desire into

practice. This cooperation must be inspired by the faith that the problems facing Pakistan demand joint effort; and that strenuous endeavour is needed to build a new social order in Pakistan in which every individual finds opportunity for self-realization both for his own good and the good of the society. Discipline and social justice also, which are fundamentals of a good society, cannot be achieved in a vacuum. They are the fruit, the valuable product of cooperative work.

The goal of working in a group toward common objectives involves the total school organization and plan. It is also a goal that education shares with other community agencies and, therefore, is often accomplished best through community activities in which students participate. Of course the school itself should be a community where work in committees is a common experience. Under such conditions, measurable learning of skills in team work may be expected to take place. There is vast room for experimentation in periodically varying the composition of classes and sub-groups in order to maximize the values inherent in experiencing different group roles.

Stated behaviorally the growth of the student in this direction should indicate that he or she

accepts his role as a member of a group,

respects group decisions,

lends his cooperation to others,

shares his knowledge and experience with other members of his group,

does not hesitate to work with his peers who belong to different

religious and social groups,

thinks in the larger interests of his country, and appreciates team work.

### Recreation and Aesthetic Satisfaction

In the big towns of Pakistan where the machine is gradually replacing manual labor, people find more free time to spend on their own. There is no lack of commercialized leisure activities. But there is evidence that some of them exert degrading influences on participants. For example, motion pictures in some cases supply incentive for luxurious living, beyond the standard possible for common people. They tend also to arouse dissatisfaction with one's immediate environment. Besides, in city life there are many other undesirable influences to which an individual is always exposed. In the absence of constructive hobbies or some such satisfying activity to occupy a person in his free time, the temptation is too great not to respond to the appeal of such influences. The development of habits which may provide for proper use of leisure time is an important task for secondary schools.

Moreover, student of secondary schools are particularly interested in activities which require their participation both mentally and physically. Sports, games and dramatics and similar other activities attract them most.<sup>1</sup> The provision of these facilities in schools would enable them to develop life-long interests to keep them busy during their leisure hours in later life. The ultimate goal of leisure time activities should be the cultivation of a taste for activities of both social and personal value.

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<sup>1</sup>Elair, Glenn M. et al, Educational Psychology (New York: The Macmillan Company, 1956), p. 37.

Stated behaviorally, the growth the student in this direction should indicate that he or she

appreciates the value of leisure to individual and race,  
enjoys various forms of art,  
participates in outdoor games, camping, etc.,  
expresses in a limited field of art, music, drawing, dramatics,  
appreciates literature and reads for pleasure.

#### A Unified View to Help Relate Self to Universe

For the maintenance of every social order, a fundamental problem is to achieve and maintain a balance between the tendency or even the right to develop individuality and the urgency to comply with the requirements of social living. If attention is focused on the individual's satisfactions in following and developing his idiosyncrasies without enough regard to social norms, the goal of education, which is ultimately to achieve strength and stability in society through development of unity of purpose, would be defeated. On the other hand, no genuine culture consents to consider the individual as an organism whose reason for being is subservience to a collective group. The question, therefore, is one of emphasis on either one of two tendencies, individualism or collectivism, which exist on the two extremes of the same continuum with numerous possible combinations in the middle range. It is assumed in this thesis that there is no one final and absolute solution to this problem of the relation of the individual to society. Solutions adopted at any one point in time should be arrived at only as expedient measures to correct for any exaggerated swing in one or

the other direction, the ultimate purpose being to maintain a condition where the individual seeks to merge satisfactory ways of expressing his individuality with socially desirable forms of living. That is, a condition where the individual chooses freely and happily to work for the group.

In present Pakistani society, the balance is tilted in favor of collective forms of living to the point where the destiny of an individual is largely determined by his social group. As a result, the development of individual potentialities and talents is limited and at times stifled by the stronger demand not to transcend the group. It is incumbent upon our educational system, therefore, to provide a corrective measure for this condition, by placing, for a time, proper emphasis on man the individual, and by stressing the value of the dignity of the individual as a human being.

