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A CRITICAL STUDY OF THE CURRICULUM  
OF THE PRIMARY SCHOOLS  
IN EAST PAKISTAN

By

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CURRICULUM: PAKISTAN

BARMAN

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## ABSTRACT

Pakistan emerged as a democracy in 1947. Soon afterward, its educators realized that the system of education, particularly the curriculum, was not adequate to meet the actual requirements of the free Pakistani nation. Educators have, accordingly, been trying to make necessary changes in the system as well as in the curriculum. This study is an attempt to explain how the curriculum of the primary schools in East Pakistan falls short of the requirements of the people of the land, and to propose a revised curriculum which would better meet the needs of the learners and the demands of the people there.

The method employed in the study is analytical. A survey of the social conditions in East Pakistan has been made; the physical features, climate, and crops of the land have been described. A statement about the real needs and aspirations of the people has also been added. The history and present status of primary education in East Pakistan have been described. The present curriculum of the primary schools in the province has been analyzed; both the strong points and the weaknesses of the curriculum have been weighed with reference to the social conditions in East Pakistan, the needs of the learners, and the aspirations of the people there.

Analysis reveals that the curriculum followed at present by the primary schools in East Pakistan is not free from defects. It is proposed in the existing curriculum that due consideration should be given to teaching

children through activities and experience. In practice, however, memorization of the contents of the textbooks is emphasized. The curriculum seems to be under-girded by out-moded philosophical conceptions and the traditional psychological ideas. It places much emphasis on the subject-matter, does not provide for the individual differences of the learners, and is not equally fair to the children of all religious groups in East Pakistan. In addition, the teachers have no voice in developing the curriculum, and are powerless to implement it, as set forth by the government.

In the light of the above survey and analysis, a revised curriculum has been proposed. It would provide the learners with learning experiences in the following subjects: (1) mother tongue, (2) mathematics, (3) social studies, (4) health education, (5) arts, crafts and music, (6) elements of sciences, (7) moral instruction, and (8) special studies. It has been suggested in the revised curriculum that if the learning experiences are organized into units of work, they would be more meaningful to the learners.

The revised curriculum places emphasis on the development of the whole child, and is flexible so that it can be attuned to the individual needs of the learners in different localities of East Pakistan. It is inspired by the belief that learning takes place when children have experiences in an environment, and thus places much emphasis on the activity and experience of the learners. In order to foster a sense of harmony among the different religious groups, and a strong feeling of national solidarity, the revised curriculum provides for moral instruction based on the main

principles of the different religions followed by the people of East Pakistan, and on the basic principles of democracy.

It has also been recommended that in order to make the revised curriculum a success, provision must be made for: (1) teacher training, (2) selection of learning materials, (3) preparation of teachers' guides and resource units, (4) preparation of suitable textbooks, (5) a library for each school, (6) evaluation of the program, and (7) research studies.

In conclusion, it is hoped that if the revised curriculum is properly implemented, the children of the primary schools in East Pakistan will live a richer life and will be better able to deal with their future.

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## CHAPTER I

### INTRODUCTION

Pakistan is a new state; it emerged as a democracy on August 14, 1947. It consists of two provinces known as East Pakistan and West Pakistan. The provinces are separated from each other by nearly 1,100 miles of Indian territory. Before the emergence of Pakistan, both the provinces, as parts of the "Indo-Pak subcontinent", were under British rule for about two hundred years.

### THE PROBLEM

Pakistan, with its emergence as a democracy, had to face many adverse situations which included financial difficulties, lack of experienced officials, illiteracy of the people, and a flood of refugees from India. Some of those situations are solved, and some are yet to be solved. Of the unsolved problems, the unsatisfactory and inadequate educational system has been causing much dissatisfaction among the people.

The people of Pakistan seem to feel that the educational system of the country has many defects. Of the defects, the weaknesses in the curriculum attract particular attention. Traditional in nature, the curriculum is not adequate; it neither meets the needs of the learners nor translates the hopes of the people into reality. Therefore, developing a curriculum,

adequate to meet the present needs of the learners and the cultural demands of the people, becomes an imperative task. Development of an adequate curriculum presupposes an appreciation of the demands of the culture and the needs of the young people living in the culture, and requires an analysis of the present curriculum. This study represents an attempt to examine both the strong points and the weaknesses in the present curriculum, and to propose a curriculum which will better meet the needs of the learners and the demands of the society.

#### CAUSES OF THE PROBLEM

The causes of the inadequate education program are many and different in nature. Some of the causes have been operating for a long time, and some have come into operation only in recent years.

Inheritance of an unsuitable curriculum. On emergence as an independent state, Pakistan inherited the curriculum which had been introduced by the previous British rulers. This curriculum did not originate in the country; rather, it was imposed. In addition, it seems to be undergirded by traditional conceptions of education. This curriculum has not proved to be adequate to meet the actual needs of the Pakistani nation; it fails to produce men and women capable of successfully handling their problems. This is evident from the fact that many people cannot enjoy a good standard of living.

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Many of the people of Pakistan believe that the foreign rulers planned the curriculum more for their own benefit than for that of the people of the country. It was directed at creating an army of scholar-

clerks and petty officials who would understand the language of the rulers, carry out their orders, and thus help the administration of the country. It did not aim at the proper development of the learners. Schooling, according to this curriculum, is not expected to enable young men and women to find good careers for themselves except as public and private officials.

Dearth of adequately trained teachers. There is a dearth of adequately trained teachers in the country. This is due to the fact that many of those who were engaged in teaching in the past were Hindus, and on the birth of Pakistan, most of the Hindus migrated to India. In addition, very few of the people like to dedicate themselves to teaching in Pakistan, because it is not a well-paid profession there. In East Pakistan, according to the report of the East Pakistan Educational Reforms Commission, only 46,003 of the 67,775 teachers of primary schools in 1956-57 were trained; the rest were non-trained. Of the non-trained, 10,477 were not even high school-graduates.<sup>1</sup> In West Pakistan also, the situation does not seem to be any better. Thus, the dearth of adequately trained teachers is acute and responsible for the low standard of education in the country.

Inadequacy of educational facilities. Want of adequate educational facilities is one of the causes of poor education in Pakistan. The number of schools is not sufficient in comparison with the growing number of school-children. The condition of the school houses as well as the equipment therein

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<sup>1</sup>East Pakistan Educational Reforms Commission, Report of the Educational Reforms Commission, East Pakistan: 1957, Part II - Appendices (Dacca: Chief Minister's Secretariat, 1957), p. 2.



is also very poor. In many cases, the classes are over-crowded, and teaching and learning are adversely affected. In addition, lack of good textbooks and a dearth of suitable teaching materials make the situation even worse. Inadequacy of educational facilities, therefore, is one of the causes responsible for poor education in the country.

Lack of community interest. Lack of community interest in education is also responsible for the poor schools in the country. In Pakistan, according to the census of 1951, 81.1 per cent of the population are illiterate.<sup>2</sup> The illiterate do not seem to attach much value to literacy and education. They neither take much interest in sending children to school nor are they able to provide them at home with experiences and opportunities which foster and reinforce attitudes of positive value. Thus, the negative attitude of the community is also responsible, in a measure, for the deterioration in the educational situation in the country.

Governmental control and lack of finance. Other causes of poor schools include the nature of governmental control and the lack of adequate finance. All the schools have to follow, regardless of the local needs and the individual interests, the curriculum which is prescribed from above by the educational authorities; the teachers have little freedom to depart from it. In addition, the allotment from public funds for education is also insufficient. In 1953-54, for example, the public expenditure on

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<sup>2</sup>Government of Pakistan, Pakistan: 1955-1956 (Karachi: Pakistan Publications, 1956), p. 183.

education per capita of the population was 1.6 rupees only.<sup>3</sup>

#### NEED FOR A SOLUTION OF THE PROBLEM

The present curriculum is not adequate; schooling, according to this curriculum, neither enables the graduates of educational institutions to prepare for good careers nor helps them play the roles of intelligent citizens. Therefore, developing a suitable curriculum for the educational institutions in the country is a real necessity. This necessity acquires its force from several specific needs which will be pointed out here.

Need for citizenship training. Today, education has become a necessity for each and every person in Pakistan. An illiterate person can seldom play the role of a good citizen in a democratic state. To allow democracy to operate soundly, each and every person in the country should be properly educated. The revised curriculum should aim at creating responsible citizens rather than meek and obedient servants. This requires more than literacy; it requires the ability to distinguish between facts and opinions and to reach sound conclusions based on accurate facts.

Need for health knowledge. The health situation in Pakistan is not satisfactory. Even school children do not seem to have a proper knowledge of hygiene and sanitation. The present curriculum does very little to improve the situation. A nation with poor health cannot be expected to live decently and completely. The curriculum, therefore, requires reconstruc-

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<sup>3</sup>Muhammad Shamsul Huq, Compulsory Education in Pakistan, (Paris: UNESCO, 1954), p. 155.

tion so that it helps the learners develop an adequate sense of hygiene and sanitation and good health practices. The curriculum should see to it that the graduates of educational institutions can become healthy and effective members of the society.

Need for vocational training. Schooling, according to the present curriculum, seldom trains the learners for vocations. The graduates of educational institutions, therefore, can rarely find suitable careers. Many of them become dependent upon the incomes of others. In order to put a stop to this situation, the curriculum needs to be revised. The revised curriculum should aim at training the learners for different vocations, and creating men and women who are able to fit into a pattern of life which is changing rapidly due to the new developments in the fields of science and technology.

Need for community development. The rate of literacy in Pakistan is very low. According to the census of 1951, only 18.9 per cent of the total population are literate.<sup>4</sup> With this low rate of literacy, the community and the nation are underdeveloped. In order to help the community develop, the young men and women living in the community should be properly educated. They should acquire the skills of sharing and promoting the common purpose of the community, and should master the techniques of using, to the benefit of their individual and group life, the resources of the country. The present curriculum does not provide for learning these skills and tech-

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<sup>4</sup>Government of Pakistan, op.cit., p. 183.

niques. Thus, for the sake of community development, the curriculum needs to be revised.

Need for moral development. Nobody can be a worthy member of a nation without developing a sound moral sense. Hence, the need for moral development also assumes importance. Of course, the moral training of the learners should be based on the cultural and ideological values that the nation has cherished through the centuries. From this it follows that the curriculum needs to be designed so that it provides for the moral development of the learners in harmony with the established traditions.

Need for national solidarity. Pakistan consists of two far-flung provinces, and its population is composed of many ethnic and religious groups. In a state like Pakistan, the development of a strong sense of national solidarity is of paramount importance. The present curriculum does not do much to promote a feeling of nationalism. Therefore, the curriculum needs revision so that it helps young citizens develop a genuine sense of national unity within the framework of cultural plurality.

All of the above needs strengthen the need for developing a new curriculum for the educational institutions in Pakistan. Reconstruction of the curriculum is not a simple task; but because of the strong need for a revision, the task should not be deferred any longer. Therefore, this attempt to study the curriculum and suggest a revision of it is both necessary and timely.

## LIMITATIONS OF THE STUDY

An attempt to study the curriculum of the educational institutions in Pakistan is desirable; but to cover the whole of the curriculum in such a study as this does not seem feasible.

In Pakistan, the educational system is decentralized, and is, in the main, under the control of the provincial governments. The provinces are separated from each other by nearly 1,100 miles of foreign territory. The topography and climate of one province are not same in nature as those of the other. The culture and ways of living and thinking of the people living in one province differ in many aspects from those of the people living in the other. Thus the curriculums in the two provinces may also be expected to be different.

The educational institutions in Pakistan are organized mainly at three levels: primary, secondary, and college or university. The curriculum of one level is necessarily different from that of another; the curriculum of the primary schools is different from that of the secondary schools, and the curriculum of the secondary schools differs from that at the college or university level.

Because of these differences both in location and levels, it does not seem realistic to attempt to cover the whole of the curriculum of the educational institutions in Pakistan in one study. This study, therefore, has to be delimited both horizontally and vertically. From the horizontal point of view, it confines itself to East Pakistan, and from the vertical point of view, to the primary level only. The purposes of this study are to analyze the strong points and the weaknesses in the present curriculum

of the primary schools in the province, and to propose a revised one.

#### METHOD OF THE STUDY

A statement about the method employed in the study is necessary. The study is intended to present a curriculum to meet the actual needs of the learners and the cultural demands of the people of East Pakistan. To do this necessitates: (1) a survey of the social condition and culture of the people of East Pakistan; (2) a review of the present curriculum of the primary schools in East Pakistan; (3) an analysis of modern conceptions about education and curriculum; and (4) an examination of the curriculums of the primary schools in some of the developed countries of the world. Needless to say, the curriculum of the primary schools in West Pakistan will also, of necessity, be considered. On the basis of these analyses, a revised curriculum suitable for the primary schools in East Pakistan will be proposed. In addition, recommendations for putting the proposed curriculum into operation will be made.

#### SUMMARY

With the birth of Pakistan, the people living in the territory became members of an independent nation. In order to meet the needs of the new Pakistani nation, the educational system, particularly the curriculum, needs revision. This study is an attempt toward revising the curriculum of the primary schools in East Pakistan. It necessarily includes a survey of the social condition in East Pakistan, a review of the present

curriculum of the primary schools there, an analysis of modern concepts about education and curriculum, and an examination of the curriculums of the primary schools in some of the developed countries of the world.

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## CHAPTER II

### SOCIAL CONDITIONS IN EAST PAKISTAN

The educational system of a country transmits the values of its culture to its children. The ideas and ideals of the people together with their folkways and mores make up the culture. The culture is the product of the geography of the land, the history of the people, their religious faiths, and the ways which they have developed to meet their needs. Therefore to form an idea about the right pattern of education and curriculum for the children of East Pakistan, a knowledge of the province, its people, and their needs is necessary.<sup>5</sup>

#### EAST PAKISTAN

East Pakistan lies in the northern hemisphere; the tropic of cancer passes through the land. To the north-east of India, it stretches from approximately 88° East longitude to 92°45' East longitude, and from 20°45' North latitude to 26°40' North latitude, and covers an area of about 54,501 square miles. The land is monotonously flat. The monotony of mile upon mile of level plains is relieved only by swamps, forests, and innumerable water-courses. No mineral deposits, worthy of mention, have been

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<sup>5</sup>Much of the descriptive material about East Pakistan and its people in this chapter is borrowed, in abridged form, from the Government of Pakistan, East Pakistan: Land and People (Karachi: Department of Advertising, Films and Publications, Government of Pakistan, n. d.), pp. 1-68.



found as yet; the land seems to be poor in mineral resources.

#### CLIMATE

East Pakistan is a low and moist land. Subtropical in character, its climate is both hot and humid. The average temperature ranges between 98° F. and 102° F. in summer, and between 55° F. and 70° F. in winter. Tradition in East Pakistan divides the year into six seasons: summer, rainy season, early autumn, autumn, winter, and spring; but the divisions do not correspond with reality. Realistically speaking, wet and dry as descriptions of the principal features of the climate would be more exact than any of the traditional terms. The months from November to March are dry, and the months from April to October are wet. The earliest showers of the year fall in April. By the end of June, the country-side is usually flooded. The months of July and August sometimes prove to be so wet that a rainless day is hailed with a sense of excitement.

#### VEGETATION

A subtropical climate, such as East Pakistan has, is commonly noted for the abundance and variety of vegetation. East Pakistan belongs to the green belt and possesses a soil whose fertility is annually renewed by the monsoon rains and flood-waters.

Crops. The main crops of East Pakistan are divisible into two categories: food crops and cash crops. The chief food crop is paddy, rice being the staple diet of the people living there. Wheat, potato, pulses, and sugar-cane are other food crops grown in the land; but by no means do

they rank in importance with paddy. Of the cash crops of the region, jute, tea, and tobacco deserve special note. Jute is grown all over the land with the exception of some parts in the north. Tea comes from Sylhet in the north-east and Chittagong in the south-east, and tobacco from Rangpur in the north.