In doing this, the educational system shall have first, to bring to the fore those factors which entitle the student to a well-deserved sense of merit. This can be done by giving proper value, not to riches, social affiliations, political allegiance or any such extrinsic elements of status resulting from historical cumulation, but to intrinsic qualities characteristic of the person himself and which are the product of his own endowment and endeavour, such as the power of intellect, artistic ability, ability for leadership and personality adjustment. It is assumed here that such factors are valid bases for the development of a feeling of personal worth on the part of the individual concerned, and for the development on the part of the society of an attitude of respect for achievement in those areas. Second, it was argued earlier in this thesis that in order to foster the students' feeling in their personal worth, these students should be enabled

to achieve economic independence through the adoption of a career. For a person with economic efficiency and a vocational sense feels greater self-pride and self-confidence.

This emancipation of the common man is not without its risks, however. It will involve drastic changes in most of the prevalent traditions and institutions. There will be confusion of standards and persons will be faced with the unaccustomed task of steering their own destinies, that is, making choice for themselves, reaching their own conclusions and deciding independent courses of action. Freedom will be at the price of the personal security which the collective forms of living afford to the individual. In the confusion of standards during such transitional periods the individual will feel lonely in his independence and in need of a system of ideas to guide him. Such a system would be most needed as a frame of reference in the act of choice-making and hence, as an integrator of personality. From an existential point of view, the question will be one of justifying the reasons for one's actions in order to ease one's conscience with respect to the moral value of these actions. The task of education at this point is to impart a philosophy of life. One way is through religion. Faith would then give guidance in the light of which a person could find the answer to many problems likely to face him in a changing social order. Exposure to a broader understanding of the fundamentals of religion and the development of the awareness of how precarious and haphazard choice of one's religion can be, may provide a corrective for evils such as fanaticism or rigidity in thinking which are sometimes associated with having a religious faith.



However, many will not conform to any given set of values. Their training in critical thinking and objective approach might make them critical to the point of skepticism. But should they have an unconscious belief in a religion or set of values, or truth in its absolute sense, which are still to be discovered, skepticism may paralyze their action. For one would refrain from decision-making pending the discovery of criteria for evaluation. For the sake of the mental hygiene of those persons, it is necessary to point out to them the role of the personal factor in discovering truth, regardless of whether truth is independent of, or dependent on our knowledge and understanding of it. Truth may or may not exist prior to our knowledge, but in any case, we have to see it through our means of apperception and comprehension. To point out that, therefore, our conclusions or principles of action, in many cases, depend on unproven assumptions which we may happen to accept may make a timely impression that principles or values are relative to our perception. It is hoped that the development of such sense of relativity, with the understanding that the alternative to relativity is impossible epistemologically, should normally restore confidence in the ability of man to decide on a course of action on the basis of provisional lights seen by him.

Stated behaviorally, the purpose of this educational objective is to see to it that the student:

has independence of thought,

is critically-minded and seeks good evidence in order to reach truth,

develops an awareness of the relation between thought and action,

has knowledge of current values in society and of the foundations

of behavior,

knows the history of social institutions and their rationale,

develops an awareness of the relation of man to society and of  
man to the universe,  
develops a personal philosophy of life and a style of living.

## CHAPTER V

### A PROPOSED PROGRAM FOR PAKISTANI SECONDARY SCHOOLS

The present secondary education caters only to the needs of the limited few who are academically-minded and who want to proceed to college for further education. Should the educational objectives discussed earlier be adopted by secondary schools in Pakistan, the secondary school population will change in size and composition. More students will be encouraged to receive education. The realization of a strong and stable society where the individual can move with freedom will make the education of the masses necessary.

Out of this secondary school population, only a small percentage would eventually proceed to college education, while the bulk of the students would leave school and seek employment. A new type of secondary education, terminal in character, is therefore needed.