Although East Pakistan enjoys no special reputation as a world fruit-growing region, the variety of fruits grown there is impressive. The land is also suitable for producing vegetables. It grows practically every kind of tropical as well as western vegetables, with perhaps a few exceptions. Most of these vegetables are grown in winter. Summer is a lean season for vegetables.

Trees and flowers. Besides the crops and vegetables, the trees which characterize the scenery of East Pakistan are also many and various. The trees ordinarily found in the land are the palm, banyan, margosa, and jhau. Of other trees, the bamboo-clump and cane-bush deserve special mention. In spite of the abundance of trees, the land has very few trees of the timber-yielding kind. The region is also lacking in wood of high commercial value. Diverse flowering plants, however, grow in the land. The flowers are generally colorful. The luxuriance of their color-patterns is matched by the diversity of their fragrance.

#### ANIMAL LIFE

The animal life of East Pakistan is also characterized by variety and profusion. Some of the animals are tamed and domesticated; others are wild.

Domestic animals. East Pakistan has perhaps a far larger population of domesticated animals than it can feed. The cow is the most important member of this group of animals. It performs functions which range from supplying milk to drawing the plow. It seems to be the main pillar of the economy of the region. Other domesticated animals in the region include goats, sheep, and horses.

Wild animals. East Pakistan has wild animals, too. Of the wild animals in the land, the 'Royal Bengal tiger' is particularly noted. Its chief habitat is the Sundarban forest in the south. The Sundarban forest has also some species of deer. In the forests of Sylhet and Chittagong, wild elephants are found. Other wild animals are leopards, jackals, monkeys, and foxes.

Snakes of many kinds are also found in East Pakistan. They constitute a serious threat to human life. There is no area in East Pakistan which is completely free from snakes.

Fish. The rivers of East Pakistan not only help irrigation and transportation, but also store inexhaustible piscine wealth. The rivers and canals are stocked with varieties of fish. Of them, rui, hilsa, katal, mrigel and lobster should be particularly noted. Needless to say, fish form a very important element in the diet of the people.

Birds. East Pakistan has different kinds of birds, both wild and tame. Of the wild birds, the crow, kite, cuckoo, and vulture are very common; the stork, and king-fisher are found in the swampy areas. Of the tame birds, the chicken and pigeon are found in almost every house.

## PEOPLE OF EAST PAKISTAN

East Pakistan is one of the thickly populated areas in the world. The total population of the land, according to the census of 1951, is 42,063,000, and the average density per square mile is 777. Of this huge population, only 21.1 per cent are literate, and the remaining 78.9 per cent are in the darkness of illiteracy.<sup>6</sup> In the past, no effort, worthy of mention, was made to reduce this high rate of illiteracy. Recently, however, it has been proposed that the Village Agricultural and Industrial Development Program would include facilities and staff for removing the illiteracy of the villagers.

## HISTORICAL BACKGROUND

The population of East Pakistan consists not of a single ethnic element, but of an ethnic amalgamation, in which the chief ingredients are the Dravido-Mongolian, Aryan, Arab, Persian, and Central Asian. In addition, there are some aborigines in some parts of the region. Thus East Pakistan is sometimes rightly called a "cauldron of races".

The Dravido-Mongolians are numerically the strongest group. This group represents an ethnic fusion between the Dravidian and the Mongolian which occurred in remote antiquity. No record of that antiquity has been found as yet. The history of the later days, however, can be divided into four phases: pre-Muslim, Muslim, British, and independent.

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<sup>6</sup>Government of Pakistan, Pakistan: 1955-1956, (Karachi: Pakistan Publications, 1956), p. 183.

Pre-Muslim period. The pre-Muslim period may be said to extend from about 1500 B.C., when the Aryans started to come in, to 1201 A.D., when Muhammad Bakhtiar conquered the land. The Aryan element in the population is the result of the Aryan migration which took place in the early part of this period. Of the rulers of the pre-Muslim period, the Pals, and the Senas are specially notable. During the rule of the Pals, Buddhism made much headway in the region.

Muslim period. The Muslim period extended from 1201 to 1757. Of course, the Muslims began to settle in East Pakistan long before it was conquered by Muhammad Bakhtiar. The first settlers were Arabs; later, they were followed by Persians and Central Asians. Therefore, today, a sprinkling of Arabs, Persians, and Central Asians, although not distinguishable, exists throughout the region. During the early part of the Muslim period, the province was the center of an independent Muslim sultanate. One of the notable achievements of this phase of the Muslim period is the promotion of native language and literature. By 1593, the region was annexed to the Mughal empire whose center was at Delhi. The history of the days of Mughal dominance over the region, was marked by the rise of a Hindu revivalist movement under Sree Chaitanya, which had widespread repercussions on the religious and social life of the Hindus of the land.

British period. The battle of Plassey in 1757, which resulted in the defeat of Siraj-Ud-Dowla at the hand of Robert Clive, indicated the beginning of British dominance over the land of East Pakistan. The British rule over the province continued up to 1947. During this period, the in-

digenous industries and the educational system were hard-hit. The dominant mood among the people, both Hindus and Muslims, during this period was one of aloofness and frustration.

Independent period. With the birth of Pakistan in 1947, British rule over the land came to an end, and the independent period began. This period is not free from problems. The government of East Pakistan as well as the government of Pakistan, however, are trying their best to solve the problems related to the life of the people living in the province.

#### RELIGIONS

The population of East Pakistan does not follow one religion. Of the total population, approximately 76 per cent are Muslims, and 22 per cent are Hindus. The rest of the population consists mainly of Buddhists and Christians. The Buddhists are concentrated in the Chittagong Hill Tracts, and the Christians, mostly Catholics, are almost evenly spread over the region.

It may be said here that the people of East Pakistan, irrespective of their castes and creeds, are extremely religious-minded. To them, religion is not only a matter of belief, but a code of practice too. In most places, they practice religion with the zeal of the fanatic, and believe that the salvation of mankind lies not in materialistic innovations, but in religion and religion alone.

#### OCCUPATIONS

East Pakistan lives in its villages; more than 90 per cent of the

total population live in rural areas. Work for the East Pakistanis means mainly agricultural work. The agricultural workers still follow out-dated traditional methods. The next largest group of workers in rural areas consists of fishermen. They fish in their traditional ways in the rivers and canals in the land. There are some cottage industries which claim a large number of workers. The cottage industries of importance are weaving, pottery, boat-making, and furniture-making.

A very striking feature of East Pakistan is a dearth of towns. Most of the towns retain something of rural life. The occupations of the people in towns, however, differ to some extent from those of the people in villages. The towns-people are generally engaged in public and private service, business and shop-keeping, the manufacture of certain commodities, practice in law and medicine, and driving taxis and rick-shaws.

The per capita income of the people of East Pakistan is very low. The majority of the people, both in rural and urban areas, are poor and live in economic poverty.

#### HEALTH SITUATION

Most of the people in East Pakistan are illiterate. Their illiteracy is reflected in their low standard of living and level of health. The expectation of life for the East Pakistanis is around thirty years.<sup>7</sup>

Many of the people in East Pakistan, particularly in rural areas, have little health knowledge. They are ignorant of hygiene and sanitation.

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<sup>7</sup>Expectations of life at birth, according to Statistical Yearbook: 1956 prepared by the Statistical Office of the United Nations, Department of Social and Economic Affairs, New York, are estimated at 32.48 years and 31.66 years respectively for the males and females of India. These data relate to 1941-1950, and are probably applicable also to the people of East Pakistan today.

Most of them live in houses of thatched roofs, bamboo or mud walls, and earthen floors. The surroundings of the houses as well as the houses themselves are usually badly cared-for. The rural areas have no sewage system; they also lack in suitable arrangements for safe drinking water. The people continue to take water for every-day use from a nearby river or tank. In many of the towns also, health conditions need to be much improved. Garbage, human and animal wastes, and stagnant water are left uncovered, and serve as breeding places for insects like flies and mosquitoes. Under these conditions, diseases like cholera, small-pox, typhoid, and malaria often break out in epidemic form, and take hundreds of lives.

#### ART AND LITERATURE

East Pakistan is not poor in artistic traditions. Bhatiali, a style of singing, is characteristic of the people there. The contribution of the people to music includes four other styles: Baoul, Murshidi, Bhawai, and Jari. The land is also rich in folk-dances. All the styles of singing and dancing express the serenity of the land and pattern of life in its villages. They also reflect, in a measure, the faiths and idealism of the people there.

Few traces of any early paintings survive. A new school of painters under the leadership of Zainul Abedin has, however, grown up in recent years, and has already been able to make its mark in the world of art. In craft-work also, the land can claim to have a specialty of its own. The cane-and-bamboo-work of the people of some parts of the region really speaks of their fine craftsmanship.



Bengali is the mother tongue of the people of East Pakistan. It is very rich in literary works. Many of the poets and prose-writers of East Pakistan have acquired wide recognition and deep appreciation. Of them, Jasim Ud-din, Ghulam Mustafa, Ibrahim Khan, Muhammad Akram Khan, and Begum Shamsun Nihar Mahmood deserve special mention.

#### NATURE OF THE PEOPLE

The people of East Pakistan naturally cherish a very deep attachment to their native soil. Temperamentally imaginative, they respond quickly to an appeal to idealism. They are moody, and apt to grow philosophical with a little encouragement. They have a deeply ingrained aversion for anything that is or tends to be vulgar, and, therefore, dislike display of emotions and seem incapable of being boisterously gay.

#### NEEDS OF THE PEOPLE

The needs of a people, like those of an individual, are their wants and desires plus their lacks and inadequacies. The people of East Pakistan have a poor life. Many of them are born in disease, live in disease, and die in disease. For them, living is a pitiable affair. Their foremost need is fitness for happy and successful living.

Education for citizenship. The most important skills and attitudes which the people of East Pakistan require for happy and successful living are literacy, tolerance, freedom, equality of opportunity and justice - the bases of democracy. The colossal illiteracy and its attendant ignorance that prevail in East Pakistan spoil many bright prospects for a better life for the people. In order to translate these prospects into reality and to

understand one another well, the people require education. Bare literacy is not enough for free people who would rule themselves. They need knowledge of facts upon which to make judgements and reach decisions. A people which is a mixture of many ethnic and religious groups requires a good deal of tolerance and justice for internal amity as well as harmonious relationships with the world outside.

Economic prosperity. People who are hungry and ridden by poverty and disease are little interested in democracy. In order to realize democracy in life, the people of East Pakistan should be able to feed and equip themselves adequately. They require the skill of growing more on the land; they require agricultural proficiency. Besides agricultural proficiency, they are in need of mastering the techniques of using and promoting, for their benefit, the natural wealth they have in the forests and rivers. They are also in need of changing water power into electrical power to provide electricity for towns and villages and power for industry. The region, lacking in mineral resources, cannot be expected to encourage the development of heavy industries. Industrial activity should be more in the line of small or cottage industries. Industries for manufacturing from jute, wood, and leather should also be encouraged.

Health. The health situation of the people of East Pakistan is poor. No people with poor health can expect to prosper in the social and economic spheres of life. The people of East Pakistan require health knowledge. Besides learning about hygiene and sanitation, they should also develop good health practices, so that they may live a healthy life and be

physically able to tackle the problems that face them. The need of health knowledge, therefore, is of great importance to the people.

Cultural appreciation. The people of East Pakistan have a culture - art, literature, a philosophy of life, and religion - built up through the ages. In this sphere, they shine bright in their own way. The people should learn to appreciate and promote their own culture. Of course, they must get rid of out-moded traditions and prejudices, many of which are based on ignorance and superstition. They should be helped to form a modern scientific outlook on matters related to life.

Strength of character. For the good of the nation as well as of the world, the people of East Pakistan should also develop a stronger spirit of co-operation; a higher sense of honor, integrity, and responsibility; and a feeling for service to the nation and humanity at large. In brief, they stand in need of all that may equip them for good citizenship and complete living.

#### SUMMARY

A knowledge of the culture of East Pakistan is required for forming an idea about the right pattern of education and curriculum for the children there. East Pakistan lies in the northern hemisphere; the climate of the land is subtropical in nature. It is rich in crops, forests, and riverine wealth. The land is inhabited by a huge population which is an amalgam of many ethnic elements. The population is also divided into different religious groups. The people have an art and literature of their own; they have developed certain values through long centuries. The majority of the people,

however, are illiterate, and most of them earn their living by agriculture. Other occupations of importance include fishing, weaving, business, and service in public and private offices. Most of the people are poor, and many are in poor health. In order to be fit for 'complete living', they particularly need to develop democratic attitudes and skills, technical and business proficiency, and good health.

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## CHAPTER III

### PRIMARY EDUCATION IN EAST PAKISTAN

An understanding of primary education in East Pakistan is necessary before its strengths and weaknesses can be appraised and before proposals can be made for developing a suitable curriculum for the primary schools there. Therefore, a discussion about the development of primary education and its present status in the province seems desirable.<sup>8</sup>

#### HISTORY OF PRIMARY EDUCATION

The people of East Pakistan probably developed a distinct culture even in ancient days, and educated their children according to their own ideas and ideals; but no record of those days has been found. The history of primary education in East Pakistan, on which some records are available, is divided into four broad periods: pre-Muslim, Muslim, British, and independent.

#### PRE-MUSLIM PERIOD

The pre-Muslim period may be said to extend from about 1500 B.C. to 1201 A.D.<sup>9</sup> The educational system which prevailed in the early part of

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<sup>8</sup>The discussion, in this chapter, about the development of primary education and its present status in East Pakistan is based mainly on Muhammad Shamsul Huq, Compulsory Education in Pakistan (Paris: UNESCO, 1954), pp. 11-85.

<sup>9</sup>Government of Pakistan, East Pakistan: Land and People (Karachi: Department of Advertising, Films, and Publications; Government of Pakistan, n. d.), p. 1.

this period among the inhabitants of the region that forms East Pakistan may be described as Brahminical. Under this system, education, for a long time, was confined to the Brahmin, or priestly caste. Its aim was to prepare boys for their vocation as priests. Each experienced priest probably taught his sons or nephews the lores and hymns which were in the family.

It appears that sometime before 500 B.C., the youth of the Kshatriya, or warrior caste, and of the Vaisya, or trader caste, also began to receive education from the Brahmin teachers. Gradually three types of educational institutions emerged: parishads or assemblies of the elders, tols or schools of Sanskrit learning, and pathshalas or primary schools. The primary schools provided instruction in reading, writing, arithmetic, and puranic legends, and were open to all except the children of the Sudra or untouchable caste.

The advent of Buddhism marked a new period in the history of education. Buddhism did not recognize the hierarchy of castes headed by the priests, and brought about a substantial change in the character of the primary schools and in the nature of education. Education was opened to all, irrespective of castes and sects, and boys of six to twenty years of age attended the schools. The syllabus included religious worship, Pali-formulae, composition, and grammar for boys up to the age of ten years. The older boys studied the vritti-sutra, a commentary on the foregoing grammatical study. Boys destined for a lay life left the schools at the age of twelve years or earlier, while those intended for a monastic life remained permanently.

The Buddhist system of education flourished in this part of the "Indo-Pak subcontinent" during the reign of the Pals, who ruled the region

from the eighth to the twelfth century.<sup>10</sup> The curriculum of the Buddhist schools was not broadly based; but the contributions of the Buddhists to the cause of popular education lies in the fact that education was offered to all boys, and it prepared the ground for the social and educational changes that were to come later during the Muslim period.

#### MUSLIM PERIOD

The Muslim traders of Arabia began to settle in East Pakistan early in the eighth century; but the age of Muslim dominance over the region began from 1201 A.D., when it was conquered by Muhammad Bakhtiar. Since then, in spite of the shifting of power from one hand to another, Muslim rule continued uninterrupted until 1757, when British rule was established.

The impact of Islam on the country produced far-reaching changes, not only in the social system, but also in its educational system. The emphasis placed by Islam on education as incumbent on every man and woman naturally led to a rapid expansion of education. The Islamic conception of universal brotherhood and equality of the people of the faith provided new values and bases for social and cultural reforms, and had an abiding effect on the philosophy and outlook of the people.