#### TERMINAL SECONDARY EDUCATION

Secondary education which is designed to suit the needs of the greater number of people who will not go on to institutions of higher learning and who consequently need to develop in secondary schools the competencies, knowledge and values for effective citizenship can be called

terminal secondary education. It is defined as an education designed mainly in terms of the needs of those who want to become active members of society after their secondary education. Such an education should, therefore, have the following characteristics.

#### Recognition of Individual Differences

As more students come to school, and secondary schools thereby become less and less selective, the secondary school population would grow heterogenous in capacities, interests, and expectancies. Accordingly, there shall be a greater need to adjust school programs to suit individual differences.

Moreover, the foundations for a strong and stable society are laid firmly only when every individual is provided optimum opportunity for self-realization. Every member in this way can find opportunity to contribute to the betterment of society according to his own potentialities. The frustration from striving for self-realization when the expectancies are beyond the capabilities of students may produce a feeling of mal-adjustment which weakens the self-confidence of an individual and indirectly affects the progress of a healthy social order.

The present secondary education being academic in emphasis and formal in approach does not satisfy those students who do not have aptitude for academic work. Many students give up their studies because they feel unfit for such education. Even those who complete the secondary program sometimes feel that they could have done much better if opportunities for other types of education were made available to them. Secondary educa-

tion should then be designed to serve the majority of the students and give them the feeling that the curriculum has something to offer to them and that through their education they shall be able to develop their special capacities and interests.

### Multi-track System

In order to provide for individual differences, secondary schools should no longer be single-track institutions. They should offer a diversity of educational programs, designed to meet varying aptitudes, interests and talents. They should also provide more comprehensive programs which would include problems of both general and special interest. The general education program should consist of certain common experiences of general value and utility to all students.

Beyond this, provision for some specialization is also necessary because the graduates of secondary schools will have to earn their living. A certain amount of specialization should enable them to make a wise choice of their occupation. They will also be called upon to play the role of leadership at the intermediate level. Leadership in the wider sense of the word, requires a higher standard of education, and greater technical efficiency than can be expected of those who have only elementary education. It is the responsibility of our secondary education to provide the necessary training by offering diversified and specialized programs.

### Duration of Secondary Education

The present length of secondary education in Pakistan is two years and is generally offered in high schools housed in the same building with

the middle schools. There are no separate secondary schools. A student enters the elementary school at the age of six years, where he remains for five years. After the elementary school he proceeds to the middle school for three years and to the high-school where he studies for two years.

At present a youth of sixteen years is hardly mature to assume the responsibilities of his role in society. The strains and stresses of life outside the school require a greater degree of emotional maturity and physical strength. This is one reason why the secondary education should be extended from two years to four years and students should be encouraged to stay in school until they are eighteen years of age.

Another reason for extending the time of secondary schooling is that the requirements of diversified school offerings necessitate a longer period of preparation if the student is to develop thoroughness and efficiency. Increased preparation will enable a student to gain thorough training during the course of his study and also attain a reasonable degree of maturity in knowledge, understanding, and judgement.

#### GENERAL EDUCATION

The general program of education will consist of a core of subjects required of all students. Such a program will provide the youth with proper orientation into Pakistani culture and help them to understand themselves and the world in which they live. It will focus upon needs which are common to all youth in Pakistani society. Although this program will be adapted to different ages and abilities so as to appeal deeply to each one, it will

be primarily concerned with the individual's non-specialized activities and will have common goals for all.

### Subject Areas

The common core of subjects around which the program will operate are: 1. national language, 2. social studies, 3. general science, 4. health education and philosophy. The subject-matter in all these areas will be correlated through the problem-solving approach. Although each subject will operate as a separate course, yet they will be blocked together in the pupil's schedule so that different subjects follow one another in a block sequence. Teachers of these subjects mentioned above, within each block, will have a common planning period each day to organize their material around a broad problem. Through this preparation these teachers will be able to unify their purposes and provide for informal correlation between subject-areas.<sup>1</sup>

The block teachers should organize their material around a certain problem, for instance healthful diet. Each department will make its specific contribution. For example, in studying this particular problem the language teacher might provide experiences such as discussing the advantages of a balanced diet, writing notes to the city health officer about unhygienic conditions in a vegetable market; the science teacher such experiences as analyzing the constituents of a balanced diet, studying the effect of diet on health, experimenting with various diets on rats or guinea pigs, and

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<sup>1</sup>Leonard, J.P., Developing the Secondary School Curriculum (New York: Rinehart and Company Inc., 1947), pp. 425-30.