Throughout the centuries of Muslim rule, education was very closely associated with religion, for the simple reason that the former is required under Islam. Schools, in many cases, were grouped around the mosques, and

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<sup>10</sup>Ibid., p. 1.

were often actually the result of religious endowments. A large number of primary schools were housed in the mosques or attached to them. However, three types of primary schools emerged. First, there were the maktabs and madrasahs. These had primary classes for both resident and day scholars. Second, there were the Koran schools attached to the mosques in which the children learned to read the Koran, and received initial instruction mainly in religion. Third, there was the domestic system, under which education was provided at home. House-holders of means engaged the services of a teacher to instruct their children in reading, writing, and arithmetic.

The curriculum of the primary schools included reading, writing, arithmetic, and study of the Koran. The Hindu children would generally read their religious and cultural books like the Vyakarana, Vedanta, and Patanjali, in lieu of the Koran. Thus the system provided a happy blending of secular and religious learning. This was possible because of the rational approach of Islam toward life. Its distinctive advantage was that it was in harmony with the idealism of the community, and there was no conflict between the moral concepts of the people and the subject-matter taught.

#### BRITISH PERIOD

The establishment of British rule over East Pakistan as well as over other parts of the "Indo-Pak subcontinent" contributed to the decay of indigenous institutions. The new rulers brought with them their own conception of values based on the eighteenth century social system of England, much of which was alien to the philosophy that guided the life



and outlook of the people of the subcontinent.

The policy that the new rulers followed in education was that of non-intervention. Their first step was to set up the Calcutta Madrasah in 1782 and the Benares Sanskrit College in 1791, so that a number of men competent to quote Muhammedan and Hindu laws would be trained. The claims of public education to a share of the public funds were not recognized until 1814, when an annual grant of 100,000 rupees for the revival and improvement of literature and for the introduction and promotion of a knowledge of science was sanctioned.

This move gave rise to a controversy between the lovers of western education and the supporters of oriental learning. The controversy was resolved by a decision in favor of western education in 1835. The policy followed since then contributed to educating a class of English-speaking persons. In line with this policy, a resolution was adopted for starting zilla schools in the principal towns for the purpose of teaching English literature and science through the medium of English. This resolution was differently interpreted by different provinces. Some prohibited the use of the vernacular altogether, while Bengal, of which East Pakistan is a part, interpreted the resolution as implying a preferential treatment for English, without excluding the mother tongue.

The Despatch of 1854 laid the foundations on which the educational system of the later period developed. It imposed on the government of the "Indo-Pak subcontinent" the duty of creating a properly articulated system from the primary school to the university, under the direction of provincial directors of education. It emphasized vernacular education, and prescribed

increased attention to teacher training.<sup>11</sup> The Despatch of 1859 reviewed the position since 1854, and recommended that provision for primary education should be made through the instrumentality of provincial governments. The report of the Hunter Commission in 1884 recommended that the primary schools should be managed by the newly established municipal and district boards under government supervision and control.

The Bengal Primary Education Act of 1919 provided that the commissioners could, with permission from the government, make primary education compulsory within the municipality for all boys of not less than six or more than ten years of age. In 1921, the Act was amended, and its scope was extended to the village unions. In order to remedy the defects of the Act of 1919 as amended in 1921, the Bengal (Rural) Primary Education Act was passed in 1930. This Act was applicable only to the rural areas. The initiative for applying compulsion was now transferred to the provincial governments, which, however, were required to consult with the local bodies before the final adoption of any scheme. In compliance with the Act of 1930, school boards had been set up in all the districts of East Bengal by 1947. This move led to a considerable expansion of primary education, but with very little improvement in quality.

The primary schools which received grants from public funds during this period generally consisted of four classes. The curriculum followed by them included English, Bengali, arithmetic, history, geography, hygiene,

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<sup>11</sup> Philip Hartog, "Education in India", The Yearbook of Education: 1932, ed. Lord Eustace Percy (London: Evans Brothers Limited, 1931), p. 688.

science, drawing, and drill. Of the indigenous educational institutions which survived, the maktabs and madrasahs put emphasis on the religion of Islam, and the tols stressed Hindu idealism.

#### INDEPENDENT PERIOD

On the birth of Pakistan, East Pakistan inherited the system of education introduced by the British rulers. Soon it was felt that the system and the curriculum were not adequate for the free people of the land. Therefore, a number of committees were appointed by the government of Pakistan as well as of East Pakistan, to undertake the work of surveying the educational activities of the province and of recommending to the government ways and means to effect a reform in the educational system.

The Bengal (Rural) Primary Education Act of 1930 was amended by the East Bengal Act XX of 1951. This brought about some major changes in the system of primary education, and in the curriculum of the primary schools in East Pakistan. Since 1951, East Pakistan has had in operation a ten-year plan for compulsory primary education. Compulsion was introduced in 2,500 schools in August, 1951, and in another 2,585 schools in January, 1952. Schools brought under this plan continued to be controlled directly by the government, and other schools remained under the control of district school boards.

In October, 1951, a revised curriculum<sup>12</sup> was circulated for the primary schools including the maktabs, and for the primary sections of the

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<sup>12</sup>Director of Public Instruction, Notification No. 103 - P. E. S. - 24th October 1951 (Education Directorate, East Bengal).

secondary schools as well as of the madrasahs. This curriculum envisaged a primary education of five years for children in the age group of six to eleven years, and for classes I to V. The five-year course would go into effect in January, 1952, and replace the previous four-year course. This extension would apply to the primary schools both in rural and municipal areas of the province. The courses of study, as prescribed, would consist of the mother tongue, arithmetic, social studies, elements of science, art and craft, physical training, games, music, religious instruction, and Urdu.

The school-people in East Pakistan are not satisfied with the system or with the curriculum. They are trying to introduce suitable changes in the system including the curriculum. Recently, as a result of their attempts, the district school boards have been abolished, and all the primary schools in the province have been brought under the direct control of the government of the province. In addition, provision has been made for establishing one model primary school in each union, the smallest administrative unit, and English has been prescribed as one of the courses of study at the primary level.

#### PRESENT STATUS OF PRIMARY EDUCATION

The system of primary education in East Pakistan is governed by the Bengal (Rural) Primary Education Act of 1930 as amended by the East Bengal Act XX of 1951. There are 25,884 primary schools in the province,<sup>13</sup> and

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<sup>13</sup>East Pakistan Educational Reforms Commission, Report of the Educational Reforms Commission, East Pakistan, 1957, Part II - Appendices (Dacca: Chief Minister's Secretariat, Government of East Pakistan, 1957), p. 2.

these schools are attended by children of both sexes. Children receive education in these schools free of any direct charge.

#### ADMINISTRATION

Administration of education is a provincial matter in Pakistan. Therefore, the provincial minister of education of East Pakistan is responsible for the administration of education in the province.

Under the ministry of education of the government of East Pakistan, there is a directorate. The director is known as the Director of Public Instruction. He is assisted by a staff of inspectors who range from the Range Inspectors down to the Assistant Sub-inspectors of schools. The directorate prepares budgets for the primary schools, prescribes curriculum and textbooks, appoints and transfers inspecting officers as well as teachers, and makes arrangement for the training of primary school teachers.

The number of inspectors is not enough in East Pakistan. A sub-inspector and an assistant sub-inspector have as many as 130 schools to visit, and 320 teachers to supervise. Recently, however, it has been arranged that the headmasters of the model primary schools would supervise the teaching of other teachers in all the primary schools within the jurisdiction of the respective unions.

#### CURRICULUM

The curriculum followed by the primary schools in East Pakistan is the same as was circulated in 1951. This curriculum provides that there would be the same courses of study in all the primary schools including the

maktabs, and in the primary sections of the secondary schools and the madrasahs. The courses of study are: (1) reading (mother tongue), (2) writing (mother tongue), (3) arithmetic, (4) social studies (history, geography, and elements of civics taught separately), (5) elements of science (including health care), (6) art and craft, (7) physical training, games and music, (8) religious instruction, and (9) Urdu. Recently, English also has been included in the curriculum of the primary schools in the province.

The notification under which the curriculum was circulated contains a statement regarding religious instruction which reads:

Provision shall be made in every primary school for religious instruction of every Muslim child attending the school. As regards non-Muslim children arrangements shall be made for their religious instruction in the religion of their parents or guardians provided that at the request in writing of any guardian to exempt his or her child from religious instruction such child shall be exempted.<sup>14</sup>

It has been stated in the notification that "the curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored."<sup>15</sup> It is also stated that in devising activities and experiences, which should be the outcome of normal living and not of imaginary artificial situations, the child's needs and capacities should be fully considered. The functions of the curriculum, as stated in the notification, are: (1) physical development of the child, (2) mental

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<sup>14</sup>Director of Public Instruction, op.cit., p. 2.

<sup>15</sup>Ibid., p. 6.

and emotional growth, (3) social and moral training, and (4) preparation for everyday life.

The notification prescribes two time-tables<sup>16</sup> to be followed, according to their suitability, by the primary schools in the province. In addition, the notification contains details of syllabuses and some suggestions for the teachers as well as for the writers of textbooks in different subjects.

#### TEACHERS

There are 67,775 teachers for 2,728,777 children in the primary schools in East Pakistan. Of the teachers, only 46,003 are trained, and the rest are non-trained. Many of those who are non-trained are not even high school graduates.<sup>17</sup> The teacher-pupil ratio stands at approximately one to forty.

In order to produce an adequate number of qualified teachers for the primary schools, there are twenty-eight Primary Training Institutes, fifteen Primary Training Schools, and five Training Centers. There are three Junior Training Colleges, and one Women's Training College. Many of the persons trained in these colleges also join the teaching staff of the primary schools. It is, therefore, expected that the required number of qualified teachers will be available in near future.

The pay of the teachers of primary schools in East Pakistan is very

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<sup>16</sup>See Appendix

<sup>17</sup>East Pakistan Educational Reforms Commission, op.cit., pp. 1-2.

low; the minimum pay per month varies from eleven rupees and eight annas to eighty rupees plus a cost-of-living allowance which varies from five rupees and eight annas to thirty rupees. Attempts, however, are being made to raise the pay of the teachers of primary schools in the province.

#### FINANCE

Primary education in the province is financed by the government of East Pakistan. The total expenditure on primary education was 23,675,266 rupees in 1955-56.<sup>18</sup> In order to raise the necessary funds in the rural areas, a primary education cess is levied on the holders of land and likewise a primary education tax is levied on persons in business, trade or the professions. In addition to the cess and tax, provision has been made under the Act of 1951 for the levy of an additional union rate for meeting the cost of furniture, equipment, and maintenance of school buildings.

In municipal areas of East Pakistan, the cost of primary education is met from municipal funds and government grants to municipalities.

#### SCHOOL BUILDINGS

School buildings are very poor in East Pakistan. The best of them are tin sheds with bamboo walls and earth floors. In most cases, school buildings are the gifts of donors of means. The donors are actuated by a desire for social distinction, and for this reason school buildings have to be located on their lands near their homesteads, though the places may not be central with reference to the area to be served. Therefore, the

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<sup>18</sup>Ibid., p. 3.



villages which have no donors of means seem to need school buildings the most.

Whatever the structural features of school buildings are, the need is for more school buildings to cope with the increasing number of school-children and to ease the present overcrowding. In recent years, however, the government has been paying attention to the construction of school buildings, according to the need of the province.

#### EQUIPMENT

The equipment of an average primary school in East Pakistan is very modest. It consists of a few chairs and tables for the teachers, benches for pupils, blackboards - one in each class, and a few maps. Few of the schools have any library worthy of the name.

The status in regard to equipment is not at all satisfactory. The government has, however, been paying attention to improving this condition, too.

#### SUMMARY

An understanding of primary education in East Pakistan is needed before a good curriculum can be developed for the primary schools there. The history of primary education in East Pakistan, of which some records are found, is divided into four periods: pre-Muslim, Muslim, British, and independent. In the early part of the pre-Muslim period, the Brahmins were at the helm of the educational affairs, and then education was open to the children of the three higher castes only; but with the advent of Buddhism,

education was opened to all. During the days of Muslim dominance, which extended from the beginning of the twelfth century until the year 1757, education was closely related to religion. With the beginning of British rule in about 1757, the indigenous educational system received a blow; the British rulers introduced a system of education and curriculum which seem to have ignored the actual needs of the learners. On the birth of Pakistan in 1947, East Pakistan inherited the system of education and curriculum introduced by the previous rulers. In recent years, however, the system as well as the curriculum has been revised to some extent.

There are 25,884 primary schools in East Pakistan and primary education is free. The provincial minister of education is responsible for the administration of education there. The curriculum followed at present by the primary schools in East Pakistan was first circulated in 1951. It includes mother tongue, arithmetic, social studies, elements of science, art and craft, physical training, religious instruction, and Urdu. Recently, English has been included in the curriculum.

The teacher-pupil ratio in East Pakistan is approximately one teacher for forty pupils. Many of the teachers are not properly qualified. The pay of the teachers is not attractive. The position in regard to finance, school buildings, and equipment is also very inadequate.

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## CHAPTER IV

### AN ANALYSIS OF THE PRESENT CURRICULUM

The curriculum followed at present in the primary schools in East Pakistan has almost nothing to recommend it. The only strong points are those set forth in the curriculum bulletin known as Notification No. 103.<sup>19</sup> These should be put into practice, and the weaknesses, many of which are really serious for the future of the people, should be eradicated.

#### STRONG POINTS

On paper, the present curriculum of the primary schools in East Pakistan seems to recognize the importance of activities and experiences for children at the primary level. The bulletin which sets forth the present curriculum states that "the curriculum is to be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored."<sup>20</sup>

According to the bulletin, the curriculum should aim at promoting: (1) the well-being of the children whose education is planned, and (2) the well-being of the people among whom these children will live. Children,

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<sup>19</sup> Director of Public Instruction, Notification No. 103-P.E.S. - 24th October 1951 (Education Directorate, East Bengal).

<sup>20</sup> Ibid., p. 6.

through their activities in the schools, will be helped to acquire or develop the desirable habits, skills, interests, attitudes, insights, and understandings which they will need to meet both these ends. It is also held that the objective of education is to bring up children in such a manner and in such an environment that each of them will be able to grow to the best of his potentialities, as an individual and as a responsible member of society.<sup>21</sup>

It is further stated in the bulletin that to achieve the above objective of education, the division of the curriculum into distinctly separate subjects is less justified at the primary level than at the secondary level. It is desirable, the bulletin says, that in the primary schools children below seven or eight years of age be provided with activities and experiences of various kinds which cannot be classified in terms of any single subject. The underlying idea should always be to "impart a general training". The teacher must be careful that "children acquire certain good habits of personal hygiene, of cleanliness and tidiness, of consideration for others, a sense of equality and brotherhood, of polite and clear speech and good manners."<sup>22</sup>

In addition, the bulletin states that the functions to be performed by the curriculum are: (1) physical development of the child, (2) mental and emotional growth, (3) social and moral training, and (4) preparation for everyday life.<sup>23</sup> These goals are worthy ones, and the intent of the

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<sup>21</sup>Ibid., p. 5.

<sup>22</sup>Ibid., p. 5.

<sup>23</sup>Ibid., pp. 6-7.

curriculum can, therefore, be considered good.

#### WEAKNESSES

In spite of this statement of philosophy and goals, the curriculum and syllabuses drawn up for the primary schools in East Pakistan in order to achieve these goals, bear little relationship to them. Moreover, the statement of intent has had almost no effect on the practices in the schools. The graduates of the primary schools, due to these defects in the curriculum are, on many occasions, more helpless than illiterate persons. The weaknesses of the present curriculum are many, but nine of them are so serious as to warrant some discussion.

#### OUT-DATED PHILOSOPHY

The present curriculum is the old one, modified here and there. The old curriculum was designed by the foreign rulers. Although it had no pronounced philosophy behind it; it seems to have been inspired by both essentialism and perennialism, and as mentioned by S.N. Mukerji, by a sense of the superiority of the West.<sup>24</sup> The curriculum was designed to mould the learners into such a pattern as was deemed ideal by the rulers. It follows that the pattern into which the learners had to fit was pre-determined, and the curriculum assumed an authoritarian nature. The present curriculum does not seem to have broken away from that structure to any marked extent.

In practice, the present curriculum emphasizes the acquisition of

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<sup>24</sup>S. N. Mukerji, Education in India: Today and Tomorrow (Barada: Acharya Book Depot, 1952), p. 7.

the race experiences, logically constructed and expressed in subject-matter, although they may be foreign to the interests and needs of the learners and unsuited to their maturation. It is assumed that the acquisition of a knowledge of race experiences would make the learners ideal persons. The curriculum seems to have been inspired by Platonic metaphysics. In Platonic metaphysics, the world is viewed as fixed and changeless; knowledge is considered as something absolute; and change and novelty are not recognized as reality. Learning, according to this view, is the process of accepting dutifully and acquiring faithfully the subject-matter set out in the curriculum; subject-matter is seen as the accumulated capital of the culture.<sup>25</sup>

Modern philosophy considers this point of view as unsound. The world is not fixed and changeless; it is precarious and changing. Attempts to mould the young into a fixed pattern are wrong. Such attempts neglect individual needs and interests of learners in a rapidly changing society, and the learners do not develop either proper democratic values or the competencies needed by democratic citizens. In addition, the application of the essentialist philosophy does not help the learners develop creativity and the problem-solving abilities so much required in life; rather it encourages rote learning and memorization, and sometimes causes boredom and frustration.

#### OBSOLETE PSYCHOLOGY

Nor is the present curriculum based on modern psychological findings.

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<sup>25</sup>The ideas about Platonic metaphysics in this section are borrowed from William Heard Kilpatrick, Remaking the Curriculum (New York: Newson and Company, 1936), pp. 21-22.

Children are taught in terms of different subjects, and little attention is given to helping the learners integrate their learnings. The learners are very often assigned exercises in arithmetic which have little meaning in the life they live; they are asked to memorize many statements and passages which are seldom related to life experiences. It appears, therefore, that the curriculum is inspired by the faculty concept of psychology. Faculty psychology is mainly responsible for the traditional conception of learning. It is believed, according to this theory, that a difficult task is necessary not for its intrinsic value to the learners, but because it is good for them and will exercise particular faculties. Improvement from the exercise of the memory is supposed to be generally available, not only in the specific area in which memorization takes place, but in other areas also. "Increase in power from the exercise of a faculty in one field of endeavor" is "thought to 'transfer' automatically or at will to endeavor in other fields."<sup>26</sup>

In the primary schools in East Pakistan, children are also found to be engaged in mechanistic drilling. This reflects the fact that the curriculum-practice is also affected by the behaviorist school of psychology. This school of psychology is based on physiology. Mind, according to this school of psychology, is a function of the body; learning is believed to be a simple process whereby the learners when confronted with a certain stimulus will respond in a definite way as a result of repetition and drill

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<sup>26</sup>John S. Brubacher, A History of the Problems of Education (New York: McGraw-Hill Book Company, Inc., 1947), p. 140.

and the rewards or punishment which accompany the response. Learning is thus reduced to "forming connections between stimulus and response... largely by mere repetition."<sup>27</sup>

In this school-practice, the needs and interests of the learners are neglected, their creativity dies under the pressure of the exercise and drill, and the learners find very little meaning in the works they are asked to engage in; as a result, schooling becomes a dull drudgery for them.

#### PRE-DETERMINED SUBJECT-MATTER

The present curriculum seems to be essentially a subject-matter one. The topics, issues, or questions are selected with little reference to the needs and capacities of particular pupils. Usually the subjects taught are those the mastery of which is assumed to make the young learners well-rounded scholars; but many subjects which contain contents of vital concern to the learners and to the community they live in are neglected, because those subjects are not recognized as respected ones.

The information and skills to be acquired by the learners are determined in advance. In such a situation, according to John P. Wynne, "the more general traits, such as initiative, responsibility and co-operation are often - perhaps usually - neglected."<sup>28</sup> The specific items of subject-matter are to be learned without any reference to the qualities of experience through which they are learned. Activity, if at all undergone by the

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<sup>27</sup>John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 46.

<sup>28</sup>John P. Wynne, Philosophies of Education (New York: Prentice-Hall, Inc., 1947), p. 294.



learners, is limited and confined to the mastery of specific items. In addition, knowledge is supposed to be stored in books, and hence blind memorization of the contents of books goes on. Curriculums based solely on pre-determined topics and issues "neglect the interests" of the learners, "limit the operation of intelligent choice, paralyze originality and creativeness", and make "individuals dependent upon external authority".<sup>29</sup>

#### OVERLOADED CONTENTS

The present curriculum places much emphasis on various subjects and seems to be overloaded for the young learners of the primary level. It includes: (1) reading in Bengali or the mother tongue, (2) writing in Bengali, (3) arithmetic, (4) history, geography, and elements of civics, (5) elements of science including health care, (6) arts and crafts, (7) physical training, games and music, (8) religious instruction, and (9) Urdu. In addition, English has been recently added to the curriculum. It is to be pointed out here that religious instruction involves learning Arabic for the Muslim children, and Sanskrit for the Hindu children; however, only reading knowledge is generally demanded of the learners.

Young learners of the primary level in East Pakistan are thus required to learn four languages: Bengali, Urdu, English, and Arabic or Sanskrit. In addition to learning these four languages, they have to do many other things which include practicing calligraphy, writing and re-writing combinations of numerical digits, mastering special symbols of money and weight,

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<sup>29</sup>Ibid., p. 294.

making maps and drawings, and memorizing ayats and slokas.<sup>30</sup> Most of the children are from poor families, and therefore, have to work very often for their families. Consequently, the burden of the work becomes too heavy for the young learners of the primary level. The learners can seldom bear this heavy burden successfully. In schools of this kind, young learners find little time to think creatively, to play and enjoy life, or to appreciate anything. Education for them seems to be neither living nor preparation for life, but a punishment, and those who cannot stand it leave school at an early stage.

#### LACK OF VOCATIONAL EDUCATION

Mastery of the subjects included in the present curriculum is assumed to make the learners well-rounded scholars, but seldom enables them to live successfully in the East Pakistani society. Study of the subjects in the curriculum may make the learners more intellectual, but it has little practical value; as a result, when educated, the learners wish to devote themselves to intellectual work, but not to any work that requires physical exertion.

The children of East Pakistan will in general live in East Pakistan. In order to make their living complete, they must develop the ability to acquire economic efficiency, and make use of the resources of the land. East Pakistan is an agrarian land with resources in its waters and forests, and in the current of its winds and rivers. Children of East Pakistan will

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<sup>30</sup>The verses of the Koran are known as ayats; these are in Arabic. The verses of the Hindu religious and cultural books are called slokas; these are generally in Sanskrit.

earn their living out of these resources; but the present curriculum has no agricultural or industrial content, and helps the children very little in facing actual life-situations. All the children who study in the primary schools are not expected to enter the institutions of secondary or higher education; a good number of them will discontinue their studies after the primary level and go to work in firms and fields. The present curriculum lacks in giving the learners the skills and knowledge which will help them do better the things they will do when they leave school as well as in developing in them a respect for manual labor and for agricultural and industrial work. The learners, therefore, find very little meaning in what they are asked to learn in school; since school learning is unrelated to life and its needs, it is foredoomed to failure.

#### DISCRIMINATION IN RELIGIOUS INSTRUCTION

Moral and religious development is needed for complete living. The culture of East Pakistan demands that its children develop a moral and religious point of view. The curriculum should, therefore, take care of the moral and religious development of the young learners without any discrimination. The curriculum bulletin issued by the Director of Public Instruction contains a statement which reads:

Provision shall be made in every school for religious instruction of every Muslim child attending the school. As regards non-Muslim children arrangements shall be made for their religious instruction in the religion of their parents or guardians provided that at the request in writing of any guardian to exempt his or her child from religious instruction such child shall be exempted.<sup>31</sup>

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<sup>31</sup>Director of Public Instruction, op.cit., p. 2.

This statement makes it clear that Muslim children cannot be exempt from religious instruction, but that non-Muslim children can. In addition, the curriculum furnishes syllabuses in religious instruction for the Muslim, Hindu, and Protestant Christian children only, but not for the children of other religious groups which include Buddhists and Catholic Christians. This provision in the curriculum does not appear democratic. If the children of different religious groups get discriminatory treatment of this kind in school at an early age, they will not develop a sense of true democracy and of equality. In this respect, the present curriculum seems to be weak.

#### LACK OF FLEXIBILITY

The present curriculum is planned and issued by the Director of Public Instruction of East Pakistan. All the primary schools in the province are required to teach the learners the materials that are set out in the curriculum. Community understanding and national solidarity demand that common ideas should find a place in the curriculum; but this does not mean that all the learners should be taught the same materials. Neither the learners nor the communities they live in are the same in nature. There is a difference between one learner and another as well as between one community and another. Some children may need one kind of experience, and others another kind. Children of one community may find more meaning in agriculture than in fishing, and those of another may be more interested in fishing than in pottery or carpentry. To set out the same learning materials in the curriculum for all the learners in the province means negligence of individuality as well as of the needs of the individual community. This is neither conducive to community development nor favorable to the democratic

way of living.

#### LACK OF ARTICULATION

The present curriculum of the primary schools does not seem to be well-articulated with the curriculum of the secondary schools. English was formerly taught from class III; but since the teaching of a foreign language at the primary level was considered undesirable, English was excluded from the curriculum of the primary schools. The teaching of English was started in class VI, the beginning grade of the secondary level; but the standard of English demanded of the learners at the matriculation examination held at the end of the secondary level remains almost the same as before when English was taught from class III of the primary level. At the matriculation examination, therefore, many students who pass in other subjects fail in English. In order to get rid of this weakness in the curriculum, the primary schools have recently been asked to teach the learners English from class IV. Since most of the learners cannot continue their studies after the primary level and are seldom required to communicate through English, the move to re-introduce English as a compulsory subject for all children at the primary level does not seem to be in the right direction. Change in the examination and in the method of instruction would be a more satisfactory procedure.

#### LACK OF TEACHER PARTICIPATION

The curriculum is designed by the official curriculum workers, and is imposed on all the primary schools in the province. The teachers of primary schools have no voice in curriculum work; of course, many of them

are not adequately trained to play their proper roles in curriculum planning. Consequently, the teachers fail, in many cases, to interpret the curriculum properly, and to make it functional. They only want their pupils to memorize what is prescribed in the courses of study. In addition, since one particular book is selected as the only text in each course of study, the teachers are encouraged to confine their work to textbooks only; as a result, there arises a wide divergence between the theory and practice of the curriculum.

In addition to these drawbacks of the present curriculum, the way it is implemented also results in poor education. The curriculum, for example, provides that "physical training is to be imparted through purposeful group activities, replacing the old-fashioned drill... Healthy living of the whole school community rather than emphasis on formal lessons on hygiene should be the aim;"<sup>32</sup> but in practice, emphasis, if any, is on formal lessons, not on developing good health habits in the learners.

#### CHANGES NEEDED

Primary education is the foundation of all education. In East Pakistan, this very foundation is weak in construction. More important is the fact that primary education is all the formal education most children of the province will receive. If they are to be literate, to be competent democratic citizens, to be healthy, to have vocational skills, to understand

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<sup>32</sup>Director of Public Instruction, op.cit., p. 6.

their world, and to develop their potentialities to the fullest, certain changes should be introduced in the curriculum as well as in its practice.

#### RE-EDUCATION OF TEACHERS

A good curriculum must be based on a sound philosophy of education and on an understanding of how children learn, and must be directed toward the achievement of worthy goals. The Notification No. 103 P.E.S. of 1951 issued by the Director of Public Instruction laid the basis for a good curriculum, but little has been done to implement this program. Probably the reason for the discrepancy between the statement of philosophy and the practice in the schools is the lack of education, or the miseducation, of teachers and curriculum workers. Both curriculum makers and teachers must realize that the world is dynamic, and that education consists neither in moulding children into a fixed pattern nor in making them acquire logically organized subject-matter, but in helping them grow as well-rounded individual members of a democratic society. They should also know that each individual is unique and is a whole personality, and that he learns through his experiences. Those who make the curriculum and those who put it into operation should be re-educated so that they are freed from obsolete philosophical and psychological ideas. They should familiarize themselves with the philosophical and psychological conceptions which are conducive to the all-round development of children and the democratic and progressive way of living, and the curriculum should be so planned that it becomes representative of these conceptions. Practice in the schools must be consistent with the statement of principles and goals as set forth by the Director of Public Instruction.

#### RECOGNITION OF THE NEEDS OF LEARNERS

The curriculum should be so designed that it can take care of the needs, interests, and abilities of the learners. It should give due recognition to their individual differences. It should provide the learners with ample activities and experiences which will help them not only in the mastery of specific items and issues, but also in developing a problem-solving attitude and the spirit of initiative, co-operation, and responsibility. Considerations of the needs, interests, and abilities of the learners should guide the curriculum workers in selecting subjects and learning materials. The learners should not be assigned exercises in computation or in any subject areas which have little meaning in the life they live, nor should they be compelled to memorize statements or passages which are seldom related to their life situations. Learning experiences should always be selected and organized with reference to the background and maturational level of the learners. The number of subjects now taught in the primary schools should also be reduced, and related subjects as, for example, history, geography, and civics should be taught together.

#### RECOGNITION OF THE NEEDS OF THE COMMUNITY

The curriculum should cater to the needs of the community in which the learners live. It should give the learners not only an intellectual development, but also practical training, and should help them acquire a respect for physical labor. East Pakistan, though mainly an agrarian land, has riches in its rivers and forests. The curriculum of the primary schools, therefore, should have an agricultural and industrial bias, so that it may



help the learners develop the skills required for working in firms and fields, and for maintaining economic sufficiency. It should also be flexible, so that it may meet the needs and demands of the different localities of the province.

#### FLEXIBILITY IN THE CURRICULUM

The teachers who really put the curriculum into practice should be allowed to have their share in curriculum building. This will minimize the divergence between the theory and practice of the curriculum. Of course, the teachers should be adequately trained, so that they can play their proper roles in building the curriculum as well as in putting it into practice. The teachers, too, should be free to experiment and to adapt the curriculum to the individual needs of the particular group and the particular community. This means less domination and control in the office of the Minister of Education and greater flexibility in what is taught and in the methods used.

#### MORAL AND RELIGIOUS INSTRUCTION FOR ALL

Moral and religious development of children seems to be a demand of the people of all religious groups in East Pakistan. Children of all religious groups, therefore, should be provided with moral and religious instruction. Moral and religious instruction for the children of all religious groups will give them a feeling of equality. If a common moral and religious instruction based on the main principles of the different religions followed by the people of East Pakistan is provided, the young learners of the land will develop an appreciation for the religion of others as well as their own, a sense of national solidarity, and a true democratic attitude of tolerance.

## ARTICULATION

In addition to the above changes, the curriculum of the primary schools should be articulated with the curriculum of the secondary schools; the teaching of English at the primary level should not be compulsory; it should be started at the beginning of the secondary level, and necessary changes should be introduced in the standard of the matriculation examination held at the end of the secondary cycle.

## SUMMARY

The curriculum followed at present in the primary schools in East Pakistan has some strong points; but its weaknesses are many and serious. It is undergirded by out-moded philosophical and psychological conceptions, is imposed by a centralized authority, and is over-loaded in content. It is responsive neither to the needs, interests, and abilities of the learners nor to the demands of the community. It does not appear to be equally fair to the children of all the religious groups in East Pakistan. It is not well-articulated with the curriculum of the secondary schools. In addition, the teachers who are the key-persons in the education of children, have no voice in matters of building the curriculum; as a result, they fail to interpret and implement it correctly.