E. Contributory units

1. Mathematics fundamentals
2. Graphic language
3. Science (general science)

Grade X

A. Philosophical and moral issues

B. Citizenship, school, city, state, nation, world.

C. United Nations - Study of different cultures

D. The world of work

1. Surveying fields of work
2. Investigation of specific vocations
3. Basic economics

E. Wise use of leisure time

F. Contributory units

1. Personal and community health
2. Vocational analysis
3. Technology; scientific inventions, appliances.
4. Forces for political action: public opinion, political parties, mass media of communication.

Grade XI

A. Philosophical and moral issues

B. Pakistan - its past and present

C. Contributory units

1. Pakistani problems (current social, economic and political



problems)

2. World problems
3. Conservation of national resources

#### Grade XII

- A. Development of a plan for successful living in a community:
  1. Family relationships
  2. Consumer education
  3. Job finding
  4. Unified outlook on life
  5. Democracy vs. totalitarianism or conflicting economic and political ideologies.
- B. Contributory units
  1. World religions
  2. Forces of war and peace.

#### Special Education

The program of special education is designed to provide for special interests and aptitudes. With an increase in high school population, the differences in interest and ability will also become greater. Therefore, there is a need for a program which takes care of these differences. Besides, an opportunity to explore various subjects will also help the graduates of secondary school to decide upon a field of specialization. Another reason for special education is that a certain amount of specialization is necessary in order to develop leadership and competence in science, industry, and other walks of life.

The following subject-areas have been grouped together so as to provide education in special fields. The problems selected for the group shall be mainly in terms of the particular group to which a student belongs, although it does not mean that a pupil shall not be allowed to take courses from other groups.

Subject areas: Group I Science and Mathematics

1. Physics
2. Chemistry
3. Algebra
4. Psychology
5. Biology
6. Geometry
7. Trigonometry

Group II Technical

1. Applied mathematics
2. Applied science
3. Elements of mechanical engineering
4. Elements of electrical engineering

Group III Commercial

1. Commercial practice
2. Book-keeping
3. Commercial geography
4. Shorthand

5. Typewriting
6. Office management

Group IV Agriculture

1. General agriculture
2. Animal husbandry
3. Horticulture and gardening
4. Agricultural chemistry and botany

Group V Fine Arts

1. History of Art
2. Drawing and designing
3. Painting
4. Modelling
5. Music
6. Dancing
7. Ceramics

Group VI Home Science

1. Clothing
2. Nutrition and cookery
3. Mother craft and child care
4. Household management
5. Home nursing

Group VII Literary

1. Modern language and literature, e.g. English

2. Classical language, e.g. Persian or Arabic
3. Humanities, i.e. history, geography, etc.

#### ORGANIZATION OF LEARNING EXPERIENCES: THE UNIT OF WORK

The term learning experience refers to the interaction between the learner and the external conditions in the environment to which he can react.<sup>1</sup> This definition of learning experience implies that the student is an active participant and that he reacts to some of the features in his environment which attract his attention. The task of the teacher then, is the setting up of a situation so as to stimulate the desired type of reaction through which learning takes place. It means that teachers should provide a good environment for learning, one which will evoke the kind of behavior desired.

One important fact in arranging the environment is to consider the different kinds of experiences which may result from the same situation. Therefore, the situation should have many facts as to evoke several types of learning at the same time. The problem of organizing learning experiences then is that of setting up a situation in which the learnings desired in view of the agreed goals can be achieved.