Primary education is the foundation of all education. Operation of a defective curriculum at the primary level in East Pakistan foredooms any subsequent education of the learners to failure, but even more important is the fact that it cheats the young citizens of their birth right to a good education. In order to make primary education successful in the province,

necessary changes should be introduced in the curriculum as well as in its practice. Some of the changes to be introduced are that the curriculum workers should be better educated, and that the curriculum should be so planned that it meets the needs of the learners and the demands of the community. Provision for moral and religious instruction for the children of all religious groups in East Pakistan should be made. The curriculum should be more flexible, and teachers should share in curriculum building. Finally, the curriculum should be articulated with the curriculum of the secondary schools.

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## CHAPTER V

### BASES FOR CURRICULUM

The curriculum is the instrumentality by means of which the school seeks to educate children; it is the sum-total of the experiences of children under the guidance of the school. In order to plan the curriculum properly, an understanding of its bases is necessary.

#### PERSONAL-SOCIAL NEEDS

The school, as a social institution, should provide children with opportunities to develop what they personally require, and what society demands of them. Personal-social needs, therefore, serve as one basis for building the curriculum. Personal-social needs are many, and vary according to the nature of society. Those which serve as a basis for the curriculum of the primary schools in a democratic society may, however, be grouped into five categories: (1) self-development, (2) social relationships, (3) understanding of the world, (4) basic skills, and (5) moral and spiritual values.<sup>33</sup>

#### SELF-DEVELOPMENT

Children need to maintain a sense of security and an awareness of

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<sup>33</sup>Some of the ideas in the discussion about these five categories of personal-social needs are borrowed from Helen Hay Heyl, The Elementary School Curriculum: An Overview (New York: Bureau of Elementary Curriculum Development, State Education Department, 1954), pp. 12-14.

personal dignity, and to feel that they are growing. The society expects them to develop desirable attitudes, interests, and "powers of creative expression", and to "have sound physical and mental health."<sup>34</sup> The teachers of primary schools, therefore, "must encourage daily activities" which offer "opportunities for expression, for physical growth and health, for safety and survival in a threatened world, and for meeting crises with stability and serenity."<sup>35</sup>

#### SOCIAL RELATIONSHIPS

Children derive individual satisfaction by living and working co-operatively. They need to understand themselves "in relation to others and to the controls"<sup>35</sup> imposed by society. They must have a feeling of self-respect and individuality for themselves and a willingness to allow others to express their individuality. The society wants them to be able to work and play harmoniously and co-operatively with individuals within the many groups of which they are members, and with groups which differ from their groups, and to be good neighbors and good citizens of the world. The school, therefore, must provide many opportunities for children to work and play together in small and large groups, to participate in making school rules and enforcing them, to share, take turns, and make decisions for the group's welfare, and to contribute to the group's projects.

#### UNDERSTANDING OF THE WORLD

Children "have a need to understand the world" about them, "to know

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<sup>34</sup>Ibid., p. 14.

<sup>35</sup>Ibid., p. 12.

something of the work of the world and its relationships" to their personal life and to the life of their community. The society demands that they appreciate the interdependence of their community and other communities of the country and of the rest of the world, and that they understand how man adjusts to his environment and adapts it to meet his needs. The school, therefore, should help children "in developing concepts of time and space, in understanding everyday science"<sup>36</sup> and the simpler aspects of history and geography, in understanding various peoples of the world, and their relationships to them, and in understanding the interdependence of communities and nations in a technological and atomic age.

#### BASIC SKILLS

Children need to grow in the skills of communication, numerical computation, critical thinking, and solvent living. Society desires that they "cultivate the habit of constructive and careful thinking", and "gain command of common integrating knowledges and skills",<sup>37</sup> and thus be worthy and effective members of the group. The primary school, therefore, should help children acquire proficiency in reading, writing, and arithmetic; it should teach them to do simple research so that they know how to get accurate information, to listen to both sides of an argument, to analyze information, and to arrive at sound conclusions. It should also help them develop a vocational bias and learn the use of simple tools.

#### MORAL AND SPIRITUAL VALUES

"Children need a standard or a set of values against which they can

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<sup>36</sup>Heyl, op.cit., p. 12.

<sup>37</sup>Ibid., p. 14.

measure their ways of thinking, feeling",<sup>38</sup> and acting. Only as children learn "to live within the accepted values" of their society can they "become adjusted and happy"<sup>39</sup> persons. Society wants children "to develop sound emotional attitudes and habits"<sup>40</sup> and to appreciate and accept for themselves moral and spiritual values. Thus, it becomes one of the functions of the primary schools to help children develop an appreciation of proper moral and spiritual values which are in agreement with the ideals of the democratic way of life.

#### PSYCHOLOGICAL BASIS

It is the function of the curriculum to provide for satisfactory learning experiences for children. The curriculum, therefore, needs to be based upon the growth characteristics of the learners; it also needs to be related to the learning process.<sup>41</sup>

#### CHARACTERISTICS OF THE LEARNERS

Children are not all equal; each individual is unique. In spite of differences, the children in a particular age period have some common traits in respect of their growth and behavior. The common traits of physical development, behavioral pattern, and needs of the primary school learners in the age period of six to eleven are described here.

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<sup>38</sup>Ibid., p. 13.

<sup>39</sup>Ibid., p. 13.

<sup>40</sup>Ibid., p. 14.

<sup>41</sup>The discussion in this section on characteristics of the learners and the learning process is based on Lavone A. Hanna and others, Unit Teaching in the Elementary School (New York: Rinehart & Co., Inc., 1955), pp. 27-54.

Physical development. Children in the age period of six to eleven attain a good deal of physical development and motor skill. In the early years of this age period, large muscles of children are better developed than small ones, and the eyes of these children are not fully matured. They are not, therefore, ready for close work. Permanent teeth begin to appear. The heart is in a period of rapid growth. In later years, they gradually develop dexterity with small muscles; their eyes become well-developed and capable of near work with little strain; heart and lungs mature in function, but not in size; the brain and spinal cord reach adult size, and eye-hand co-ordination is good. Individual differences, as these children approach adolescence, become more pronounced. Toward the end of this age period, some girls and fewer boys begin rapid growth as an evidence of the onset of puberty; girls mature more rapidly than boys, and are usually taller and heavier.

Behavioral pattern. Children in this age period are very active, and find it difficult to sit still for any length of time. In the early years of this age period, children are exuberant, self-assertive and aggressive; they are not so co-operative, rather they enjoy competition. They are eager to learn, and learn best through active participation and first-hand experiences. They are capable of reasoning and solving simple problems. Boys and girls play with companions of either sex, and are not conscious of their difference. They are interested in free dramatic play, and enjoy playing appropriate parts which they not only play but also live as well. They also enjoy songs, rhythms, and stories. Their interests are selfish and ego-centric, and wishes are for toys, objects, and possessions.



These children participate willingly in group activities, although groups are small and short-lived. They begin to compare themselves with others. In later years, children begin to be noisy and argumentative. They also begin to exhibit sex-differences both in interest and behavior. Boys and girls no longer play together; in fact, they feel a strong attachment for their own sex, and an antagonism toward the opposite sex. They begin to be aware of, and concerned about, other people's ideas and beliefs. They also develop a sense of time and space; but in order to give meaning to social concepts, they still need direct experiences. Gradually, they become daring and adventurous, and are likely to be involved in serious, even fatal, accidents. These children, as they approach adolescence, begin to assume responsibility and self-direction. They become self-conscious, and their play become highly organized. They show interest in science; they want to know what things are made of, how they work, and why. Some may exhibit vocational interests, too.

Needs. Children in this age period need various activities in accordance with their physical development and behavioral pattern. They require praise and affection as well as encouragement from adults; they also need some responsibilities, though without much pressure. In the early years of this age period, children need activities involving the use of large muscles. Since the attention span and the interest span of these children are short, frequent change in activities is desirable. Concrete learning situations and active participation are essential. In order to satisfy their curiosity, they need opportunity to experiment and to solve problems. They also need to work in group, and to identify themselves with

their group-mates. They need wise guidance and channeling of their interests and enthusiasm. In later years, they require activities which involve the use of small muscles, too. They need less direct experiences than do younger children. Their desire for adventure and travel should also be satisfied. Their interest in science and their questions as to what, how, and why should be satisfied. They require opportunity to work together and to develop loyalty and responsibility for the interest and welfare of their group. Group work is also needed to give them opportunity to mix with one another and to develop a scale of values and a sense of appropriate relationship.

#### THE LEARNING PROCESS

Any change of behavior because of experience in an environment may be called learning. "The theory of learning accepted today points out that learning is a complicated process in which the child responds physically, intellectually, and emotionally as a total organism to a whole situation."<sup>42</sup> Some significant aspects of learning are described here.

Learning is the reorganization of experience. In any new situation, the learner seeks a solution from his past experience. "As long as the old behavior achieves his goal, he has no need to learn;"<sup>42</sup> but when the old way of doing fails, he makes attempts at discovering a satisfactory way of achieving his goal. Some of these attempts will be erratic and inefficient. The inefficient attempts will be eliminated, and the efficient responses

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<sup>42</sup>Hanna and others, op.cit., p. 49.

selected; this reorganization of experience will continue until the equilibrium is restored, and the learner develops or learns a new pattern of behavior. The acts, during the process, become "increasingly differentiated and at the same time more integrated, more organized, and more generalized."<sup>43</sup> With repetition and more experience, the learned behavior takes on an "increased clearness", and a "greater stability and strength."<sup>43</sup>

Learning is purposive. The child "must desire to learn, must want to achieve a goal or resolve a tension. In fact, little learning takes place without a purpose or goal."<sup>43</sup> Once the purpose of an activity is clearly identified and accepted by the child as related to his goal, learning takes place. "The degree to which an activity is goal-centered determines the factors in the situation which will be effective",<sup>43</sup> intensity of the experience and permanence of the results. Learning becomes more effective if the learner is aware of the progress he is making toward his goal.

Learning is a continuous process. Learning occurs all the time in school and outside wherever the child has experiences which modify his behavior. In fact, since "experiences outside school are often more direct and goal-satisfying than experiences in school," learning which goes on outside the classroom "is often more lasting and more precise."<sup>44</sup> Many media for learning compete with the school for the learner's attention - radio, gramophone, and motion pictures; other agencies in the community share in his education. "When the conflict between in-and out-of-school learnings is too great", the learner "becomes disorganized and mal-adjusted."<sup>44</sup>

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<sup>43</sup>Ibid., p. 50.

<sup>44</sup>Ibid., p. 51.

Learning is a developmental process. "Learning is not only continuous, it is cumulative",<sup>45</sup> too. "Most learning does not take place all at once; it is gradual and developmental. It involves not only the learner's readiness to learn,"<sup>45</sup> but also the transfer of learning to new situations.

"The effectiveness of any learning situation depends upon the child's readiness for the experience".<sup>45</sup> Readiness is a combination of many factors including both maturation and previous experience. It follows that "the concept of learning as a developmental process also emphasizes the principle of starting where the learner is."<sup>45</sup>

When a response is appropriate in several situations, it has become generalized. Generalizations and transfer of learning take place when elements in the new situation are identical, at least partly, with those in the old ones. It is because the learner is able to generalize that transfer of learning takes place. This happens when the learner is conscious of the similarity between one situation and another, of the appropriateness of the generalization, and then is aware of the common elements in the two situations.

Learning is a multiple process. The child is not merely a mental being, but an integrated organism; "he acts, reacts, and learns"<sup>46</sup> as a total organism. "All his interests, emotions, skills, energy, and intelligence are involved"<sup>46</sup> in the learning experience. Thus many learnings.

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<sup>45</sup>Ibid., p. 52.

<sup>46</sup>Ibid., p. 50.

take place simultaneously as the learner experiences. The learner who learns information, may learn, at the same time, to love or hate a subject or school, to co-operate or compete, to develop good work habits or to try to get by with as little work as possible.

Learning is by wholes. "Not only does the learner respond to a situation as a total organism; he responds to a whole situation."<sup>47</sup> The whole situation is more meaningful to the learner than the sum of its fragmented parts. Consequently, learning by wholes becomes easier than learning isolated parts. In teaching, therefore, the teacher must consider the whole situation as a unit, rather than as a series of discrete parts.

Learning is individual. Each individual is unique; he is different from others in respect of needs, interests, and abilities. He sees a situation in terms of his own background, and learns according to his individual reactions. It follows, therefore, that learning is individual, and children in the same class do not learn the same things.

#### PHILOSOPHICAL FOUNDATION

An adequate curriculum reflects the values held by the society. The values held by the society are based on its beliefs, feelings, and reflections - on its philosophy. Philosophy, therefore, constitutes a foundation for curriculum work. In fact, every educational activity is based on philosophical concepts of one kind or another.

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<sup>47</sup>Hanna and others, op.cit., p. 50.

The goals for education are primarily derived from two sources: one is the authority external to the stream of social experience, and the other is the stream of social experience. The two sources of the goals for education have given rise to five schools of educational thought: (1) religionism, (2) perennialism, (3) essentialism, (4) experimentalism, and (5) reconstructionism. There are many areas of agreement among these five schools of thought; yet they differ as to the pervading over-all functions of education in a modern society. The main points of view of these five schools of thought, as reflected in their teaching and curriculum practices, are briefly described here.<sup>48</sup>

#### RELIGIONISM

The educators who hold religionism as a point of view pay considerable attention to the study of religious doctrines, to the practice of religious ceremonies, to the study of the scriptures and religious creed, and to a religious interpretation of many of man's activities and institutions. Preparation for a religious life is considered to be the main function of education.

Religion had much influence on the education of the children of the "Indo-Pak subcontinent" during the days prior to the period of British rule. Study of the religious scriptures formed the major part of the school curriculum. The curriculum during the period of British rule was not, however, so much oriented to the religious aspect of life; but institutions

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<sup>48</sup>Some of the ideas about the five schools of educational thought presented in this section are borrowed from J. Galen Saylor and William M. Alexander, Curriculum Planning: for Better Teaching and Learning (New York: Rinehart and Company, Inc., 1956), pp. 46-51.

known as the madrasahs, maktabs, and tols which emphasized the religious education of the learners continued. In recent years after the emergence of Pakistan, religious instruction has again been included in the curriculum of the primary schools.

#### PERENNIALISM

The educators who subscribe to the perennial point of view hold that the true and good are eternally true and good; these do not undergo any change. They believe that learning consists only in studying and understanding the concepts and principles enunciated by the great scholars of the past. Learners, therefore, are expected to acquire an understanding of the concepts and principles that have withstood the test of time. Considerable time and attention are devoted to the study of the so-called classics or great books written by the great scholars, and to a logical analysis of the concepts and principles enunciated by them; very little attention is given to the study of the present-day affairs of the world.

Many of the educators in Pakistan seem to believe that in order to learn, the learners must study the works of the classical authors; as a result, many books written by the English, Arabic and Sanskrit writers of the remote past are taught with an extreme emphasis. Current affairs of the world are seldom studied by the learners. It is thus evident that the curriculum is affected by perennialism.

#### ESSENTIALISM

Essentialists hold that the essence of human nature is its rational character. Since rationality is the essence of human nature and human nature

is everywhere the same, the principal aim of education is considered to be the intellectual development for all children in all times and in all places. Thus "cultivation of the intellect is important not just as a means to an end, but more significantly as an end in itself."<sup>49</sup>

In selecting the materials for the curriculum, the essentialists are interested in choosing the essentials. "The essentials, of course, consist in what is uniform and recurrent in human experience."<sup>50</sup> The subjects which have larger rational content have greater claim to preference in the curriculum. Naturally, a great deal of emphasis is placed to the study of the liberal arts, and among the liberal arts, the humanities, because these are very rich in rational content. All learners are expected to master a considerable body of rational content; they all are thought to be essentially the same, and therefore, their individual differences do not receive due recognition. School practices in Pakistan reflect the influence of essentialism on the curriculum; for example, the learners are taught in terms of different subjects - all logically organized without any reference to their needs. The purpose of studying these subjects is to help the learners develop in intellectual ability more than in any other aspect of life. Little attention is given to the emotional, social, or physical development of students.

#### EXPERIMENTALISM

Experimentalists believe that the world is continually undergoing

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<sup>49</sup>John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 318.