From the standpoint of achieving desirable organization, any organization which provides for larger blocks of time under which planning may continue, has an advantage over an organization which divides up the

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<sup>1</sup>Tyler, R.W., Basic Principle of Curriculum Instruction (Chicago; Illinois: The University of Chicago Press, 1950), p. 41.

total time into many small periods. Day by day assignments, when students see little relationship between what is studied and their goals, result in fragmented learning which is both difficult to achieve and soon forgotten. An organization of learning experiences which shows relationships and permits planning is therefore desirable. This can be achieved by organizing learning experiences into units of work. "A unit then, is a division of work organized around a set of related objectives, a problem or a principle which has significance for the pupil, the school and society."<sup>1</sup> A carefully planned unit thus has significance both to the individual and society, and the activities are such as to develop insight, skill, understanding and the control of human experiences. An important fact in the planning of activities is that there should be relatedness of experience for the student. Dewey says that it is the relationship of activities that which gives meaning to experience and that this does not occur unless the action and its consequences are joined in perception.<sup>2</sup>

### Selection of a Unit

In secondary schools, the selection of units of work depends upon several factors. In the first place, it is necessary that the teacher should understand the needs of the pupils with whom he is dealing. These needs must be studied in the light of the previous growth and development of these pupils, their economic and social backgrounds, their abilities, attitudes and interests, their level of maturity and their vocational choices. For

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<sup>1</sup>Leonard, J.P., Developing the Secondary School Curriculum (New York: Rinehart and Company, 1947), p. 424.

<sup>2</sup>Ibid., p. 429.

this purpose, the teacher has to keep cumulative school records, maintain contacts with parents and establish close contact with students.

In the second place, the teacher must have an understanding of the social problems around him. If the school is to participate with other social institutions in improving society, the teachers in secondary schools must understand the issues of modern living and be able to make them clear and meaningful to youth.

A third consideration is the community in which youth lives. Community resources, problems, deficiencies, and opportunities for extending the experiences of youth are all vital factors in the development of an educational program. Intimate knowledge of the community itself, its people, its institutions, its folkways and mores, and its resources is one of the basic qualifications for successful teaching.

A fourth factor is close cooperation between various teachers. If each teacher determines each unit without reference to the work of his colleagues, there is likely to be gaps or duplication in development. Some guiding outline should grow out of the joint effort of the teachers, which should have a reference both to the needs of youth and the social conditions.

#### Criteria for Effective Organization

There are three major criteria to be met in building an organized set of learning experiences through unit planning. These are: continuity, sequence, and integration.<sup>1</sup> Continuity refers to the vertical feiteration

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<sup>1</sup>Tyler, R.W., Basic Principles of Curriculum and Instruction (Chicago: University Press, 1950), p. 55.

of major curriculum elements. For example, if an objective in science is to develop a meaningful concept of energy, it is important that this concept be dealt with again and again in various parts of the science course. Continuity is thus seen to be a major factor in effective vertical organization.

Sequence is another important criterion. It refers to the progressive development of an understanding or a skill or an attitude. It is possible for an element to recur again and again but without promoting an advanced level of behavior in students. Sequence implies not only the need to build each learning experience upon the preceding one, but also to go more broadly and deeply into the matters involved. Sequential development of each concept provided through learning experiences would require that each successive treatment of that concept would help the student to understand with greater breadth and depth the full implications of that concept.

Integration refers to the horizontal relationship of learning experiences. The organization of these experiences should be such that they help the student to get a unified view of the problem under consideration. For example, in developing concepts in the social studies, it is important to see how these concepts can relate to other subject-areas so that there would be increasing unity in the outlook of the student.

### Teaching a Unit

When a teacher decides upon a certain unit, it is assumed that the cooperation of the class will be enlisted and that the problem is of importance to the community as well. The teacher may then go into the

classroom to explore the problem with the pupils. He will be anxious to know the extent to which the pupils sense the nature and meaning of the problem. Recent events in the community, telling a story, or some definite experience may provide a starting point. The ingenuous teacher will find the way.