<sup>50</sup>Ibid., p. 319.



change, and that change is a main trait of every aspect of human life; as a result, truth or knowledge cannot be absolute. Experimentalists are much concerned with the now-and-here elements, and consider workability as the test of truth. The educators who hold experimentalism as their point of view consider education to be one with living, and its aim, all-round growth. They emphasize a widespread participation of the learners in various types of learning experiences.

In the schools which subscribe to experimentalism, a considerable attention is given to the solution of problem of concern to the learners themselves; there is a predominance of pupil-centered activities. The learners work together in small groups, use reference materials, confer together as individuals or groups, participate in committee discussions, or undertake similar kinds of learning experiences. The desirable curriculum, according to this school of thought, consists of those activities that supply desirable experiences; it provides for individual differences, and encourages creativity and experimentation with new ideas.

School practices in Pakistan make it clear that experimentalism has had very little influence on the curriculum. Since experimentalism provides for the all-round development of the learners, aims at developing the skills and attitudes which are required for democratic social living, and is in conformity with modern concepts of learning, it seems best suited as a philosophical basis for the curriculum of Pakistan.

#### RECONSTRUCTIONISM

The educators who adhere to reconstructionism think that the experimentalists' education is all right in a fairly stable society where

changes do occur, and only minor and retail adjustments are required; but the conditions which result from world war, strife between one ism and another, and scientific invention are revolutionary and demand major and wholesale reconstruction. Education, therefore, should take a bold step beyond the present. Thus, reconstructionists take a utopian view of education. Utopian, however, they are not unrealistic. "They expect to put their utopia to work and not to retreat to it as to some ivory tower in the dim past or remote future."<sup>51</sup>

In school practice, reconstructionism, like experimentalism, emphasizes the activity of the learners; but while experimentalism holds that problems of concern to the learners themselves as they live in a society would be major areas for organizing the curriculum, reconstructionism views that curriculum should be oriented much more to the problems that arise from the social crises in which people find themselves. Not only would the learners study the problems; presumably they would formulate possible solutions and seek to carry out the solutions in order that a better society might be established. Since reconstructionism makes the schools the agency for social change, and seems to be oriented more to the future than to the present, it places too much responsibility upon the schools for taking social action. The schools in Pakistan are not ready for such a revolutionary step.

The people of Pakistan aspire after the all-round growth of their

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<sup>51</sup>John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 304.

children and the development of a democratic way of social living. It becomes evident from the above discussion of the five schools of educational thought that they are not all appropriate for the realization of the aspiration of the people. Of them, experimentalism seems to be the school of thought most suitable as a basis for curriculum work in East Pakistan.

#### PURPOSES OF EDUCATION

The purposes of education are determined by the personal-social needs and the growth characteristics of the learners as well as by the historical forces and philosophical ideas held by the society in which the learners live. The purposes of education give direction to all educational activities, and thus become fundamental to curriculum work.

Education is a process by means of which the individual becomes integrated with his society and the society perpetuates itself; it is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical development. Modern educational theory and practice are aimed not only at the preparation for future living, but also at the determination of the present pattern of behavior. To quote John Dewey, "Education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age."<sup>52</sup>

The central aim of education today is the development of children

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<sup>52</sup>John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 61.

so that they can solve the problems of daily living and work within their society in progressively better ways. "Fullness of living through fully developed character," said William Heard Kilpatrick, "is the only proper aim of education." He further added that "education seeks to build the behaving character, the all-round effective character which seeks fullness of living for one's self and so manifests a deservedly fuller respect for the personality of others." Thus, education exists to respect personality, and so to realize the best and finest potential in each person.<sup>53</sup>

It is not easy to state in advance the specific purposes of education in a democracy; because, "Democracy, especially in modern times, is", as said by Habib Amin Kurani, "progressive and its institutions and activities change accordingly". He further added that purposes "are helpful to the extent that they consider alternatives arising from situations"; if imposed in advance, they are not so helpful. In addition, broadly conceived, education is one with life, and therefore, to make a definite statement of its purposes is really difficult.<sup>54</sup>

In spite of all these difficulties, however, it is possible to venture upon a statement of purposes which past experience has judged more worthy, and which give more promise of being helpful in the education of youth than do others. The Educational Policies Commission formulated a statement of the purposes of education. In The Purposes of Education in American Democracy, the purposes are defined in terms of the specific

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<sup>53</sup>William Heard Kilpatrick, Philosophy of Education (New York: The Macmillan Company, 1951), pp. 120-21.

<sup>54</sup>Habib Amin Kurani, Selecting the College Student in America: A Study of Theory and Practice (New York City: Bureau of Publications, Teachers College, Columbia University, 1951), pp. 100-101.

behaviors expected of the educated person, and are set forth into four categories:

#### OBJECTIVES OF SELF-REALIZATION

The educated person (1) has an appetite for learning, (2) can speak the mother tongue clearly, (3) reads the mother tongue efficiently, (4) writes the mother tongue effectively, (5) solves his problems of counting and calculating, (6) is skilled in listening and observing, (7) understands the basic facts concerning health and disease, (8) protects his own health and that of his dependents, (9) works to improve the health of the community, (10) is participant and spectator in many sports and other pastimes, (11) has mental resources for the use of leisure, (12) appreciates beauty, and (13) gives responsible direction to his life.

#### OBJECTIVES OF HUMAN RELATIONSHIPS

The educated person (1) puts human relationships first, (2) enjoys a rich, sincere, and varied social life, (3) can work and play with others, (4) observes the amenities of social behavior, (5) appreciates the family as a social institution, (6) conserves family ideals, (7) is skilled in homemaking, and (8) maintains democratic family relationships.

#### OBJECTIVES OF ECONOMIC EFFICIENCY

The educated person (1) knows the satisfaction of good workmanship, (2) understands the requirements and opportunities for various jobs, (3) has selected his occupation, (4) succeeds in his chosen vocation, (5) maintains and improves his efficiency, (6) appreciates the social value of his work,

(7) plans the economics of his own life, (8) develops standards for guiding his expenditures, (9) is an informed and skilled buyer, and (10) takes appropriate measures to safeguard his interests.

#### OBJECTIVES OF CIVIC RESPONSIBILITY

The educated person (1) is sensitive to the disparities of human existence, (2) acts to correct unsatisfactory conditions, (3) seeks to understand social structures and social processes, (4) has defenses against propaganda, (5) respects honest differences of opinion, (6) has a regard for the nation's resources, (7) measures scientific advance by its contribution to the general welfare, (8) is a co-operative member of the world community, (9) respects the law, (10) is economically literate, (11) accepts his civic duties, and (12) acts upon an unswerving loyalty to democratic ideals.<sup>55</sup>

The purposes of education, as stated above, are believed to be suitable for truly democratic states, and therefore, this statement of the purposes of education may be accepted as a starting point for the development of a statement of the purposes of education in East Pakistan.

#### SUMMARY

The curriculum is the instrumentality by means of which the school seeks to educate children. In order to plan a good curriculum, an under-

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<sup>55</sup>Quoted from Lavone A. Hanna and others, op.cit., pp. 70-71.

standing of its bases is necessary.

To be effective, education needs to consider both what the learner requires and what the society demands of him. It follows that the educational activities should be based upon the personal-social needs of children. The personal-social needs upon which the curriculum of the primary level should be based include self-development, social relationships, understanding of the world, basic skills, and moral and spiritual values.

The curriculum is meant to educate children; therefore, a knowledge of the growth characteristics of children and the learning process forms a basis for curriculum-work. The children of the primary level are not fully developed; but by nature, they are very active. They require activity and experience in accordance with their level of growth. Learning means a change of behavior because of experience in an environment. It is a complicated process in which the learner responds physically, intellectually, and emotionally as an integrated organism to a whole situation.

The philosophical conceptions also form a basis for curriculum-work. There are different schools of educational thought. These schools of thought agree in many areas; yet they differ as to the over-all functions of education. Modern education aims not only at the preparation for future living, but also at the determination of present patterns of behavior. The function of education in a democracy is to change the behavior of individuals so that they achieve self-realization, satisfactory human relationships, economic efficiency, and civic responsibility.

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## CHAPTER VI

### A PROPOSED CURRICULUM FOR THE PRIMARY SCHOOLS IN EAST PAKISTAN

In East Pakistan, primary education is a five-year program for children of the age of six to eleven. Children receive this primary education free of any direct charge. The government of East Pakistan, in cooperation with the government of Pakistan, is also trying to make it compulsory in practice. Many people believe that for the good of the nation, free and compulsory primary education should be extended further; but the economic condition of the province and the social level of the people do not seem capable of supporting further extension at the present time.

#### OBJECTIVES TO BE REALIZED

The people of East Pakistan aspire after the democratic way of living. The program of primary education, therefore, should aim to develop in children the skills, knowledges, and attitudes which are required for effective living in a democratic society. It should help them to establish themselves in society, and to contribute their share toward the betterment of themselves and others. The objectives which should be realized through primary education may be divided into six areas: (1) health, (2) self-relaization, (3) basic skills, (4) home living, (5) social-civic life, and (6) economic competence.



## HEALTH

Learners should develop a sound body, with wholesome mental attitudes and controlled emotional reactions. The attainment of this objective requires that individuals: (a) observe acceptable standards of cleanliness, (b) establish and maintain good health habits in activity, nutrition, and sanitation, (c) make realistic plans and carry them through, and (d) find wholesome ways of expressing creative impulses for the use of leisure time.

## SELF-REALIZATION

Learners should gain an awareness of their own dignity and be encouraged to reach their highest level of achievement. The attainment of this objective implies that children increasingly: (a) understand and accept themselves with reference to such matters as abilities, interests, and limitations, (b) accept a philosophy of personal living which guides their actions and sustains them during periods of adversity and trouble, (c) live by a pattern of ethical standards, (d) show initiative, (e) are resourceful, and (f) are free from undue fears and anxieties.

## BASIC SKILLS

Learners should grow in the skills of communication, numerical computation, and critical thinking. The attainment of this objective requires that individuals increasingly: (a) read with ease, pleasure, and understanding, (b) express their thoughts clearly and correctly in spoken and written form, (c) use a scientific approach in solving practical problems, (d) adapt the use of numbers to problems of everyday life, (e) compute accurately and rapidly, and (f) listen with understanding.

## HOME LIVING

Learners should appreciate the East Pakistani home, learn the basic skills of home management, and accept the responsibilities of membership in family groups. The attainment of this objective requires that individuals:

(a) recognize the home as the basic social unit of the East Pakistani way of life, (b) understand and promote the factors that make for happy and harmonious family life, (c) understand the financial limitations within which the home must be run, (d) practice moral, ethical, and spiritual values in home living, (e) manage personal and family finances wisely, (f) protect and foster the health and safety of the family, (g) contribute willingly to the family's welfare, (h) help maintain a clean and attractive home, and (i) care for children.

## SOCIAL-CIVIC LIFE

Learners should understand the way of life in East Pakistan as well as in Pakistan, and practice the duties and responsibilities essential to satisfactory living there. The attainment of this objective requires that children: (a) respect the personality of all individuals, (b) assume responsibility as individuals and with groups in furthering the interest of the East Pakistani as well as the Pakistani society, (c) know the traditions, the religious background, and the cultural heritage of the nation, (d) deal with others in an agreeable manner, (e) obey constituted authority, (f) are sensitive to the problems and aspirations of other nations and people, (g) recognize the interdependence of the world, and (h) work for freedom and justice for themselves, their nation, and all people everywhere.

## ECONOMIC COMPETENCE

Learners should develop a knowledge about the means of earning their livelihood, and prepare for adequate living by learning the value of money and the use of it. The attainment of this objective implies that children: (a) understand the necessity for developing saleable skills, (b) explore vocational possibilities, (c) gain experiences which lead to the realization of their ambitions, (d) evaluate their future life work in terms of monetary return, social service, and personal satisfaction, (e) budget their money wisely, and (f) select goods and services with discrimination.

It is believed that if these objectives are attained, the foundation of the life of the graduates of the primary schools in East Pakistan will be firmly laid, and the aspiration of the people to participate in a democratic way of living will be realized.

## THE SCHOOL'S PROGRAM

In order to realize the objectives, the teachers of primary schools should provide children with learning experiences suitable to their needs and maturation. Traditionally the experiences provided by schools for educating primary school children as well as young people in the secondary schools and colleges have been organized according to separate subjects. Usually the day has been divided into many small periods of time so that each subject could be taught as an independent entity. There was little provision for seeing the inter-relationship of subject fields. The proposed

program utilizes large blocks of time and organizes related subjects into broad subject areas.

#### DIFFERENT SUBJECT AREAS

The experiences of the learners at the primary level in East Pakistan fall mainly in the following subject areas: (1) mother tongue, (2) mathematics, (3) social studies, (4) health education, (5) elements of sciences, (6) arts, crafts and music, (7) moral instruction, and (8) special studies.

Mother tongue. Children should have enough experience in listening, speaking, reading, writing, spelling, and composing in the mother tongue so that they are able to reach a standard of effective communication required by an ordinary member of a democratic society.

Mathematics. Experiences in this subject area should be mainly related to number concepts, numerical calculation, and space and spatial measurement, and should help the learners develop critical thinking and computational skills.

Social studies. This subject should help children develop skills in social relationships and an adequate understanding of the people and world about them. This area would include citizenship, geography, and history. At the beginning stage, the emphasis would be on the local aspects of the community and the nation, but children must also understand the relation of Pakistan to other nations of the world and the interdependence of today's world. Since most East Pakistani children will not continue their formal education beyond the primary school, they must have

experiences while in school which help them understand the place of Pakistan in the family of nations.

Health education. This area should emphasize the development of an adequate hygienic sense and improved health practices. Suitable games and sports should form a part of this area, for they are essential for physical as well as mental health.

Elements of sciences. This area should help children develop a scientific outlook about situations experienced in everyday life. Collecting and examining nature objects, performing simple experiments, understanding and observing weather and seasonal changes, understanding plant and animal life, and knowing how man adapts to his environment and uses it to meet his needs would fall within this area. While it is proposed that science be taught with the social studies, there will be many opportunities for the teacher to provide science experiences outside the unit of work.

Arts, crafts and music. This area would include drawing, painting, different kinds of industrial work such as weaving, making crafts with earth, wood, cane and bamboo, and embroidering in keeping with individual interests and local conditions. Singing, rhythms, and dancing should also be a part of a primary school program.

Moral instruction. This area should help children learn what kind of behavior is approved by their society and what is not. It should help them build a philosophy of life embracing the principles of their faith and acceptable standards of a good life. The broad fundamental principles of

the religions followed by different groups of people in East Pakistan may form the core of this area.

Special studies. In accordance with the interests and options of children, experiences in any of the special subject areas may be provided toward the end of the primary level. The special subject areas are listed below in three groups: (a) language, (b) vocation, and (c) religion.

Language: Urdu, Arabic, Sanskrit, Pali, and English.

Vocation: Agriculture, carpentry, pottery, and weaving and sewing.

Religion: Islam, Hinduism, Buddhism, and Christianity.

It is a responsibility of the teachers to see that the learning experiences in these subject areas are suited to the physical, mental, and emotional characteristics of the learners, and are varied enough to provide for individual differences. In order to plan suitable learning experiences, the teachers must understand the interests and backgrounds of the learners.

#### THE UNIT OF WORK

Learning experiences are provided in different subject areas, but this does not imply that experiences in one area contribute only to a certain kind of growth. In fact, one learning experience helps the learners develop in several ways, because they react as total organisms to a total situation. For this reason, one of the most meaningful ways of organizing learning experiences in the primary schools is the unit of work. "A unit or a unit of work", according to Lavone A. Hanna and others, "can be defined as a purposeful learning experience focused upon some socially significant

understanding which will modify the behavior of the learner and enable him to adjust to a life situation more effectively."<sup>56</sup>

For example, since six-year-olds are very much interested in their immediate environment, The Village may be a well-suited unit for the children of class I. The method of organizing and guiding the unit cannot be prescribed in advance; it will develop in accordance with the needs, interests, and purposes of the learners. The study of the unit may, however, involve observing the crops, plants, animals and other objects in the village; going to the market, riverside, playground, and police station and seeing different objects and sights there; describing and discussing what the learners have observed in spoken and in dictated stories; counting the objects, measuring distances, and computing them; understanding how the people around them live, how they adapt their environment to their needs, and their relationship with the people of other villages; marking the influence of the seasonal changes on the life of the people; making models of different objects, drawing pictures, and making maps of the home and school environments; reading books, dictated stories of the learners, captions under pictures, titles of models and maps, verses about the chowkidar,<sup>57</sup> postman or milkman; and dramatizing the roles of the chowkidar, village headman, shopkeeper, and other persons in the village.