Planning the Unit. Once the discussion is started, the teacher has the job of working with the pupils to outline the problem, discuss work to be done, determine areas to be explored, choose references, decide upon trips if necessary, choose individual, group or total class projects; and of planning the schedule of the activities. The selection and organization of the material should be the responsibility of the group working cooperatively with the teacher. Careful selection of the material around the problems agreed upon shall involve from two to three days of time. But it is all worth the while. It teaches the pupils to organize and plan their work. This is an important skill for them to learn.

Developing the unit. When the teacher gets the work underway, making sure that the total group sees clearly the purpose of study, and when each individual has proposed his own additional purpose, the teacher must endeavour to select a sufficient variety of activities, have on hand a large number of resources <sup>and</sup> constantly keep the group and individual proceeding together. He should continuously plan and replan for success with each individual as well as with the total group. Discussions, reports, visual aids, trips, interviews, readings, instructions and other types of activities suited both to the attainment of the desired goals and to de-



velopment of the abilities of individuals should be constantly supplied and evaluated.

Culminating the unit. After the unit has been studied, it is wise to have culminating or summarizing activities. Students can draw their conclusions and try to put them into action, or they may make reports of their findings to the class or to individuals within the community. Some of the reports might even be given to the entire school. This last procedure is not necessary; however, it is valuable to summarize what has been learned by the class. A feeling of accomplishment and satisfaction should be felt by the whole group. They should relate their experiences to what they have already learned, studied, or observed in and out of school.

Group projects, exhibits, dramas, reflect an understanding by the students of the problems considered, and their growth in the skills necessary for organizing and presenting the results of their research. Written work often gives students a chance to demonstrate individual interests and competencies, to select pertinent material, to suggest solutions to problems, and to demonstrate their development during the study of the unit in basic skills and principles of organization.

In using the problem approach, generalizations may be presented through group or panel discussion or even by use of socio-dramas. Tests which show the pupils' grasp of the problem and their ability to express themselves clearly and correctly are also valuable. Self-appraisal by means of graphs, charts, and short papers may make many of the students more aware of their own growth. Direction action sometimes may be attained through

community projects such as clean-up campaigns, surveys of immediate needs in housing or recreation facilities or participation in community agencies. All these kinds of activities give the teacher and group an opportunity to summarize and relate details, individual projects, and committee work in which they have participated.

Evaluating the unit. For the work of each unit, the teacher and students should be so oriented that the unit may end with a critical analysis of the entire procedure, activities, and outcomes. Some of the following questions would be helpful in this analysis.

For the Group

1. How has the unit increased the student's ability to personal, family and community relations?
2. Has the language growth contributed to awareness, understanding and appreciation of world conditions?
3. Have the students worked effectively in groups?
4. Have they helped in planning and developing the work of the unit?
5. What use they made of community resources?
6. Do they evaluate their own group work?

For the Individual

1. Has the student increased his ability to listen carefully and critically?
2. Has he increased his reading speed and comprehension?
3. What has he learned from both extensive and intensive reading?

4. Is he reading for pleasure?
5. Does he recognize the beauty and meaning of what he has read, heard and seen?
6. Has he gained the ability to speak with pose and confidence?
7. Has the work of this unit helped him to find something to write and speak about and to express his thoughts in a fluent acceptable correct style?
8. Has his efficiency increased in the use of library and audio-visual aid material?
9. Has he offered all that he could in planning and accomplishing the class work?
10. Does he evaluate his own growth?

Answers to such questions can be obtained through various testing devices and observations. Cumulative record of these results should form the criteria for annual promotions for students.

Sample - Unit on Unemployment in Karachi

Grade XI

General Education

1. Approach

The students and the teacher decide that they want to study a unit which might be useful for them as well as to the community. As topics are offered by the pupils, they should be put on the chalk board. The topic chosen by the majority, for example, might be unemployment in Karachi.