Thus the study of The Village is life-centered and does not respect the boundaries of different subjects related to life. If properly organized

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<sup>56</sup>Lavone A. Hanna and others, Unit Teaching in the Elementary School (New York: Rinehart and Company, Inc., 1955), p. 101.

<sup>57</sup>The chowkidar is a village policeman. He is appointed and paid by the union board. He goes on round at night to guard the houses of the village-people.

and guided, the study will help the learners integrate their knowledge of the social studies and other related sciences, and will help them utilize functionally skills learned in other subject areas, and grow in desired attitudes, appreciations, and understandings. Because the content of a unit of work is drawn from the social studies and related sciences, these subjects are not taught as separate subjects outside the unit. There will, however, be many opportunities for the teachers to teach science that is not related to a unit as the learners observe science phenomena around them, bring animals, reptiles, flowers, leaves, and rocks to class, or ask scientific questions in the sharing period. All teachers should be encouraged to develop a science corner in the classroom with an aquarium or cage for small animals and where science objects can be displayed and simple experiments performed.

Characteristics of a unit. A unit of work possesses certain characteristics. The characteristics of a unit of work, as pointed out by Hanna and others, are the following: (1) A unit of work is life-centered. The experiences provided in unit teaching are important and authentic samples of modern living. Efforts are also made to associate learning with life as it is lived in today's world. (2) Every unit possesses cohesion or wholeness. Each unit under study is a complete whole. The unifying factor is the goal around which it is organized. (3) A unit of work emphasizes problem-solving. In a unit, the learners gather data, analyze them, and carry on research. A unit of work provides many opportunities for the learners to engage in critical thinking and problem-solving as they learn to work



together and solve problems in human relations, as they encounter practical problems in construction and room arrangement, and as they seek answers to intellectual problems. (4) A unit cuts across subject lines. A unit is focused upon some socially significant understanding which is seldom a respecter of subject-matter boundaries. Consequently, in a unit of work, the learners draw upon material from any and all subject areas which will help them solve their problems. (5) A unit of work utilizes the natural drives of children. It provides opportunities for the learners to realize such normal drives as the desire to satisfy curiosity, to be physically active, to play, to communicate, to manipulate and to construct. (6) A unit is based upon the personal-social needs of the learners. Personal-social needs are the results of the interaction between an individual and his social environment. It is these personal-social needs that motivate the learners to carry a unit forward. In planning a unit, therefore, the teacher must understand the personal-social needs of the learners. (7) A unit of work is based upon the modern conception of how learning takes place. In a unit, children engage in goal-centered and integrating activities. They are highly motivated because the unit is based on their needs. Learning is not fragmented; children understand the interrelatedness of what they learn and respond emotionally, intellectually, socially and physically to total situations. (8) A unit takes into account the maturational level of the pupils. Since a unit of work is planned according to the needs, interests and abilities of the learners, it should be suited to the maturational level of the learners and opportunities can be provided within the unit for each child to work at his own level and to contribute to the work of the total group.

(9) Each unit of work provides opportunity for the social development of children. In a unit, children work in small or large groups, engage in dramatic play, and share ideas and materials, work for a common goal, and thus develop social feelings. (10) A unit is planned co-operatively by the teacher and pupils. A unit of work is mostly the result of pupil-teacher planning. In a unit, children get many opportunities to make choices, to resolve differences, to accept their share of the work of the group, and thus to learn co-operation in planning and achieving their objectives.<sup>58</sup>

Advantages of unit teaching. Unit teaching has numerous advantages over other teaching. Learning situations are inherent in the very nature of a unit of work. A unit of work provides many opportunities for the learners to satisfy their normal drives such as the desire to be physically active, to satisfy curiosity, to manipulate and construct, to communicate, and to dramatize. The fact that it cuts across different subject areas makes subject-matter more meaningful and the interrelationships between subject disciplines more evident. A unit also provides many opportunities for the learners to use functionally the basic skills of reading, writing, and computing, to live democratically with their age-mates, to satisfy their personal-social needs, and to progress according to their individual ability. Unit teaching, according to Hanna and others, has proved more effective in providing learning situations, and in helping children grow in the desired skills, values, and understandings required by democratic citizens than any

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<sup>58</sup>Hanna and others, op.cit., pp. 103-110.

other method of organizing teaching-learning situations.<sup>59</sup>

Criteria for selection and organization. In selecting and organizing learning situations for the learners, the teachers should observe certain principles. The principles may be stated as follows: (1) The selection of learning experience should be based upon the present and future needs, interests, and problems of the learners. If a unit does not take into account the needs, interests, and goals of the learners, the learners will not be motivated to engage wholeheartedly in work related to the unit. In order to be effective, a unit, therefore, must be selected in accordance with the personal-social needs of the learners. (2) The selection should provide opportunities for the learners to integrate the skills, concepts, attitudes, and courses of action developed in one area with those developed in other areas. The learners are whole persons. If their learnings are well-integrated, they become well-adjusted members of society. Each unit of work, therefore, should be so selected that it helps the learners integrate their learnings and be well-adjusted persons. (3) The selection of experience must provide for an effective sequence of learning that carries the learners to a higher level of achievement. Teaching is provided to help the learners grow. The learning situations, therefore, should be so selected and organized that they provide a sequence by which the learners can increase their skills, deepen their attitudes and appreciations, and broaden their concepts and understandings. (4) A unit of experience should be organized

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<sup>59</sup>Ibid., pp. 112-124.

in accordance with the level of maturity of the learners, and should be practical in the particular school and community. In order to provide opportunities for the learners to participate in a variety of situations, the units should be selected according to the level of maturity and readiness of the learners. In addition, the unit should be realistic in a particular school and community. The unit which a particular school and community cannot afford to carry forward or for which resources are lacking should not be selected for study in that school and community. (5) The organization of experience through the co-operative efforts of the teachers will unify the work, and will still allow flexibility to provide for differences of groups and individuals. If units are selected and organized co-operatively by the teachers, there is a greater possibility that the learnings will be developmental, that there will be articulation between one grade and another, that undesirable duplications will not take place, and that better units will be developed because different teachers have contributed according to their specialized interests and abilities.<sup>60</sup>

In a unit, there is no restriction of subject areas, because "some socially significant understanding which will modify the behavior of the learner and enable him to adjust to a life situation more effectively"<sup>61</sup> requires cutting across many subject areas. This does not mean that subject-matter is to be done away with. Nor does it mean that all subject-matter taught in the primary school is taught within the unit. When the unit

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<sup>60</sup>The statement of the criteria for selection and organization is adapted from the Steering Committee of 1953, Goals for Action: The Philosophy and Objectives of the Aberdeen Public Schools (Aberdeen, South Dakota: Board of Education, Aberdeen Public Schools, 1953), p. 21.

<sup>61</sup>Hanna and others, op.cit., p. 101.

organization is used there should also be time to teach the skills in a logically organized manner and time, too, for aesthetic experiences outside of the unit. The unit provides an opportunity for the learners to use in a functional way the arithmetic and language arts skills and to see the interrelatedness of all knowledge. Needless to say, since a unit is focused upon "some socially significant understanding", it generally draws heavily upon social studies and other related sciences.

The learning experiences of children in a unit of work include constructive activities, pictorial and graphic representation and interpretation, conference and discussion, trips and other exploratory activities, activities like assembly programs, exhibits and demonstrations, preparation of reports, reviews, outlines and summaries, dramatic play, and dramatic presentation of the plays and stories that appear in class readers.

Units appropriate for primary schools in East Pakistan. In planning the program for a school, the teachers must see that proper sequence is insured and duplication is avoided. The units of work selected should provide opportunity for children to learn the social studies and science concepts considered essential for all citizens of that community to know. The following pattern is suggested as appropriate for the primary schools in East Pakistan. It is not necessary that all the units suggested for each grade level be used; some teachers may want to teach all of them; others will concentrate on two or three units. The sequence suggested is based on the following principles: (1) Young children are interested in themselves and their immediate environment. (2) The units must contribute to

as many of the behavioral objectives of the school as possible. (3) The criteria stated above for selecting units should be observed. (4) Since most children will not continue their education beyond the fifth class, the schools have the responsibility of helping young citizens of the country understand other peoples and nations as well as their own. (5) The units selected must provide opportunity for developing science as well social studies concepts.

- Class I - The Home, The Farm, and The Community.
- Class II - The Boat, The Jute Farm, The Local Market, and The Post Office.
- Class III - Pakistan, including life in Pakistan, plants and animals, geography, climate and seasonal changes in Pakistan, the people of Pakistan - their dress, customs, religions, traditions, and cultural heritage.
- Class IV - India, China, Burma, Japan, Indonesia, Afghanistan, and Communication.
- Class V - Transportation by Air, Land, and Water, and Nations of the Western Hemisphere (selected).

#### DAILY SCHEDULE

The daily schedule should be flexible, and grow out of the needs of the learners and the goals which they hope to achieve. Each day's schedule should vary according to these needs and goals. Good daily schedules for different classes of a primary school in East Pakistan might follow the pattern shown below:

Schedule for Classes I and II

Time	Subjects
11:00-11:15	Opening of school (inspection, planning, cleaning)
11:15-12:00	Unit of work: mainly Social studies and Elements of Sciences.
12:00-12:10	Recess
12:10-1:05	Mother tongue: Reading, Writing and Spelling
1:05-1:40	Break for tiffin
1:40-2:10	Mathematics
2:10-2:40	Arts, Crafts and Music
2:40-2:50	Recess
2:50-3:20	Health Education

Schedule for classes III and IV

Time	Subjects
11:00-11:15	Opening of school (inspection, planning, cleaning)
11:15-12:15	Unit of work: Social studies and Elements of Sciences
12:15-12:25	Recess
12:25-1:05	Mathematics
1:05-1:40	Break for tiffin
1:40-2:35	Mother tongue: Reading, Writing and Composing
2:35-3:10	Arts, Crafts and Music
3:10-3:20	Recess
3:20-3:50	Health Education and Moral Instruction

Schedule for class V

Time	Subjects
11:00-11:15	Opening of school (inspection, planning, cleaning)
11:15-12:15	Unit of work: Social studies and Elements of Sciences
12:15-12:25	Recess
12:25-1:05	Mathematics
1:05-1:40	Break for tiffin
1:40-2:35	Mother tongue: Reading, Writing and Composing
2:35-3:10	Arts, Crafts and Music
3:10-3:20	Recess
3:20-3:55	Health Education and Moral Instruction
3:55-4:25	Special Studies.

## METHOD OF INSTRUCTION

All education is concerned with developing, modifying, or changing human behavior. The objectives of the school, based on the values of the society in which the school is located, determine the direction of the change which the school hopes will result from its program. The way the classroom is organized, the teaching materials available, the activities provided, and the methods of evaluation used - all these affect the teaching-learning process. Some of the most important of these issues are briefly discussed below.



## CLASS AND CLASSROOM

In a primary school, there should be five classes, and each of the classes should be held in a separate classroom. The size of a class should not exceed twenty-five pupils, and the classroom should be adequate for the accommodation of the pupils.

In order to make teaching effective, the teachers should understand each student's needs, interests, and abilities. It is, therefore, desirable that a class stays with the same teacher all day during a whole academic year. If any class grows larger than the manageable size, it should be divided into two or more sections, and each of the sections should be provided with a suitable classroom and one teacher.

In a class, children may be grouped to insure that each child is placed where he can work with a few other children who need to learn the same skills or attitudes that he also needs to learn at a particular time. These groupings are not static; a child may work with one group when studying the mother tongue, with another when practicing mathematics, and with still another when carrying on a scientific experiment.

The teacher and children should plan together the best ways of utilizing their available space, for using and storing the materials that are provided, and for the room's decoration. The teacher should see that the atmosphere of the classroom is democratic, and that children cooperate with one another and work in friendliness.

## TEACHING AIDS

Modern educators are of the opinion that children learn what they

live and accept; the degree of their learning depends on the degree of their accepting and living it. It follows, therefore, that in order to learn more, children should have many firsthand experiences. This gives rise to the question of teaching materials. Audio-visual materials provide children with more life-like situations than the printed page; they make the past come alive, and they help children visualize and understand what they can not experience directly. Audio-visual materials, therefore, become really a necessity to teaching and learning, and teachers should make use of suitable ones in teaching.

Audio-visual materials, according to Edgar Dale, include recordings, drawings, pictures, films, photographs, maps, models, exhibits, charts, graphs, posters, radio, gramophone, and television.<sup>62</sup> The primary schools in East Pakistan are generally not able to provide all these materials at present; but sincere and resourceful teachers can definitely prepare free and low-cost audio-visual aids out of locally available materials, and utilize them conscientiously to make the learning experiences more enjoyable and their teaching more successful. Teachers are, therefore, urged to devote their ingenuity to this aspect of teaching.

Trips and excursions also can serve as aids to teaching and learning. If properly planned and organized, a visit to a fair, a trip to an industrial plant, or an excursion to a place of historical interest can enrich children's living and contribute much to their learning at the same time. All

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<sup>62</sup>Edgar Dale, Audio-Visual Methods in Teaching, rev. ed. (New York: The Dryden Press, 1954), p. 37.

communities are rich in resources to the teacher who is alert to the teaching materials to be found in the environment.

#### TECHNIQUE OF EVALUATION

Evaluation is a process of determining growth and progress. It is an essential part of teaching. In fact, no school can be sure of the effectiveness of its instructional program without a program of continuous evaluation. There are two important purposes in educational evaluation: one, to provide the teachers with information which may be used for the improvement of the total educational program, and the other, to help children learn.

A good evaluation program is based on worth-while objectives; it measures the growth and progress of children toward those objectives. In order to evaluate the changes which take place in the behavior of children from a learning experience, "the following steps must be taken: (1) the objectives must be stated in terms of specific and concrete behaviors; (2) situations must be provided in which the desired behavior can be observed; (3) evidence of pupil behavior must be collected and recorded in usable form; (4) the evidence must be interpreted and used to provide better learning situations; and (5) the results must be reported to the pupils, parents, and other interested persons."<sup>63</sup>

There is no one technique that can be used to measure the whole result of a learning experience. There are several ways of appraising the

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<sup>63</sup>Hanna and others, op.cit., p. 364.

major aspects of learning. Observations, rating scales, and tests may be included in the ways which teachers use to evaluate and guide children's growth. It is to be emphasized here that evaluation should be continuous, an integral part of all learning experiences. In making any decision about an individual learner, all the data should be duly considered; extreme importance must not be attached to one final test only.

Evaluation should be used to diagnose weaknesses and strengths and to improve teaching. Children should be promoted to the next higher class on the results of the evaluation, but evaluation should be in terms of growth in all the objectives, not just in subject-matter. If continuous evaluation takes place and teachers adjust their teaching to remedy the weaknesses revealed, failures at the primary level become very rare.

#### TEXTBOOKS

It is true that modern education does not encourage rote memorization of the contents of textbooks; but there is no denying the fact that textbooks are essential for both teaching and learning. The teachers, therefore, should be careful in selecting textbooks for the learners; only properly written and suitably printed books should be prescribed as texts, so that the learners may profit from their use.

In addition, the teachers should see that the learners do not confine their study to a single textbook in subjects such as history or geography. In these subjects the pupils should be encouraged to consult other books from the library. This definitely helps them to build reading habits, and to develop the power of critical thinking.

## SUMMARY

In East Pakistan, primary education is a five-year program for children of the age of six to eleven. Primary education is free of any direct charge. Free and compulsory primary education should be extended further; but under present condition, further extension does not seem possible.

The people of East Pakistan aspire after the democratic way of living. Primary education in the province, therefore, should aim to develop in children the skills and attitudes which are required for effective living in a democratic society. The objectives which should be realized through primary education are sixfold: (1) health, (2) self-realization, (3) basic skills, (4) home living, (5) social-civic life, and (6) economic competence.

In order to realize the objectives, the teachers of primary schools should provide the learners with suitable learning experiences in different subject areas which include mother tongue, mathematics, social studies, health education, science, arts, crafts, music, moral instruction, and special studies. The experiences should always be geared to the needs, interests, and abilities of children. To make teaching more effective, the teachers should organize the learning situations into units of work according to the local conditions. The daily schedules should be flexible, and grow out of the needs and interests of the learners.

Each of the classes in a primary school should have a separate classroom. It is desirable that a teacher keeps the same pupils for all

subjects during an entire year. In this way he will know the pupils and their needs. In all their dealings with the learners, the teachers should be democratic; they should also see that in the class the learners experience friendly cooperation. In order to make learning situations effective, the teachers should make use of suitable audio-visual materials. Evaluation should aim to improve the educational program, and to help children learn. Textbooks should be selected from among those books which are most suitable for the young learners and libraries should be provided in all primary schools.

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## CHAPTER VII

### CONCLUSIONS AND RECOMMENDATIONS

Education is the foundation of the democratic way of life; it is a necessity for every citizen in a democracy. The people of East Pakistan aspire after the democratic way of life; therefore, they, like the citizens of every democratic country on earth, require education urgently.

#### CONCLUSIONS

The people of East Pakistan are not at all satisfied with their present system of primary education, particularly with the curriculum. Analysis reveals that the present curriculum, although it possesses strong points on paper, is very defective in practice. In fact, its defects are so many and so serious as to endanger the future of the people of the land.

Since the existing curriculum is defective, it needs to be changed. A new curriculum has, therefore, been proposed for the primary schools in East Pakistan. Primary education in East Pakistan should, as stated in the proposed curriculum, aim particularly at helping children achieve growth in: (1) health, (2) self-realization, (3) basic skills, (4) home living, (5) social-civic life, and (6) economic competence. The proposed curriculum would provide the learners with learning experiences in the following subject areas: (1) mother tongue, (2) mathematics, (3) social studies, (4) health

education, (5) arts, crafts and music, (6) elements of sciences, (7) moral instruction, and (8) special studies.

#### ADVANTAGES OF THE PROPOSED CURRICULUM

The proposed curriculum is not a radically new one; in fact, it attempts to implement the main principles stated in the bulletin of the existing curriculum. The advantages of the proposed curriculum over the present one are as follows:

It is based on the needs of children and the demands of society. The proposed curriculum is based on the personal as well as social needs of the learners. The learners of the primary schools have certain personal needs. The society also demands that its children achieve certain growth. Education becomes effective as far as it meets the needs of the learners as well as the demands of the contemporary society. It becomes evident on analysis that the personal-social needs of the young learners fall in the following categories: (1) self-development, (2) social relationships, (3) understanding of the world, (4) basic skills, and (5) moral and spiritual values. The proposed curriculum is organized to help the young learners satisfy these personal-social needs. It also takes into account the growth characteristics of children and provides learning experiences suitable for the children of the primary schools in East Pakistan at each stage of their development.

It provides for the democratic way of living. The people of East Pakistan aspire after the democratic way of living. The proposed curriculum aims particularly to help children achieve growth in: (1) health, (2) self-



realization, (3) basic skills, (4) home living, (5) social-civic life, and (6) economic competence. It provides for the development of the behaviors which are needed by democratic citizens. The behaviors which the young learners of the primary schools in East Pakistan should develop in the above areas of objectives are specifically stated.

The proposed curriculum also provides for moral instruction based on the main principles of the different religions followed by the people of East Pakistan, and on the basic principles of the democratic way of life. If they are to be responsible democratic citizens, children must live democratically while they are in school and learn to be tolerant, responsible, co-operative, creative, and concerned with the welfare of others. This necessitates changes in methods, in classroom management, and in the use of materials and activities.

It is based on modern theories of learning. The proposed curriculum is inspired by the belief that learning takes place when children see purpose in what they are doing and when they interact with their environment. Consequently, it places much emphasis on the firsthand activities and experiences of the learners. Since children interact as whole organisms to total situations, the proposed curriculum urges that the learning experiences should be organized into units of work. In addition, the proposed curriculum recognizes that learning is personal, and therefore, the curriculum is flexible so that it can be attuned to the individual needs and interests of the young learners in different localities of the province.

It provides for the development of the whole child. Development

of the whole child is an aspiration of the people of East Pakistan. The proposed curriculum provides for the development of the whole child to the best of his potentialities. It provides for intellectual and social development as well as for practical training so that the graduates of the primary schools in East Pakistan are better equipped for effective living in the society of the land. It recognizes the importance of the vocational aspect of education, and is concerned with moral values and with the physical development of each child. The proposed curriculum, therefore, aims to bring about the all-round growth of the whole child.

It provides for teacher creativity. Experiments give the teachers guidance for improving their teaching techniques. If the curriculum is rigid, the teachers get no opportunity to make experiments. Their creativity dies under the pressure of too many prescriptions in the fixed curriculum. Since the proposed curriculum is flexible, it provides the teachers with freedom to carry on experiments in the field of teaching and learning. This should result in continuous improvement in the curriculum of the primary schools in East Pakistan, for it is only as teachers have opportunities for experiments and creativity in teaching that the curriculum can keep abreast with changing social conditions and that new and better ways of teaching find their way into accepted practice.

#### CHARACTERISTICS OF THE PROPOSED CURRICULUM

Although the proposed curriculum is based, in a measure, on the main principles stated in the bulletin of the present curriculum, it has some distinctive characteristics which are noted below:

Emphasis on local needs. The proposed curriculum places much emphasis on local needs, and provides for making use of the resources of the community in school-practices so that the learners of the primary schools can properly understand community life and are better able to adjust themselves to the society they live in.

Emphasis on experience. The proposed curriculum provides for a variety of activities and experiences to suit the individual needs and interests of the learners. To help real learning take place, it emphasizes firsthand experiences rather than the excessive verbalization which characterizes the present curriculum.

Utilization of units of work. In order to make experiences more meaningful, organization of units of work is emphasized. The advantages of the unit of work are numerous and the unit constitutes the basic part of the primary school's program. In addition, the schedule calls for large blocks of time for the language arts, creative arts, and skills in which activities can be varied according to the needs and interest span of the learners.

Flexibility. The proposed curriculum is flexible so that it can be attuned to the local demands and the individual needs. This flexibility of the curriculum provides the teachers with opportunities for experimentation and creativity, and makes them more responsible at the same time.

Self-contained classroom. The proposed curriculum suggests that one teacher should keep a particular class for the whole year so that he can

better understand each of the learners of the class, can individualize instruction, can keep the curriculum flexible, can help children see the interrelatedness of subject fields, and can utilize large blocks of time for related subject areas. This would make evaluation more accurate, and teaching-learning more effective.

Better evaluation. It is suggested in the proposed curriculum that evaluation should appraise the pupils' growth in all aspects of their development. In order to appraise the pupils' growth accurately and to guide the school practice properly, evaluation should be continuous and an integral part of all teaching and learning.

Use of a variety of materials. In order to make the learning situations more real and meaningful to the young learners, use of audio-visual materials is urged in the proposed curriculum. Sincere and resourceful teachers can prepare free and low-cost audio-visual aids out of locally available materials. The use of better textbooks and library resources so that children may read widely and develop the habit of using books for information and pleasure is also a part of the proposed curriculum.

Moral instruction. The proposed curriculum provides for moral instruction based on the main principles of the different religions and on the fundamental principles of democratic living. This would foster a better relationship between one religious group and another, and a strong feeling of national solidarity in the learners.

Vocational aspect. The proposed curriculum recognizes the import-

ance of the vocational aspect of education and provides some elementary activities in a number of vocations, such as agriculture, pottery and weaving. It thus helps the learners develop an idea about some of the saleable skills. This is important, for many children will terminate their education at the end of the primary school.

#### RECOMMENDATIONS

In order to make the proposed curriculum a success, provision must be made for: (1) teacher education, (2) preparation of teachers' guides, (3) selection of learning materials, (4) preparation of suitable textbooks, (5) a library for each school, (6) evaluation of the program, and (7) research studies.

#### TEACHER EDUCATION

Many of the teachers of the primary schools in East Pakistan are non-trained at present. Not only are the non-trained teachers incapable of developing the curriculum, but they cannot be expected to teach children well. In order to be successful in teaching, the teachers should be able to understand the needs, interests, and abilities of the learners. Similarly, to be able to select and organize learning experiences for the learners, and thus to help in the development of a curriculum suitable for them, the teachers should know not only subject-matter, but also how learning takes place and how to apply modern methods of teaching and classroom management. Provision, therefore, should be made for the in-service education of the non-trained teachers of the primary schools in East Pakistan and for better

pre-service education for the future teachers. Non-trained persons should not be appointed as teachers of the primary schools in the province as soon as properly educated teachers are available.

In order to meet the present demand for teachers, short courses or refresher courses for educating the non-trained or traditionally trained teachers should be opened in the teacher training institutions. The use of films and film-strips illustrating modern techniques of classroom teaching and methods as well as films showing individual differences in children might be used effectively. Needless to say, special emphasis should also be placed on the technique of curriculum development.

#### PREPARATION OF TEACHERS' GUIDES

The teachers of the primary schools in East Pakistan have no guide-books at present. They teach, in their traditional ways, what is written in the textbooks. To many of them, teaching means making the learners memorize what is written in the books. On the contrary, modern teaching means providing and guiding learning experiences in such a way as helps the all-round development of the child. In order to help teachers in providing and guiding suitable learning experiences, guide-books and resource units should be developed. Teachers' guide-books in each subject field should contain informations about suitable learning experiences for the children of different ages and classes in the primary schools of East Pakistan.

Preparation of guide-books to be used by the teachers of the primary schools in the province is an imperative task. Likewise, if the unit of work is to be used as a way of organizing learning experiences, teachers

will need resource units. These should help teachers understand the rationale back of unit teaching as well as provide many suggestions for materials, activities, teaching aids, community resources, content, and techniques for evaluation. Resource units never prescribe how a unit should be taught but rather give aid and suggestions so that the teacher can be creative, and can adapt the unit to meet the needs of a particular class. The educational leaders of East Pakistan should take immediate note of this problem and see that suitable guide-books and resource units are developed to furnish the necessary assistance to teachers.

#### SELECTION OF LEARNING MATERIALS

It is traditionally believed that learning consists in memorization of the contents of books, whether or not they have any meaning for the learners. The books written and prescribed for the children of the primary schools in East Pakistan are full of material which has very little interest for children and which is very often beyond the experiences of the young learners.

Modern psychology and theories of learning hold that the learning materials should be meaningful to the learners. The more meaningful and purposeful they are to the learners, the more effective they are. It follows that the selection of learning materials is an important task. The learning materials should be chosen with reference to the needs, interests, and abilities of the learners. The educators, therefore, should take care in selecting learning materials and a committee of experts should be appointed to judge the accuracy, appearance, illustrations, durability, reading level, and suitability of the books written for the young learners

of the primary schools in East Pakistan. The same care should be observed in selecting maps, globes, films, slides, flat pictures, recordings and other learning materials.

#### PREPARATION OF SUITABLE TEXTBOOKS

Much of teaching and learning depends on textbooks. The textbooks which the children in different classes of the primary schools in East Pakistan follow at present are seldom suitable for them. They are written in the traditional manner, and arouse very little interest in the learners. In many cases, the information contained in them seems to have no relation to the lives of the learners. This kind of textbook, therefore, helps very little in actual teaching-learning situations.

In order to make primary education a success in East Pakistan, the preparation of suitable textbooks for children is a necessity. The books should be well-bound, well-illustrated, and printed in an attractive manner on good quality paper as well as accurate in content and interestingly written. Dull, unattractive textbooks have no place in modern education.

#### A LIBRARY FOR EACH SCHOOL

In order to meet the various needs and interests of the learners, each of the primary schools, if not each of the classes, should have a library of its own. The library should contain various kinds of books, all written and printed in recognition of the needs and interests of the young learners of East Pakistan.

The position of the schools in East Pakistan in this respect is very poor; few of the primary schools have any libraries of their own. The



learners, therefore, confine their reading to the textbooks which, again, are defective and uninteresting. In order to meet the individual needs of the learners and provide them with a scope of wide reading, each of the primary schools should have a library of its own.

#### EVALUATION OF THE PROGRAM

Evaluation gives guidance to every action; but in East Pakistan, there is at present no provision for evaluating the effectiveness of primary education. Without proper evaluation of the progress of the learners and the effectiveness of the learning experiences, no instructional program can be successfully guided. Since the primary school program is concerned with the development of the whole child, teachers will need help in appraising the effectiveness of the proposed curriculum in changing the behavior of the learners in terms of attitudes, appreciations, interests, skills, ability to think, and personal adjustment, as well as in intellectual growth.

Evaluation would help in guiding the instructional program, in diagnosing pupil needs, and in making timely amendment in the curriculum. ✓ Provision for evaluating the success of the curriculum is, therefore, a necessary condition for the effective implementation of the proposed curriculum. ✓

#### RESEARCH STUDIES

It becomes evident that implementation of the proposed curriculum presupposes some other studies about: (1) how the teachers of the primary schools in East Pakistan can be properly educated, (2) how suitable teachers' guides and resource units can be prepared, (3) how appropriate learning

materials can be selected, (4) how suitable textbooks for the children of the primary schools can be prepared, (5) how libraries can be organized and established in the primary schools in East Pakistan, and (6) how the progress of the pupils and the effectiveness of the instructional program can be evaluated.

In order to make primary education a success in East Pakistan, the curriculum which has been proposed should be implemented as early as possible. If the authorities for primary education in East Pakistan feel hesitant about adopting it throughout the region, they are earnestly requested to put it into operation as an experimental program in a limited area at least. It is sincerely hoped that if this proposed curriculum is properly implemented, the children of the primary schools in East Pakistan will live a richer life and be better able to deal with their future.

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APPENDIX

TIME TABLE (A)

Approximate weekly Time-table for Primary Schools (time in hours)

(Age of the children shown in brackets)

<u>Subjects</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
	Age: (5-7 yrs)	(7-8 yrs)	(8-9 yrs)	(9-10 yrs)	(10-11 yrs)
	Hours	Hours	Hours	Hours	Hours
1. Reading Mother tongue	5	6	7½	7½	7½
2. Writing Mother tongue	1½	1	1	1	-
3. Arithmetic	3	3	3	3	3
4. Social studies (Hist. Geo., and Elem. of Civics)	-	1	1½	2	3
5. Elements of Science (including H. care)	1	1	1	1	1½
6. Art and craft	2	2	2	2	2
7. Phy. training, games and music	2	2	2	2	2
8. Religious Instruction	<u>1</u>	<u>1½</u>	<u>2</u>	<u>2</u>	<u>2</u>
	15½	17½	20	20½	21

## TIME TABLE (B)

The weekly Time-table for schools following the double-shift system and teaching Urdu may be approximately as follows:-

(Age of the children shown in brackets)

<u>Subjects</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Age:	(6-7 yrs)	(7-8 yrs)	(8-9 yrs)	(9-10 yrs)	(10-11 yrs)
	Hours	Hours	Hours	Hours	Hours
1. Reading Mother tongue	5	6	)	)	6
2. Writing Mother tongue	1½	1	)	)	
3. Arithmetic	3	3	3	3	3
4. Social studies (Hist. Geo., and Elem. of Civics)	-	1	1½	1½	1½
5. Elements of Science (including H. Care)	1	1	1	1	1
6. Art and Craft	2	2	2	2	2
7. Phy. training, games and music	2	2	2	2	2
8. Religious Instruction	-	1½	1½	1½	1½
9. Urdu	-	-	-	1	1
	15½	17½	18	18	18

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