## 2. Objectives

- To understand the reason for unemployment with special reference to Karachi.
- To find remedies for unemployment
- To contact various employment agencies such as employment exchanges, and industrial concerns, etc.
- To find facts about all types of employment such as salary, opportunity for advancement, security of service, etc.
- To work and cooperate with one another
- To look up reference material and tabulate it
- To read and make charts, diagrams, and graphs
- To understand what is needed to keep industry going in our township.
- To know the type of education necessary to remove growing unemployment among secondary school graduates.
- To be poised and self-assured in meeting strangers
- To contact agencies and obtain data
- To seek for employment.

## 3. Procedure

A student chairman should be appointed. After selecting the problem the students might state hypotheses about the causes of unemployment in Karachi and decide that one way to find out what these are, would be studying the job opportunities in the city. The students and teacher might decide to divide the class into groups to study various industries in the community in terms of: number of employees, type of work, education, skills needed by

employees, turn-over, causes for firing employees, conditions of work, salary, and security. The class then compiles a list of the industries to be studied. Each student by secret ballot votes the group he prefers, giving first and second choice.

The student chairman might then appoint two pupils to help arrange the names of the respective groups. If there are many students in some groups and few in others, the chairman may appeal to some of the students to join other groups so as to make the groups more nearly equal in number, but each student should have either his first or second choice.

Each group should select its chairman and then go into action adopting procedure of work best suited to finding out about employment in their respective industry. The teacher is available to every group as a guide and resource person. Each group decides to give a report of progress to the class every three days. When the data have been collected, a report should be given by each group to the class.

#### 4. Activities for Gathering Data

- A. Doing research in school and city library for material.
- B. Inviting speakers to the class and listening to employers, employees, unemployed, and agency workers.
- C. Interviewing employers and employees in and outside the school.
- D. Contacting employment and government agencies for information about unemployment.
- E. Making field trips to the industries to observe, question employers and employees.

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- F. Writing letters for information and thank-you letters.
- G. Seeing films about industries in Karachi (if possible).

#### 5. Activities for Presenting Data

- A. Giving panel reports on committee findings.
- B. Making charts, diagrams, statistical tables to show data.
- C. Writing reports about industry studied.
- D. Giving reports on special subjects.
- E. Playing roles or acting out socio-dramas showing conditions in industries, relationship of employee and employer, how to apply for a job.

#### 6. Culminating Activities

Drawing generalizations about the causes of unemployment.

Writing a report incorporating the findings of all the committees to be presented to the official with employment in Karachi.

#### 7. Evaluation

At the end of the unit a test should be developed by the teacher and students cooperatively to evaluate the work of each individual. Apart from academic skills due consideration should be given to the achievement of every student in relation to the objectives decided upon in the beginning. A cumulative record in such units should determine the annual progress of a student.

## CONCLUDING STATEMENT

The program as discussed in the preceding pages is divided into two categories: general education and special education. General education is designed to help young people meet their common needs and develop the understanding, values, and competencies needed for a fuller living in Pakistani Society. It will take care of the broader and general interests of students. However, opportunity must be given for students to develop special interests, talents, and vocational skills. This can be done through a program of special education.

Moreover, although secondary education will be terminal for the majority of students, there will be some who will continue their studies further. For them too, the special education program is necessary. It will provide an opportunity for them to develop skills and understandings necessary to continue their higher studies.

The diagram given below provides a balance between the general and special education programs. As the student proceeds from grade IX to higher grades, the provision for special education is increased so as to provide more time for the special interest and needs of students.

It is hoped that this kind of a program will provide the graduates of our secondary schools with: 1) intellectual competencies, 2) vocation or profession skills, 3) competencies for a happy home and family life, 4) good health and physical fitness, 5) skills in working cooperatively with others, 6) methods for effective use of leisure time and 7) a unified view to help relate self to the universe.



Diagram showing the time distribution between general education and special education for grades: IX, X, XI, XII.

		Daily Periods					
Grade		1	2	3	4	5	6
XII							
XI						Special Education	
X	General Education						
IX		Physical Education	National Languages	Social Studies	General Science Including Math	English Literature	Arts and Crafts

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